

*"Let us take things as we find
them; let us not attempt to distort
them into what they are not.
We cannot make facts. All our
wishing cannot change them.
We must use them."*

*— John Henry Cardinal Newman
(1801-1890)*

FACT BOOK 2005-2006

Salisbury
UNIVERSITY

www.salisbury.edu/iara

Table of Contents

Section A: Institutional Planning & Mission

SU Profile, Fall 2005	A-1.0
Summary of Student Characteristics, Fall 2005	A-4.0
History of the University	A-5.0
University Environment.....	A-6.0
Table 1: Headcount and FTES Enrollments, AY 1977-78 through 2005-06	A-7.0
<i>Figure 1: FTES Enrollment: Academic Years 1977-78 through 2005-06.....</i>	<i>A-7.0</i>
SU Organizational Chart, 2005-2006	A-8.0
Salisbury University Foundation, Inc., Board Members 2005	A-9.0
Board of Regents 2005-2006 Members, December 2005.....	A-9.1
SU Mission, Vision, and Values.....	A-10.0
President Dudley-Eshbach's letter to the SU Community Regarding the Strategic Plan.....	A-11.0
Summary of <i>Objectives for Emphasis</i> in the SU Strategic Plan	
Goals and Objectives AY 2004 – AY 2008.....	A-11.1
SU Strategic Plan Goals and Objectives AY 2004—AY 2008	A-12.0
SU 2005 Institutional Performance Accountability Report to MHEC, July 2005.....	A-16.0
Managing For Results Key Goals, and Objectives.....	A-26.0
SU Peer Performance Data, 2005	A-31.0
America's Best Colleges: 2006, Online Edition: U.S. News & World Report	
Top Public Colleges in the North, 2006	A-33.0
America's Best Colleges: 2005, Online Edition: U.S. News & World Report	
Select Colleges in the North, 2005	A-33.0
<u>America's Best Colleges: U.S. News World Report, SU Rankings: 1998-2006.....</u>	<u>A-34.0</u>
US News Ranking Criteria: 2006 Edition.....	A-34.0
ENROLLMENT PROJECTIONS, SU: FY 2006-FY 2016.....	A-35.0
Projected Growth Trends through FY 2016: Salisbury University	A-36.0
SU Campus Map	A-37.0

Section B: Institutional Enrollment & Demographics

Table 1: Total <i>Institutional</i> Enrollment: 1996, 2001-2005.....	B-1.0
<i>Figure 1: Full-Time and Part-Time Institutional Enrollment: 1996, 2001-2005</i>	<i>B-1.0</i>
<i>Figure 2: Percent Full-Time Institutional Enrollment: 1996, 2001-2005</i>	<i>B-1.0</i>
Table 2: Total <i>Institutional</i> Enrollment by Classification, Race/Ethnicity, and Status: Fall 2005	B-2.0
<i>Figure 2.1: Enrollment by Race and Classification, Fall 2005.....</i>	<i>B-2.0</i>

<i>Figure 3: Total Institutional Enrollment: Headcount, F/T, and P/T Students: 1996, 2001-2005</i>	B-3.0
<i>Figure 4: Total Institutional Enrollment Since 1980</i>	B-3.0
<i>Table 3: Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2005</i>	B-4.0
<i>Figure 5: Total Institutional Enrollment by Race/Ethnicity: Fall 2005</i>	B-4.0
<i>Figure 6: Total Institutional Enrollment by Sex and Status: Fall 2005</i>	B-4.0
<i>Table 4: Total Institutional Demographics: 1996, 2001-2005</i>	B-5.0
<i>Figure 7: Total Institutional Enrollment-Percent In-State: 1996, 2001-2005</i>	B-5.0
<i>Table 4:1: Total Institutional Enrollment by Career and Race: 1985, 1996, 2000-2005</i>	B-5.1
<i>Table 5: Total Institutional Enrollment by Age and Sex: 1996, 2001-2005</i>	B-6.0
<i>Table 6: Total Institutional Enrollment by State: 1996, 2001-2005</i>	B-7.0
<i>Figure 8: Fall 2005 Total Enrollment Residency by Region Map</i>	B-8.0
<i>Table 7: Total Institutional Enrollment by County of Residence: 1996, 2001-2005</i>	B-9.0
<i>Figure 9: Institutional Enrollment by County of Residence: 1996, 2001, 2005</i>	B-9.0
<i>Table 8: Enrollment by Country, Fall 2005</i>	B-10.0
<i>Figure 10: Number of Source Countries for International Students, Fall 2001 to Fall 2005</i>	B-10.0

Section C: Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

<i>Table 1: Institutional Enrollment by School & Discipline: Fall 1996, Fall 2001 to Fall 2005</i>	C-1.0
<i>Table 1.1: SU: Study Abroad Enrollment, 2001-2005</i>	C-1.1
<i>Table 2: Enrollment, Student Credit Hours, and FTES Winter Terms and Summer Sessions 1988 to 2005</i>	C-2.0
<i>Figure 1: Student Credit Hours: % Change Summer/Winter 2000, 2005</i>	C-3.0
<i>Figure 2: Student Credit Hours: Winter Terms and Summer Sessions 2000-2005</i>	C-3.0

Degrees

<i>Table 1: Number of Minors by School and Program: 2004-05 Degree Recipients</i>	C-4.0
<i>Table 2: Degrees Awarded by Program and Race: Academic Year 2004-05</i>	C-5.0
<i>Table 3: Degrees Awarded Alphabetically by Program: 1995-1996, AY 2000-01 to 2004-05</i>	C-6.0
<i>Table 4: Degrees Awarded by Academic Years: 1995-1996, AY 2000-01 through 2004-05</i>	C-7.0
<i>Figure 1: Degrees Awarded by Academic Years: 1995-96, AY 2000-01 – AY 2004-05</i>	C-7.0
<i>Table 5: Degrees Awarded by Race: 1995-96, 2000-01 through 2004-05</i>	C-8.0
<i>Figure 2: Percent of Master's Degrees Awarded to Minority Students: 1995-96, AY 2000-01 through 2004-05</i>	C-8.0

Student Credit Hours

Table 1: CIP and HEGIS Codes.....	C-9.0
Table 2: Total Student Credit Hours and FTES by Discipline & Course Level: Fall 2005	C-10.0
Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2005	C-11.0
Table 4: NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2005	C-12.0
Table 5: Courses-Unknown Start Time-Student Credit Hours and FTES by Discipline and Course Level: Fall 2005	C-13.0
Table 6: Total Student Credit Hours by Discipline: Fall Enrollment, 2001-2005.....	C-14.0
Table 7: Analysis of Annualized FTES, FY 1995 through Fall 2005	C-15.0
Figure 1: Total Headcount Verses Annual FTES, Fall 1994 to Fall 2005	C-15.0
Table 8: Annual Student Credit Hour Production by School, Discipline, and Level Academic Year 2000-01 through 2004-05	C-16.0
Table 9: Annual SCH Production by School, Discipline, and Semester, 2000-01 through 2004-05	C-18.0

Section D: Undergraduate Enrollment & Demographics

Table 1: Total Undergraduate Fall Enrollment: 1996, 2001-2005	D-1.0
Figure 1: Percent Full-time and Part-Time UG Enrollment: Fall 1996, Fall 2001-Fall 2005	D-1.0
Table 2: Total Undergraduate Demographics: 1996, 2001-2005	D-2.0
Figure 2: Percent In-State: 1996, 2001-2005	D-2.0
Figure 2.1: Percentage of Non-Maryland UGs: 1996, 2001-2005	D-2.1
Figure 2.2: Number of In-State and Non-Maryland UG Residents: 1996, 2001-2005 (includes international students).....	D-2.1
Table 3: Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2005	D-3.0
Figure 3: Total Undergraduate Enrollment by Race & Ethnicity: Fall 2005.....	D-3.0
Figure 4: Total Undergraduate Enrollment by Sex and Status: Fall 2005	D-3.0
Figure 5: SU Percentage of Minority Undergraduates, Fall 1996 through Fall 2005	D-4.0
Figure 6: SU Comparison of Non-minority and Minority UG Enrollments 1996-2005.....	D-4.0
Figure 7: SU Diversity Comparison among Maryland Public Institutions Undergraduate Enrollment, Fall 2004	D-4.0
Table 4: Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2005	D-5.0
Figure 8: Race/Ethnicity of FT Undergraduates, Fall 2005	D-5.0

<i>Figure 9: Race/Ethnicity of PT Undergraduates, Fall 2005</i>	D-5.0
Table 5: Total Undergraduates by Age and Sex: 1996, 2001-2005.....	D-6.0
Table 6: Total Undergraduate Enrollment by County of Residence: 1996, 2001-2005	D-7.0
<i>Figure 10: Institutional Enrollment by County of Residence, 1996, 2001, 2005</i>	D-7.0
<i>Figure 11: Maryland UG Enrollment by County, Fall 2005 Maryland Map</i>	D-8.0
Table 7: Total Undergraduate Enrollment by State: 1996, 2001-2005.....	D-9.0
<i>Figure 12: Fall 2005 UG Enrollment Residency by Region</i>	D-10.0

Section E: Program Enrollments, Degrees, and Student Credit Hours:

Undergraduate Summaries

Table 1: Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2005.....	E-1.0
Table 2: Undergraduate Enrollment by School & Discipline: Fall 1996, Fall 2001 to Fall 2005.....	E-2.0
Table 3: Secondary Education Track Enrollment by Major and Classification, Fall 2005	E-3.0
<i>Figure 1: Secondary Education Enrollments, Fall 2005</i>	E-3.0
Table 3.1: Secondary Education Track Enrollment by Major and Classification, Fall 2000 – Fall 2005	E-3.0
Table 4: Undergraduate Student Credit Hours by Department: Fall Enrollment 2001-2005	E-4.0

Degrees

Table 1: Undergraduate Degrees Awarded by School and Honors 2000-01 through 2004-05	E-5.0
Table 2: Bachelor Degrees Awarded by Academic Years: AY 1995-1996, AY 2000-01 through 2004-05.....	E-6.0
<i>Figure 1: Bachelor Degrees Awarded 2004-05</i>	E-6.0
Table 3: Number of Undergraduate Students Graduating with a Secondary Education Track by Major: AY 1999-00 to AY 2004-2005.....	E-6.0
Table 4: 2004-05 Undergraduate Degrees Awarded by Track	E-7.0
Table 5: 2004-05 Degrees Awarded by Major and Concentration	E-8.0
<i>Figure 2: AY 04-05 Undergraduate Degrees Awarded by Race/Ethnicity</i>	E-8.0
<i>Figure 3: Undergraduate Degrees Awarded by School, AY 00-01 – AY 04-05</i>	E-8.0

Section F: Retention and Graduation Rates, Freshmen and Transfer Summaries

Retention and Graduation

Table 1: SU Retention and Graduation Statistics for Freshman Class Cohorts, Fall 1985 to Fall 2004	F-1.0
Table 2: SU Retention and Graduation Statistics for Freshman Class Cohorts- <i>BY RACE/ETHNICITY</i> : Fall 1993 through Fall 2004	F-2.0
Table 3: SU Retention and Graduation Statistics for Freshman Class Cohorts- <i>BY</i> <i>GENDER</i> , Fall 1993 through Fall 2004	F-4.0
Figure 1: <i>SU Six-Year Graduation Rate Comparison Among MD Public</i> <i>Institutions – ALL STUDENTS</i>	F-6.0
Figure 2: <i>SU Six-Year Graduation Rate Comparison Among MD Public Institutions –</i> <i>White, non-Hispanic Students at HBCUs and African-American Students</i> <i>At non-HBCUs</i>	F-6.0
Figure 3: <i>Comparison of 4, 5, and 6 year Graduation Rates Among Selected USM</i> <i>Institutions First-time, Full-time, Degree-seeking Undergraduates</i> <i>Graduating from any USM Institution by Institution of First Enrollment</i>	F-7.0
Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions First-time, Full-time, Degree-seeking Undergraduates Average of 1996, 1997, and 1998 Cohorts	F-7.0

Freshmen and Transfers

Table 1: Enrollment by Residence and Race/Ethnicity, (Full and Part-Time) <i>New</i> <i>Undergraduate Students</i> , Fall 2005	F-8.0
Table 1.1: Enrollment by Residence and Race/Ethnicity Historical, Fall 2001-Fall 2005	F-8.1
Figure 1: <i>Comparison of New Undergraduates by Race/Ethnicity,</i> <i>Fall '01 through Fall '05</i>	F-8.1
Table 2: Top Feeder High Schools to SU, Fall 2005	F-9.0
Table 3: Applications/Acceptances/Enrollment, First-Time Freshmen, Fall 2001 to Fall 2005	F-10.0
Figure 2: <i>First-Time Freshman Application Data – Wicomico County</i>	F-10.1
Figure 3: <i>First-Time Freshman Application Data – Outside Wicomico,</i> <i>Inside Maryland</i>	F-10.1
Figure 4: <i>First-Time Freshman Application Data – Outside Maryland</i>	F-10.1
Table 4: Applications/Acceptances/Enrollment, <i>Transfer Students</i> , Fall 2001 to Fall 2005 ...	F-11.0
Figure 5: <i>Transfer Application Data – Wicomico County</i>	F-11.1
Figure 6: <i>Transfer Application Data – Outside Wicomico, Inside Maryland</i>	F-11.1
Figure 7: <i>Transfer Application Data – Outside Maryland</i>	F-11.1

Table 5: Applications/Acceptances/Enrollment by Race/Ethnicity, First-Time Freshmen, Fall 2005	F-12.0
Table 6: Applications/Acceptances/Enrollment by Race/Ethnicity, Transfer Students, Fall 2005	F-12.0
Table 6.1: NEW Student Enrollment: Undergraduate by School, Discipline & Admit Type, Fall 2005	F-12.1
Table 7: SAT Score Ranges, New Freshmen, Fall 2001 – Fall 2005	F-13.0
Table 8: Comparison of MEAN SAT scores at Salisbury University, State-wide, and USA, Fall 2001 – 2005	F-14.0
Figure 8: <i>SU First-Time Freshman MEAN SAT Scores, 2001-2005</i>	F-14.0
Figure 9: <i>2005 SAT Mean Scores, USA, State, & SU</i>	F-14.0
Table 9: Comparison of 2005 SAT Scores by Percentiles for SU, State, and USA	F-14.0

Undergraduate Financial Aid

Table 1: <i>Undergraduate</i> Financial Aid Awards Summary, FY 2002 to FY 2005	F-15.0
Table 2: SU Financial AID Comparisons Among Select Maryland Public Institutions, FY 2004	F-16.0
Figure 1: <i>SU Select Financial Aid Comparisons Among Select Maryland Public Institutions by Type of Aid in FY 2004</i>	F-17.0
Figure 2: <i>Financial Aid Comparison Among MD Public Institutions by Type of Aid in FY 2004</i>	F-18.0

Section G: Graduate Enrollment & Demographics

Table 1: Total Graduate Enrollment: 1996, 2001-2005	G-1.0
Figure 1: <i>Full-Time and Part-Time Graduate Enrollment: 1996, 2001-2005</i>	G-1.0
Table 2: Total Graduate Enrollment by Race/Ethnicity, Sex, & Status: Fall 2005	G-2.0
Figure 2: <i>Graduate Enrollment by Race and Ethnicity, Fall 2005</i>	G-2.0
Figure 3: <i>Graduate Enrollment Comparison by Sex and Status: Fall 1996 and Fall 2005</i>	G-2.0
Table 3: Total Graduate Demographics: 1996, 2001-2005	G-3.0
Figure 4: <i>Graduate Student Minority Enrollment, 1996, 2001-2005</i>	G-3.0
Table 4: Total Graduate Enrollments by Age and Sex: 1996, 2001-2005	G-4.0
Table 5: Total Graduate Enrollment by State: 1996, 2001-2005	G-5.0
Figure 5: <i>Total Graduate Enrollment by Residency</i>	G-5.0
Figure 6: <i>Fall 2005 Graduate Enrollment by Residency by Region Map</i>	G-6.0
Table 6: Total Graduate Enrollment by County of Residence: 1996, 2001-2005	G-7.0
Figure 6.1: <i>Graduate Enrollment by County of Residence: 1996, 2001, 2005</i>	G-7.0
Table 7: Graduate Enrollment by Program, Race, and Status: Fall 2005	G-8.0
Figure 7: <i>Graduate Enrollment by Race, Fall 2005</i>	G-8.0

Table 8: <i>Graduate Student Credit Hours by Department:</i>	
Fall Enrollment 1996, 2001-2005	G-9.0
Table 9: <i>Enrollment in Graduate Degree Programs by School and Discipline:</i>	
Fall 1996, Fall 2001 to Fall 2005	G-9.0
Table 10: <i>Graduate Degrees Awarded by Program: 1995-96, 2000-01 through 2004-05</i>	G-10.0
<i>Figure 8: Degrees by Programs: AY 2004-05</i>	G-10.0
<i>Figure 9: Total Graduate Degrees: AY '95-'96, '00-'01 through '04-'05</i>	G-10.0
Table 11: <i>2004-05 Graduate Degrees Awarded by Major and Track</i>	G-11.0
Table 12: <i>Graduate Non-Degree Enrollment: 1996, 2001-2005</i>	G-12.0
<i>Figure 10: Total Graduate Non-Degree Headcount Enrollment:</i>	
Fall 2001-2005	G-12.0
<i>Figure 10.1: Age Ranges of Non-Degree Graduate Students: Fall 2005</i>	G-12.0
Table 13: <i>Graduate Financial Aid Awards Summary, AY 2001-02 to AY 2004-05</i>	G-13.0
<i>Figure 11: Graduate Financial Aid, AY 2000-01 through AY 2004-05</i>	G-13.0

Section H: Employees

Faculty

Table 1: <i>Summary of Faculty Characteristics, Includes Full-Time Non-Tenure Track Faculty, Fall 2001-Fall 2005</i>	H-1.0
Table 1.1: <i>Race and Gender Summary of Full-time Faculty Characteristics:</i>	
Fall 2000 - Fall 2005	H-1.1
<i>Figure 1: % of Total F/T Faculty Who Are Tenured/Tenure-Track, 2001-2005</i>	H-2.0
<i>Figure 2: % of Total F/T Faculty With Terminal Degrees, 2001-2005</i>	H-2.0
<i>Figure 3: Total Full-Time Faculty by Rank and Sex, 2005-06</i>	H-2.0
<i>Figure 4: % of Total F/T Faculty by School, Fall 2005</i>	H-2.0
<i>Figure 5: % of Total SCHs by School, Fall 2005</i>	H-2.0
Table 2: <i>Faculty Tenure Status by Rank, Department, and School, 2005-2006</i>	H-3.0
<i>Figure 6: F/T Minority Faculty by School, Fall 2005</i>	H-3.0
<i>Figure 7: Full-Time Minority and International Faculty by School, Fall 2005</i>	H-3.0
Table 3: <i>Full-Time Faculty by Race, Sex, School, and Department, Fall 2005</i>	H-4.0
Table 4: <i>Full-Time Faculty by Rank, Sex, & School, Fall 2005</i>	H-5.0
<i>Figure 8: Average Years of Tenured/Tenure-Track Faculty Service and Age by Rank, Fall 2005</i>	H-5.0
Table 5: <i>Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank (Up to and including Fall 2005 semester)</i>	H-5.0
Table 6: <i>Highest Degree Awarded to Tenured/Tenure-Track Faculty by State and Institution, Academic Year 2005-2006</i>	H-6.0
<i>Figure 9: All Full-Time Faculty Percentage of Highest Degree, Fall 2005</i>	H-7.0

Table 7: Highest Degrees Awarded to Full-time Non-Tenure Track Faculty by State and Institution, Academic Year 2005-2006	H-7.0
Table 8: SU SCH to FTEF Ratio, AY 2000-2001 through 2004-2005	H-8.0
Table 9: SU Students to Faculty Ratio, AY 2000-2001 through AY 2004-2005	H-9.0

Staff

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status, Fall 2005	H-10.0
Table 1.1: Number of Employees by Occupational Category and Race/Ethnicity, Fall 2000 – Fall 2005.....	H-10.1
Table 2: Number of Employees by Occupational Category and Status, Fall 2001 – Fall 2005.....	H-11.0

Section I: Resources

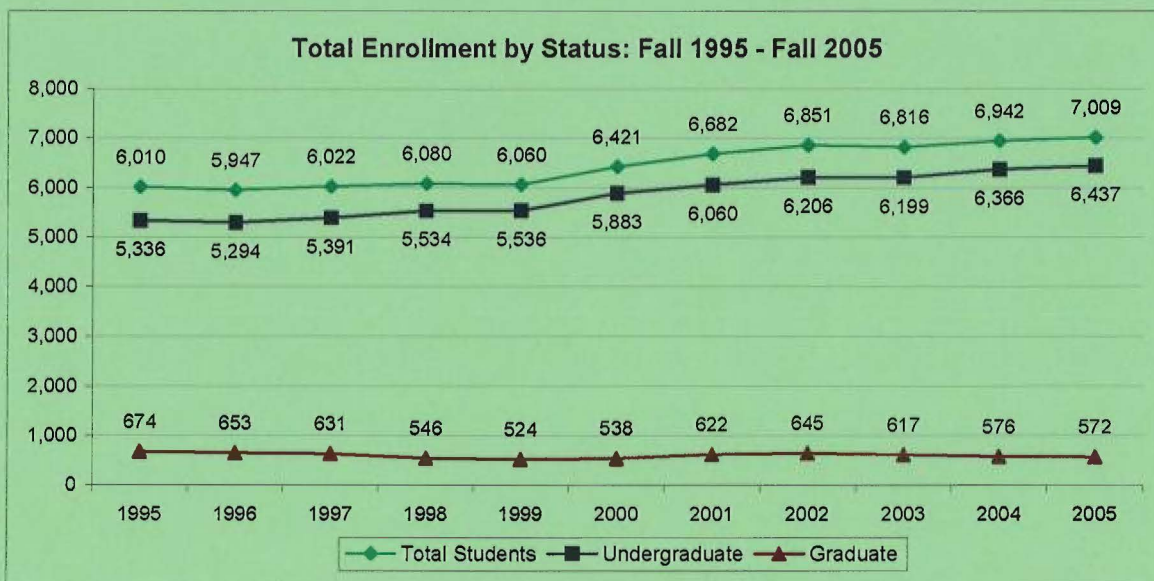
Table 1: Tuition and Fees, 2000-01 through 2005-06	I-1.0
<i>Figure 1: 2005-2006 USM In-State Tuition and Fees</i>	I-1.0
<i>Figure 2: 2005-2006 USM Out-of-State Tuition and Fees</i>	I-1.0
Table 2: Operating Revenue by <u>Source</u> : Fiscal Year 2000-Fiscal Year 2004	I-2.0
Table 3: Operating Revenue, <u>Expenditures</u> : Fiscal Year 2000-Fiscal Year 2004	I-3.0
Table 4: Office of Grants and Sponsored Research Funding Report – EXTERNAL GRANTS: FY 2005 and Cumulative External Grants, 2001-2005	I-4.0
Table 5: Library Collections and Transactions, Fall 2001 through Fall 2005	I-5.0
Table 6: Physical Facilities Inventory, 2005-06	I-6.0

Glossary	J-1.0
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Institutional Planning and Mission

Salisbury University Strategic Goals for AY 2004-AY 2008

- Goal I:** The University will enhance an academic and learning environment that promotes intellectual growth and success.
- Goal II:** The University will advance a student-centered environment.
- Goal III:** The University will foster inclusiveness as well as cultural and intellectual pluralism.
- Goal IV:** The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.
-



Salisbury University Profile

FALL 2005

Founding Date: 1925 **Location:** Wicomico County, Maryland

8th President: Janet E. Dudley-Eshbach, Ph.D.
(Appointed July 1, 2000)

Carnegie Classification: Master's I

Accreditations:

American Chemical Society Committee on Professional Training (ACS-CPT)
The Association to Advance Collegiate Schools of Business (AACSB-International)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Commission on Collegiate Nursing Education (CCNE)
Council on Social Work Education (CSWE)
Middle States Commission on Higher Education (MSACHE) – Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)
National League for Nursing Accrediting Commission (NLNAC)

Total Headcount Enrollment:

7,009	Total
1.0%	increase from Fall 2004 (6,942)
9.2%	increase from Fall 2000 (6,421)
16.6%	increase from Fall 1995 (6,010)

Headcount Demographics:

	Undergraduate	Graduate	Total
Full-Time	5,798	184	5,982
Part-Time	639	388	1,027
Total Enrollment	6,437	572	7,009
Female	56%	75%	58%
Male	44%	25%	42%
Ethnicity			
African-American	10.5%	10.6%	10.5%
American Indian	0.3%	0%	0.3%
Asian/Pacific Islander	2.7%	1.1%	2.6%
Hispanic	2.6%	1.1%	2.5%
International	0.6%	1.6%	0.6%
Total Minority & International	16.7%	14.4%	16.5%
% In-State	85.8%	89.3%	86.1%
% Out-of-State (including Int'l)	14.2%	10.7%	13.9%
Countries Represented	23	8	29
States Represented	27	10	28

% F/T = 85.3%

% UG F/T = 90.1%

% UG = 91.8%

Student/Faculty Ratio: 16.2:1 (FTES/FTEF)

Faculty Ratio: 1021 F / 1033 T / 127			
Average credit hours per undergraduate student:	13.92 (All)	14.80 (F/T)	6.00 (P/T)
Average credit hours per graduate student:	6.32 (All)	11.31 (F/T)	3.95 (P/T)
Lecture courses w/ < 20 students: 28%	Lecture courses w/ 20-40 students: 63%		
Lecture courses w/ > 40 students: 9%	Average class size: 27		
1,772 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 42 (offering the B.A., B.S., B.A.S.W., B.F.A.)

Accounting	Elementary Education	History	Physical Education
Art	English	Information Systems	Physics
Athletic Training	ESOL/TESOL	Interdisciplinary Studies	Political Science
Biology	Environmental Health	International Studies	Psychology
Business Administration	Environmental Issues	Management	Respiratory Therapy
Chemistry	Exercise Science	Marketing	Social Work
Communication Arts	Finance	Mathematics	Sociology
Computer Science	Fine Arts	Medical Technology	Spanish
Conflict Resolution	French	Music	Theatre
Early Childhood Education	Geography	Nursing	
Economics	Health Education	Philosophy	

Graduate Programs: 11

Applied Health Physiology (M.S.)	Nursing (M.S.)
Business Administration (M.B.A.)	Public School Administration (M.Ed.)
Education (M.Ed.)	Reading Specialist (M.Ed.)
English (M.A.)	Social Work (M.S.W.)
History (M.A.)	Teaching (M.A.T.)
Mathematics Education (M.S.)	

Post-Baccalaureate/Masters Certificates: 5

Family Nurse Practitioner	Teaching and Learning with Technology
Health Care Management	Teaching English to Speakers of Other Languages
Mathematics for Middle School Teachers	

Enrollment in Most Popular Undergraduate Majors:

587 (9.1%)	Business Administration	408 (6.4%)	Biology
502 (7.8%)	Elementary Education	296 (4.6%)	Psychology
441 (6.9%)	Communication Arts	220 (3.4%)	Accounting
428 (6.6%)	Nursing	213 (3.3%)	History

Degrees Conferred AY 2004-05: 1,313 Bachelors,
190 Masters

Resident Population on Campus: 1,690 (29% of full-time undergraduates)

National & International Honor Societies: 20

Age of Students: Average Age of all students = 22.2

Average Age of all undergraduates = 21.4	Average Age of all graduate students = 31.6
91.5% of all undergraduates are age 24 and younger	13.7% of the total student body is age 25 and older

Freshman to Sophomore Retention Rate: 83.0%

Six-year Completion Rate: 72.8% (MHEC rates for SU—includes transfer-out completers)
67.2% (Salisbury University students only)

Undergraduate Tuition & Fees AY 2005-06

Annual In-State	\$ 6,376
Annual Out-of-State:	\$14,054

Freshman Admissions, Fall 2005

5,296 applied	3,011 accepted	958 enrolled	4,544 UG recipients	\$38,889,011
	57% acceptance rate	32% enrollment yield	348 graduate recipients	\$ 2,279,663

Financial Aid Recipients for FY 2005

Fall 2005 Comparison of SAT Scores by Percentile for SU, Maryland, and the USA

	Salisbury University			Maryland ¹			USA ¹		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
Mean	561	575	1136	511	515	1026	508	520	1028
25 th	520	530	1050	430	430	860	430	440	870
50 th	560	570	1130	510	520	1030	510	520	1030
75 th	600	610	1210	590	600	1190	580	600	1180

¹Source: College Board

Mean SAT: 1136

Faculty Demographics:

Full-Time*	323
Tenured/Tenure Track	265
Average length of service (years)	12
% with Terminal Degree	93%
% with Ph.D.	89%
Library Faculty	10
Full-Time Non Tenure Track	58
% with Terminal Degree	34%
% with Ph.D.	22%
Part-Time Non Tenure Track	171
Total Faculty	504
Female	261
Male	243

* Terminal degrees representing 105 institutions of higher education in 39 states, the District of Columbia, and 3 foreign countries.

Grants and Sponsored Research Awards:

FY 1999	\$2,370,532
FY 2000	\$3,222,511
FY 2001	\$5,065,542
FY 2002	\$5,358,870
FY 2003	\$4,474,367
FY 2004	\$4,730,622
FY 2005	\$3,533,527

Source: Office of Grants & Sponsored Research

Private Support

Fiscal Year	Donations & Revenue	Disbursements And Expenses	Gross Assets
1998	\$5,779,046	\$2,385,255	\$26,498,293
1999	\$6,858,211	\$2,719,064	\$32,534,437
2000	\$6,221,199	\$2,959,897	\$36,399,079
2001	\$1,993,754	\$3,512,711	\$32,845,071
2002	\$ 152,099	\$3,464,098	\$28,589,028
2003	\$4,116,404	\$3,428,412	\$29,044,428
2004	\$5,979,770	\$3,419,673	\$31,530,096
2005	\$4,196,983	\$3,068,586	\$32,456,240

Source: SU Foundation, Inc.

Operating Budget: FY 2005 Actual	\$ 94,427,468	Physical Plant: 145.47 acres
Projected Budget: FY 2006	\$104,103,272	51 Buildings, including 10 Residence Halls
Source: Office of Administration & Finance		Total Gross Square Feet: 1,447,035
Blackwell Library: 263,295 bound volumes; 245,179 government documents; 750,272 microforms; 1,013 audiovisual items; 1,272 current periodical subscriptions, special collections of maps, art prints, etc.		

Summary of Student Characteristics: Fall 2005

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5,798	639	6,437	91.8%
Graduate	184	388	572	8.2%
Total	5,982	1,027	7,009	100%
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2,546	286	2,832	44.0%
Undergraduate Females	3,252	353	3,605	56.0%
Subtotal Undergraduates	5,798	639	6,437	100%
Graduate Males	45	96	141	24.7%
Graduate Females	139	292	431	75.3%
Subtotal Graduates	184	388	572	100%
Total Males	2,591	382	2,973	42.4%
Total Females	3,391	645	4,036	57.6%
Total Enrollment	5,982	1,027	7,009	100%
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	94	-	94	10.0%
White	790	2	792	84.2%
Other	50	-	50	5.3%
International	5	-	5	0.5%
Unknown	17	-	17	-
Subtotal First-time Freshmen	956	2	958	100%
Undergraduate African-American	515	130	645	10.5%
Undergraduate White	4,685	425	5,110	83.3%
Undergraduate Other	311	36	347	5.7%
Undergraduate International	33	1	34	0.6%
Undergraduate Unknown	254	47	301	-
Subtotal Undergraduate	5,798	639	6,437	100%
Graduate African-American	21	37	58	10.6%
Graduate White	141	329	470	85.6%
Graduate Other	6	6	12	2.2%
Graduate International	8	1	9	1.6%
Graduate Unknown	8	15	23	-
Subtotal Graduates	184	388	572	100%
Total African-American	536	167	703	10.5%
Total White	4,826	754	5,580	83.5%
Total Other	317	42	359	5.4%
Total International	41	2	43	0.6%
Total Unknown	262	62	324	-
TOTAL ENROLLMENT	5,982	1,027	7,009	100%
*Percentages are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	5,492	399	5,891	91.5%
Undergraduate 25 & over	306	240	546	8.5%
Subtotal Undergraduates	5,798	639	6,437	100%
Graduates 24 & under	100	55	155	27.1%
Graduates 25 & over	84	333	417	72.9%
Subtotal Graduates	184	388	572	100%
Total 24 & under	5,592	454	6,046	86.3%
Total 25 & over	390	573	963	13.7%
Total Enrollment	5,982	1,027	7,009	100%
RESIDENCE (of Origin)	TOTAL		% of Total	
Total Undergraduates				
Eastern Shore, MD	1,861		28.9%	
Western Shore, MD	3,664		56.9%	
Out-of-State	875		13.6%	
International students, int'l address	34		0.5%	
Permanent resident visa students, int'l address	3		-	
Subtotal	6,437		100%	
Total Enrollment				
Eastern Shore, MD	2,298		32.8%	
Western Shore, MD	3,738		53.3%	
Out-of-State	927		13.2%	
International students, int'l address	43		0.6%	
Permanent resident visa students, int'l address	-		-	
US students, int'l address	3		-	
TOTAL	7,009		100%	

History of the University

Committed to advancing the quality of its teachers, in 1922 the state of Maryland sought a suitable location for a two-year state normal school, the first to be built east of the Chesapeake Bay. The city of Salisbury, located at the intersection of the area's chief north-south and east-west travel routes, was a natural choice, not only for its role as "Crossroads of the Delmarva Peninsula," but as the area's economic and residential center and its largest municipality. By September 1925, Salisbury University began its many-named life, first as the *Maryland State Normal School at Salisbury*. For six years, a two-year training program for elementary teachers remained its sole academic offering. In 1931, a third-year course was added, and in 1934 the institution—now renamed the *State Teachers College at Salisbury*—became a four-year college offering a Bachelor of Science degree. In 1947, certification for junior-high teachers and in 1960 senior-high training complemented the elementary program.

The liberal arts and sciences, beginning in 1960 with the creation of a Bachelor of Arts course of study and additional Bachelor of Science degree programs, assumed a central place in the school's curriculum. In 1962, a Master of Education degree heralded the University's first entrance into graduate education. Less frequently cited, a more significant change also began in the early 1960s—enrollment of Salisbury's first African-American students.

The Maryland legislature in 1963 voted to rename the State's five teachers' colleges, dropping the word "teachers" from their names and bringing them under a central governance board. The institution's name was subsequently changed (for the third time) to *Salisbury State College*. The creation of a single Board of Trustees for these state colleges brought new statewide resources but an end to some of Salisbury's campus self-determination and governance. On balance, these changes reflected a new statewide commitment to the liberal arts and sciences and greater statewide direction to

Maryland public higher education.

Over the next fifteen years professional programs in business, social work, medical technology, respiratory therapy, and nursing brought Salisbury's total undergraduate programs far towards its current forty-two programs and fifty-three majors. Several graduate programs in the liberal arts joined education's advanced degrees—Master of Arts in History (1971), Master of Arts in English (1974), and Master of Arts in Psychology (1975; discontinued 2000). Additional professional graduate degrees—a Master of Business Administration (1982) and a Master of Nursing (1986)—soon rounded out an institutional graduate curriculum. Recent graduate degree additions bring the total to eleven (plus five advanced certificates): Master of Arts in Teaching, Master of Education in Public School Administration, Master of Science in Applied Health Physiology (2000), Master of Social Work (2001), and in 2003, a Master of Education Reading Specialist and Master of Science in Math Education. Throughout the University's history, graduate programs have remained small in size—fewer than 10% of collective overall enrollment. Since 1960, quality undergraduate education in the liberal arts and sciences and a range of professional programs has been the overwhelmingly dominant aspect of the University's programmatic life.

By state legislative action in 1988, Maryland's five state teachers' colleges joined the University of Maryland System (later renamed the University System of Maryland), with a single state Board of Regents as the governing body for eleven degree-granting institutions and two research institutes ranging widely in size and historic purpose. A fourth and then a fifth name change followed, with respective Board of Regents' approval, to recognize Salisbury's increased status as a university, first as *Salisbury State University* (1988) and then its fifth and current identity, *Salisbury University* (2001).

University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a Fall 2005 headcount enrollment of 7,009 students and 6,277 FTES (Full-time Equivalent Students). The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland—that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west, the Atlantic Ocean on the east, the State of Delaware to the north and to the east, and the State of Virginia's Eastern Shore to the south.

First explored by Captain John Smith, the Shore retains much of its historic charm and natural beauty. Because of its miles of shoreline, many rivers, and proximity to major urban centers, the Eastern Shore has become known for its recreational appeal and, increasingly, its economic diversity. Tourism and both recreational and commercial fishing are major regional industries. Agriculture has continued as a vital source of livelihood and commerce since European settlers first arrived in the early 1600's, while an increasing number of high-technology industries, including the Mid-Atlantic Regional Spaceport, promise new and ever more opportunities.

The Atlantic beaches, relatively mild winters, and leisurely lifestyle attract summer vacationers and, in recent times, an influx of retirees, many of whom are natives of northern states relocating their permanent residence. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning, the 2000 nine county population of the Eastern Shore was 395,903. This figure represents a 33.5% increase from the 1980 census (296,620) and 15.2% from the 1990 census (343,769). The population is projected to increase by approximately 7.5% every five years for the next two decades.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city and 8th largest in the state with a municipal population of 26,148 (2004 est.). 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 region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury-Ocean City/Wicomico Regional Airport is also the state's second largest 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, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore remains largely rural. The 2000 population of Wicomico County was 84,644, an increase of 13.9% from 1990 and 31.1% from 1980. The estimated 2005 population is 89,550.

Along with its importance as an economic center, 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, community college, and university all contribute to an on-going vitality and significance in the life of the Eastern Shore and Maryland.

Salisbury University is the cultural center for the region, providing numerous programmatic offerings in lectures, theatre, music, dance, and art exhibitions that are enjoyed annually by thousands of campus and community members. Numerous University-sponsored cultural events are open to the community, most at no cost. A recent economic impact study announced that the University brings some \$350 million annually to the Lower Eastern Shore economy and generates the equivalent of 3,000 local jobs.

The University presents a nationally distinctive case in which all four schools have been endowed: the Richard A. Henson School of Science and Technology, the Charles R. and Martha N. Fulton School of Liberal Arts, the Franklin P. Perdue School of Business, and the Samuel W. and Marilyn C. Seidel School of Education and Professional Studies. Other University endowments have established the Nabb Research Center for Delmarva History and Culture, the Bobbi Biron Theatre Program, and the Thomas E. Bellavance Honors Program. Other large donations generated and support The Center for Conflict Resolution, the Salisbury Symphony, and the Institute for Public Affairs and Civic Engagement, among others. Each plays a critical role in responding to the educational, economic, cultural, and social needs of the region.

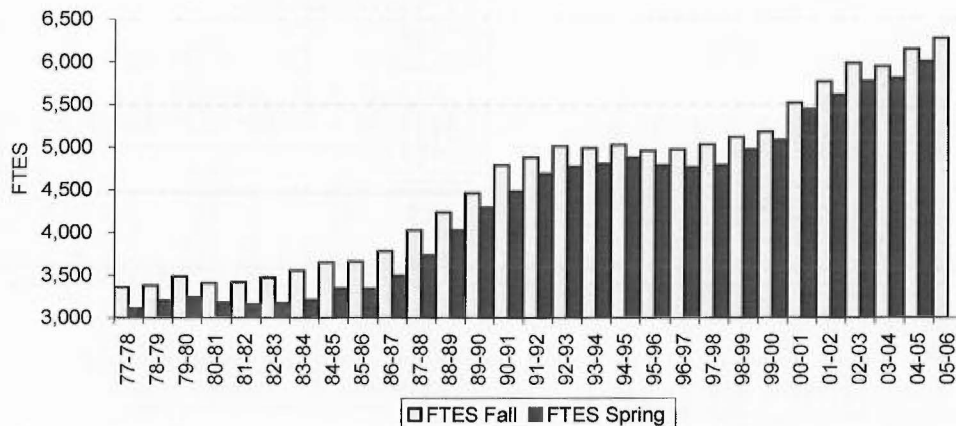
Table 1:

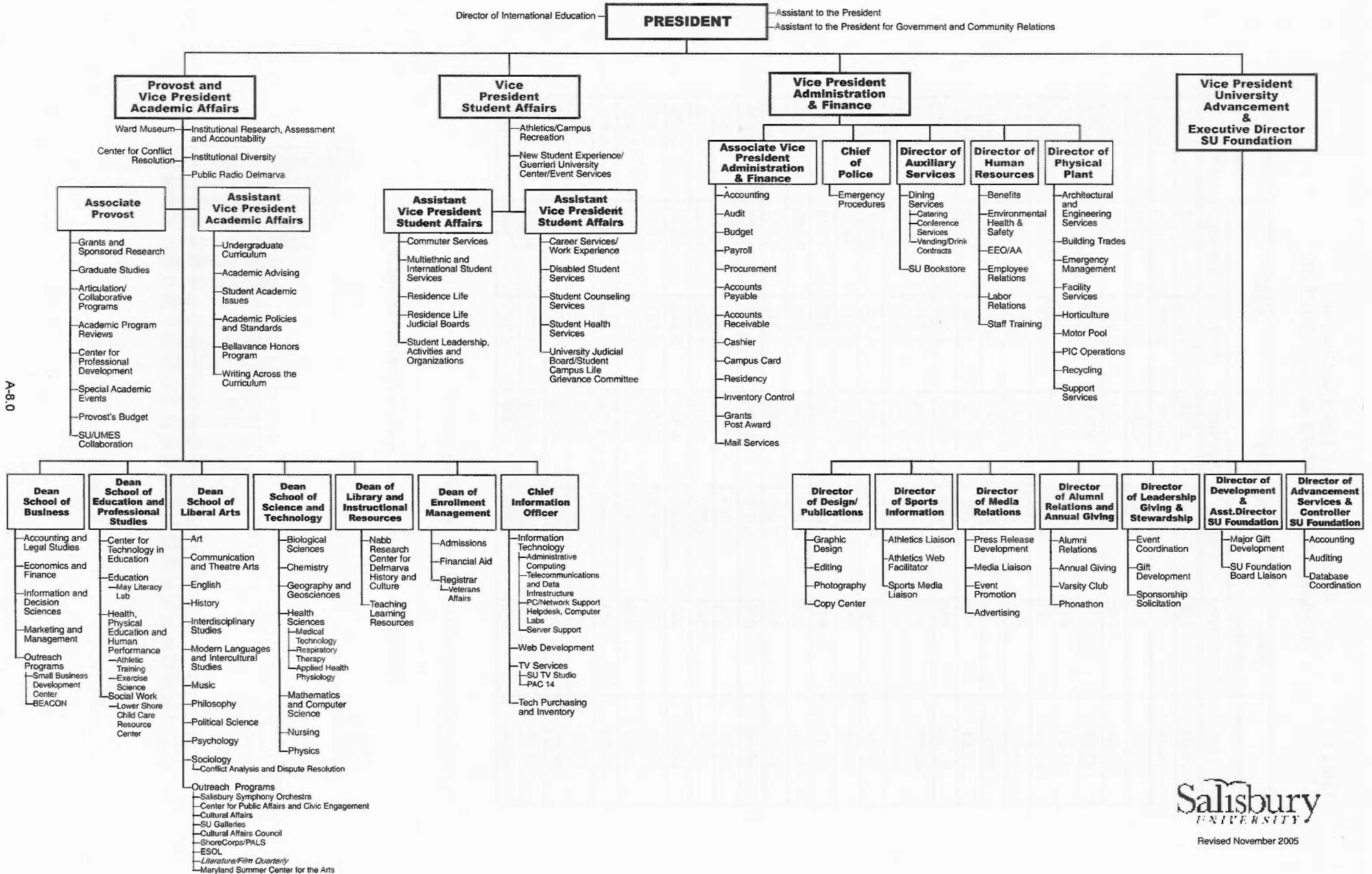
Headcount and FTES Enrollments
Academic Years 1977-78 through 2005-06

Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		Annual FTES*
		Fall	Spring	Fall	Spring	
77-78	856	4,299	3,968	3,363	3,113	3,238
78-79	688	4,361	4,081	3,382	3,204	3,293
79-80	654	4,427	4,040	3,491	3,245	3,368
80-81	622	4,318	3,971	3,410	3,179	3,295
81-82	N/A	4,349	3,995	3,426	3,161	3,294
82-83	659	4,341	3,967	3,475	3,177	3,326
83-84	721	4,488	4,029	3,557	3,217	3,387
84-85	811	4,485	4,178	3,652	3,349	3,501
85-86	711	4,507	4,163	3,661	3,345	3,503
86-87	685	4,708	4,442	3,790	3,500	3,645
87-88	803	4,960	4,692	4,032	3,737	3,885
88-89	855	5,260	5,044	4,241	4,035	4,138
89-90	773	5,447	5,263	4,467	4,300	4,384
90-91	659	5,734	5,398	4,794	4,487	4,641
91-92	711	5,884	5,669	4,883	4,693	4,788
92-93	634	6,022	5,719	5,017	4,775	4,896
93-94	726	5,956	5,749	4,995	4,806	4,901
94-95	680	6,048	5,909	5,031	4,881	4,956
95-96	650	6,010	5,763	4,962	4,788	4,875
96-97	685	5,947	5,775	4,976	4,768	4,872
97-98	874	6,022	5,711	5,035	4,792	4,914
98-99	928	6,080	5,887	5,122	4,976	5,049
99-00	856	6,060	5,926	5,181	5,085	5,133
00-01	930	6,421	6,244	5,519	5,445	5,482
01-02	941	6,682	6,434	5,768	5,609	5,689
02-03	899	6,851	6,613	5,985	5,778	5,882
03-04	946	6,816	6,598	5,950	5,809	5,880
04-05	986	6,942	6,677	6,150	6,006	6,078
05-06	958	7,009	N/A	6,277	N/A	N/A

*Average of fall and spring semester FTES (Full-Time Equivalent Students)

Figure 1: FTES Enrollment: Academic Years 1977-78 through 2005-06





Salisbury University Foundation Inc.

Board Members December 2005

Edward M. Thomas
1999
Bank of Delmarva
Chair

Deborah Abbott
1996
Peninsula Bank

Charles T. Capute
2004
Charles T. Capute, LLC

Bruce W. Cort
1994
Cort & Associates, Inc.

D. Page Elmore
1999
Maryland State Delegate

Charles Emery
2002
Cable Testing Associates

Wanda Ferrier
2000
Retired

Ellen I. Fretterd
1990
Community Activist

O. Palmer Gillis, III
2000
Gillis-Gilkerson, Inc

Richard Givens II
2002
Retired

Michael S. Guerrieri
1998
Guerrieri Venture Partnership

Henry H. Hanna III
1987
Long & Foster Realtors

Edward Henry
2002
Retired

Marianna Holloway
1980
Holloway Funeral Home

Dr. Peter E. Jackson
2005
Chesapeake Bay Farm
Custom Media Experience

Wayne A. Judkins
2002
Deutsche Bank Securities,
Inc.

C. Frederick Lankford
1998
Lankford-Sysco
Food Services, Inc.

Ann Showell Mariner
1993
Castle in the Stand

Anne Hallowell Miller
1998
Hallowell Foundation

Marshall W. Moore
1973
Retired Banker

John E. Moseman
2002
WelGard

**Kathryn C. Washburn
Niskanen**
1998
Department of the Interior

James A. Perdue
2003
Perdue Farms, Inc.

Emilie Wood Robinson
2000
Retired

Peter A. Roskovich
2005
Adams The Place for Ribs
Black Diamond Catering

Billye Sarbanes
2001
Retired

Diane Savage
1985
Community Activist

J. Michael Scarborough
1998
The Scarborough Group

Marilyn A. Seidel
2000
Retired

Dr. Irving J. Shen
1996
Dentist

Rosemary M. Thomas
2003
SU Foundation, Inc.

William E. Wyatt III
1998
Retired Wyatt Wholesale

Board of Directors Emeritus
Klein G. Leister
Francis M. Young

**Board of Regents
2005-2006 Members
December 2005**

David H. Nevins
Baltimore County
Appointed July 1999
Chairman

Robert L. Levenstein
Baltimore County
Appointed July 2003
Vice Chairman

Thomas B. Finan, Jr.
Allegany County
Appointed August 1995

Patricia S. Florestano
Anne Arundel County
Appointed March 2001
Assistant Treasurer

R. Michael Gill
Baltimore County
Appointed July 2004

Alicia Coro Hoffman
Dorchester Count
Appointed November 2005

Nina Rodale Houghton
Queen Anne's County
Appointed November 1999
Assistant Secretary

Richard E. Hug
Anne Arundel County
Appointed March 2003

Orlan M. Johnson
Prince George's County
Appointed July 2002
Treasurer

**The Honorable Francis X.
Kelley, Jr.**
Baltimore County
Appointed March 1999

Clifford M. Kendall
Montgomery County
Appointed March 1999

The Hon. Marvin Mandel
Anne Arundel County
Appointed July 2003

Robert L. Mitchell
Montgomery County
Appointed July 2003
Secretary

A. Dwight Pettit, Esq.
Baltimore County
Appointed August 2003

The Honorable Lewis R. Riley
(Ex officio)
Wicomico County
Appointed January 2003

The Hon. James C. Rosapepe
Prince George's County
Appointed March 2001

Joel Willcher
Student Regent
Montgomery County
Term expires 6/30/2006

Source: USM Board of Regents, Board
of Regents 2005-2006 Members

Salisbury University

Mission, Vision, and Values

Mission

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Vision

Salisbury University, Maryland's university of national distinction will be acknowledged by its peers as a globally oriented, widely recognized comprehensive university for excellence in education both in and out of the classroom and for its commitment to model programs in civic engagement. Undergraduate research, international experiences, and a broad range of internships and community outreach activities will be the hallmark of the institution, enriching the traditional academic curriculum and enabling students to connect research to practice and theory to action. Salisbury University will grow to meet the education and workforce needs of the State by providing nationally distinguished undergraduate programs as well as specialized master and doctoral programs that uniquely serve the region. We will attract superior students who are academically exceptional and who embrace their role as involved citizens. We will empower students for a life of leadership and cultural appreciation through their participation in campus artistic and athletic activities and in campus clubs and organizations. We will graduate students who are recruited by the best employers and graduate schools and who will contribute to the economic and social vitality of the State and the nation.

Values

The core values of Salisbury 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. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values. In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations for our students.

July 2004

To the Salisbury University Community:

Emphasizing four strategic goals and over thirty primary objectives, the Salisbury University Strategic Plan Goals and Objectives: AY 2004 - AY 2008 establish a cogent course for Salisbury University for the next five years. Produced during an intensive 16-month process involving every campus constituency, the Plan targets objectives to maintain and advance institutional strengths, to meet institutional challenges, and to exploit opportunities for enhanced excellence, academic growth, and advancement. Driven by our institutional mission and vision and framed by our core values, the Strategic Plan affirms academic excellence as our defining attribute and reinforces our belief that student learning is central.

I would like to thank the hundreds of individuals who contributed in this broad-based planning effort. Special thanks to the Strategic Planning Team, participants in the campus-wide and representative planning events, and the many governance and leadership groups that provided valuable comment and guidance. These efforts were essential in informing the Vice Presidents and me as we met to discuss and finalize the Strategic Plan. Comments, documents, resolutions, and suggestions from the Faculty Senate, the Student Government Association, the Staff Senate, the Provost's Council, the Academic Deans, the Strategic Planning Team, and individuals were all critical to this effort.

In order to involve all levels of the SU community in moving toward the specific objectives of the Strategic Plan, formal responsibility often referred to as accountability, will be assigned to appropriate campus leaders. Action plans or strategies are and/or will be developed to accomplish each objective. Concurrently, definitive milestones and timetables will be identified to indicate when an objective has been accomplished. The Plan is to be used by all academic and administrative units to guide budgeting, academic, student support, and external, mission-appropriate initiatives.

All objectives, simply by their inclusion in the Strategic Plan, are important. After careful consideration of the input and the insight of the campus community, the Vice Presidents and I have chosen several objectives within each goal as "Objectives for Emphasis." Several of the objectives have been recognized as both immediate and long-term initiatives that may last well beyond the life of the current Plan. Other objectives are shorter term, will be staged into a priority status as time progresses, and may be accomplished within the life of the Plan. At all times, planning will remain dynamic, with the institution cognizant of external and internal pressures that propel change. Consequently, the campus community and particularly the campus governance groups, remain essential constituents of any dialogue that leads to institutional change, informing priorities and defining institutional vision.

The recently completed Salisbury University Facilities Master Plan provides a vision for facilities and institutional growth for the next ten years that connects well with the Strategic Plan. Institutional effectiveness efforts in student learning and administrative support further unify our planning and improvement efforts. To underscore how these collective planning initiatives further the mission and vision of Salisbury University, the phrase Learn/Live/Lead will be used in publications and around campus in the coming months.

I am grateful to the entire Salisbury University Community for your involvement in our extensive planning efforts. Together we will move forward to make the Strategic and Facilities Plans a reality.

Janet Dudley-Eshbach, President

**Summary of
Objectives for Emphasis
in the Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008**

Goal I: *The University will enhance an academic and learning environment that promotes intellectual growth and success.*

- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- G. Recruit and retain highly qualified faculty and staff.
- G.5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: *The University will advance a student-centered environment.*

- D.1. Improve recreational, wellness, and fitness services, programs, and facilities.
- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: *The University will foster inclusiveness as well as cultural and intellectual pluralism.*

- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- C. Foster the growth of a more diverse student and employee population.
- A. Provide multicultural and sensitivity education and activities for the campus community.

Goal IV: *The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.*

- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.

Salisbury University
Strategic Plan Goals and Objectives
AY 2004 — AY 2008

Goal I: The University will enhance an academic and learning environment that promotes intellectual growth and success.

- A. Maintain and advance academic excellence as the defining attribute of all academic programs and student learning.
- B. Enhance General Education as the necessary foundational experience for students.
- C. Offer each student opportunities for experiential learning, including but not limited to: service learning; civic engagement; volunteering; internships; student research; study abroad; and community outreach activities.
- D. Provide resources, including a new facility and an enhanced operating budget, to make the library a focal point of learning, scholarship, interaction, and invention among students, faculty, and staff.
- E. Ensure resources support and strengthen current academic programs, while exploring opportunities to offer new graduate and undergraduate programs.
- F. Promote student technology fluency, as well as relevant faculty and staff development in the use of technology in teaching and services.
 - 1. Provide effective and reliable classroom and computer lab technology and campus telecommunications infrastructure.
- G. Recruit and retain highly qualified faculty and staff.
 - 1. Develop and implement workload standards that are comparable to institutional peers.
 - 2. Develop and implement mechanisms for enhancing faculty and staff rewards and support.
 - 3. Strengthen available resources for scholarship, research, sabbatical leaves, professional activities, and other faculty development opportunities.
 - 4. Maintain the commitment to having the vast majority of instructional staff consist of tenured and tenure-track faculty, and strive to provide healthcare, pension, and other benefits to all full-time faculty and staff.
 - 5. Maintain or improve faculty and staff salaries and benefits to levels that are comparable to AAUP (for faculty) and CUPA (for staff) peers.

Goal II: The University will advance a student-centered environment.

- A. Increase the level of funding for need- and merit-based undergraduate and graduate scholarships.
- B. Develop "Student Academic Enrichment Centers" to assist the academic achievement of students of all abilities.
- C. Maintain and improve the high quality of advising, individualized for undergraduates and graduates.
 - 1. Establish faculty/adviser ratios at levels consistent with BOR policies and school guidelines.
 - 2. Ensure that a full-time advising coordinator is on staff in all schools.
- D. Elevate student access to campus services and activities.
 - 1. Improve recreational, wellness, and fitness services, programs, and facilities.
 - 2. Examine and implement alternative scheduling options and support services to meet the needs of our students.
- E. Sustain quality theatre, leadership, Division III Athletics, and other extracurricular programming while affirming academics as the highest priority in the lives of students.
- F. Provide classrooms and other settings that foster effective faculty-student connections and engaged, interactive student learning, and strengthens student to faculty exchanges.
- G. Develop and implement a more comprehensive orientation program for freshman and transfer students that improves academic and personal transitions and deepens their connections with their peers and the University.

Goal III: The University will foster inclusiveness as well as cultural and intellectual pluralism.

- A. Provide multicultural and sensitivity education and activities for the campus community.
- B. Examine and align the weight of the current, multiple admissions factors, particularly standardized tests, in line with institutional priorities and values.
- C. Foster the growth of a more diverse student and employee population.
- D. Enhance and create support programs to increase the retention and graduation rates of those identified student groups whose retention and graduation rates are below those of other groups.
- E. Expand academic and social practices/support for the integration of international students into SU and the local community.
- F. Enhance SU linkages to immigrant communities.
- G. Promote international educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.
- H. Enhance “multiculturalism” throughout the curriculum.
- I. Work cooperatively with K-12 institutions and community colleges to enhance the success of underrepresented groups.

Goal IV: *The University will utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.*

- A. Align SU strategic collaborations and targeted community outreach activities with institutional priorities.
- B. Enhance the University's ability to respond to the region's business, economic, community, and workforce development needs through its academic and extra-curricular activities.
- C. Develop and implement an effective, efficient, integrated, comprehensive University marketing plan.
- D. Encourage and support the development of grant and sponsored research projects and programs that support the University's mission.
- E. Encourage and support the development of non-credit programs as self-supporting revenue generating sources.
- F. Recognize and reward students, faculty, and staff involved in (SU) strategic collaborations and targeted community outreach.
- G. Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.
- H. Enhance private and public fundraising for projects and programs that support the academic objectives, capital initiatives, and other priorities identified in the Facilities Master Plan, with particular attention to funding a new library facility.

SALISBURY UNIVERSITY

2005 Institutional Performance Accountability Report to the Maryland Higher Education Commission

Submitted July 2005

Prepared by the Office of Institutional Research, Assessment, & Accountability

Program Description

Salisbury University (SU) serves the State of Maryland by providing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs.

MISSION

Salisbury University is a regional comprehensive university emphasizing undergraduate liberal arts, sciences, pre-professional and professional programs, and select, mostly applied, graduate programs. The University creates a superior, active, and engaged relationship between academic programs, the faculty, staff, and students and unites diverse and highly qualified faculty and staff in serving academically capable students from both the Western and Eastern Shores of Maryland and other states and nations. Salisbury University prepares its graduates to pursue careers in a global economy and for meeting the State's workforce needs. The University promotes and supports applied research, diversity initiatives, targeted outreach programs, K-16 partnerships, cultural events, and civic engagement in all aspects of community life. Salisbury University recognizes excellence, student-centeredness, learning, community, civic engagement, and diversity as the fundamental values on which it is founded and upon which it serves the State of Maryland.

VISION

Salisbury University will continue as a premier regional university that is recognized nationally for excellence by its peers and regionally for its commitment to model programs in civic engagement. Undergraduate research, service learning, international experiences, and co-curricular activities will continue to enrich the traditional academic curriculum and enable students to connect research to practice theory to action. The University will provide graduates who will be recruited by the best employers and graduate schools, and who will contribute to the economic vitality of the State and the Nation. The University will continue to enhance the quality of life for its students, the State, and the region, and will provide specialized doctoral programs that uniquely serve regional areas of need.

INSTITUTIONAL ASSESSMENT

Overview

In 2004, Salisbury University concluded the first complete cycle of the State of Maryland's Managing For Results and revised MHEC Accountability processes with mixed but predictable success. During this five-year cycle and representing a significant achievement for the University, 57% or 21 of the objectives were completed while progress was made in all but 18% of the objectives. Moreover, all of the goals were set at performance levels that required SU to pursue or maintain higher standards of growth and excellence, with progress made during a period of significant enrollment growth (+15%), dramatic State financial instability, and ongoing, external, unfunded expectations to maintain access, affordability, and quality in equal measure.

The "Institutional Assessment" section of the 2005 Accountability Report will highlight SU's progress and performance while simultaneously transitioning from one MFR and MHEC accountability reporting cycle to another. As such, the "Key Goals and Objectives" of the 2005 Accountability Report reflect the reporting emphases that are of greatest interest to Maryland's state agencies. Goals and benchmarks have been reviewed, redundancy eliminated, and the core objectives streamlined following Managing For Results guidelines. Although the University is operating according to a more

extensive, dynamic strategic plan approved in 2004, its "Key Goals and Objectives" featured in the 2005 Performance Accountability Report to the Maryland Higher Education Commission will emphasize the multiple core indicators mandated by MHEC and the Department of Budget and Management. References to objectives within the "Institutional Assessment" section cite the University's previous "Key Goals and Objectives" which may or may not match the "Key Goals and Objectives" included within the 2005 report.

After a multi-year, collegial effort, Salisbury University finalized a new strategic plan in 2004. With 4 primary goals and nearly 40 core objectives, there is significant congruence between the Maryland State Plan for Postsecondary education and SU's mission-specific strategic initiatives. Similarly, the University's recently revised Facilities Master Plan is congruent with its own strategic plan, mission, and long-term vision. The strategic plan emphasizes academic quality, student success, access, and regional partnerships. Foremost among SU's strategic goals is "providing a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success". Institutional goals are consistent with the principles that have been guiding the University since the economic downturn forced SU to reprioritize, increase efficiencies, minimize waste, and attempt to balance competing interests. The basic tenets guiding University decision-making are:

- Preserve and enhance academic quality;
- Maintain and enhance instructional programs;
- Make strategic use of resources; and,
- Maximize student success.

Academic Quality

Graduation and Retention: In the past 16 years, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in the Northeast. Achievements include: the 6th highest average 6-year graduation rate among comprehensive public master's universities nationwide; average 6-yr graduation rates that are higher than the average of our institutional performance and aspirational peers; the highest 4-year graduation rates in the USM for 18 consecutive years; and the highest 6-year graduation rates in the USM for 9 out of the last 10 years. Since 2001, we have achieved our goal of maintaining a graduation rate of at least 70% annually (Former Objective 6.4; Current Objective 4.4)—a rate that is higher than anticipated and significantly better than the rates throughout the 1990's. However, the University has had less success in achieving its goals relative to African-American and minority student graduation rates (Former Objectives 6.5 and 6.6, respectively; Current Objectives 4.5 and 4.6, respectively) nearing the goals of 61% but, at 60.6%, never quite achieving them.

The University has made specific efforts to improve the graduation rates of minority students by increasing the diversity of the freshman class, developing an emphasis on international education, creating and filling a new position, Director of International Education, and creating an Office of Diversity to complement the Office of Multiethnic Student Services. The Office of Multiethnic Student Services assists in monitoring, among other responsibilities, the progress of any student who may need special assistance in adapting to college life, while the Office of Diversity has been tasked to develop a variety of programs to promote diversity and enhance inclusiveness within the entire SU community. These efforts have had immediate impact on the retention of minority and African-American students (Former Objectives 6.3 and 6.2, respectively; Current Objectives 4.3 and 4.2, respectively) where, with both groups, the University achieved and surpassed its retention goals. Additionally, with the initial cohorts of minority and African-American students increasing by more than 2.5 times their pre-2001 levels, numerical stability has been brought to both cohorts. Small freshman minority and African-American cohorts had a significant affect on the variability of graduation rates within these groups and, since graduation rates are lagging indicators, stability and predictability will be realized once the 2001 cohorts begin to graduate. Retention goals for both cohort groups will be elevated and established at levels that are comparable to the entire student body, while graduation rate goals will be established at levels that are achievable and move all groups toward equilibrium. As a lagging indicator, it is expected that graduation rate parity across all groups will be achieved within 5 to 10 years.

Conversely, the retention goals for the entire freshman class (Former Objective 6.1; Current Objective 4.1)—a rate that consistently hovers in the mid 80% range—has yet to approach our goal of 87%. Although this goal was lofty, efforts to increase it have been stalled by workforce reductions in the Division of Student Affairs. Additionally, survey research (2004 HERI CIRP Freshman Survey) of our freshmen show that 10% of our entering freshmen arrive with the intention to transfer before graduation—a key informational item indicating that SU serves a vital preparatory role for students who transfer to other in- and out-of-state institutions that offer professional programs, i.e. engineering, that SU does not. Attrition studies have been inconclusive and the University has committed a significant portion of new tuition dollars to need-based financial aid in an attempt to limit the impact of finances as a potential reason for attrition. Additionally, SU offers both experiential- and course-based orientation programs, as well as special orientation sessions for families of in-

coming minority freshmen and transfer students before the start of the Fall semester. These efforts are intended to foster an environment that will ensure that Salisbury University is a welcoming place for all students, employees, and others who use our campus—a factor that is critical to retention.

National Acclaim: Although not a specific accountability objective but a distinction nonetheless that makes use of a number of objective indicators to establish subjective rankings, for nine years, Salisbury University has garnered regional and national recognition from numerous publications including *America's Best Colleges* (*U.S. News and World Report*) and *The Best 361 Colleges* (*The Princeton Review*). Additionally, in the 2003, 2004, 2005, and 2006 editions of *America's Best Colleges*, SU was ranked as a "top tier" institution for both public and private universities in the North Region. Although the U.S. News ranking system is extremely subjective and the topic of much criticism, the criteria or indicators used to establish the rankings, like the MFR and MHEC performance indicators, are largely objective.

Alumni Satisfaction: Salisbury University alumni report a high level of satisfaction with their preparation for graduate or professional school, a goal (Objective 1.3) we have surpassed on many occasions. Satisfaction levels have ranged from 96% to 100% throughout the reporting cycle and, given the methodology, these levels are statistically equivalent. Although the University surveys alumni annually, we were forced to postpone our survey of the 2001-02 class until 2004 when we simultaneously surveyed the 2002-03 class. Surveying the 2001-02 class two years after graduation as opposed to one year after graduation—the norm for our accountability reporting—provided some interesting comparisons. For consistency's sake, we cannot use the 2002 cohort's data in the accountability report. However, one year after graduation approximately 27% of SU alumni enroll in graduate or professional study. The percentage increases to 35% after two years. Two-year post-graduation data reveal a higher percentage attending law and medical school, a lower percentage of teachers employed in the teaching profession, and solicited more thoughtful commentary regarding our own, institution-specific General Education questions.

Salisbury University alumni also report a high level of satisfaction with their preparation for employment, a goal (Objective 1.4) we surpassed in 2004 with a 98% satisfaction rating. However, this satisfaction level was significantly higher than the goal of 94% and our typical rates that had hovered between 92-94% for all of the previous years. It is unknown whether this is an anomalous spike in satisfaction levels or whether these levels represent the beginning of a new trend and the realities of a (currently) friendly employment market. As the University revisits this objective for the new accountability and MFR cycle, we are carefully reviewing our future goals to balance both higher expectations and realistic performance levels—particularly against objectives that are based upon survey results that have a margin of error of 11 points and an accountability review process that focuses its assessment primarily on institutional declines and lack of progress. While perhaps pointed, this is a significant issue since our own institutional effectiveness model is, by design, focused on Continuous Quality Improvement where the assurance of learning thrives best in an environment that is collegial, supportive of success, and equally supportive in helping to foster growth in areas of need. This is a model that Maryland higher education has yet to champion fully.

Although unsuccessful in maintaining a 98% satisfaction rating with the overall quality of education (Former Objective 1.5; Current—not included), alumni have typically rated the University between 96%-97% throughout the first MFR cycle. These satisfaction levels are statistically equivalent to our goal and, although we will no longer include this objective in order to comply with MFR guidelines, this indicator remains important to the University. In fact, it has become critical that we refine our survey research to determine the specific, as opposed to general, perceptions our students have regarding the educational experience at SU. This includes significant issues related to advising, course availability, skill preparation for employment, critical thinking competencies, classroom engagement, and other core educational competencies and academic support issues that are at the heart of a comprehensive educational experience. This also explains one of the motivating factors behind our survey research that includes the Alumni Survey, the National Survey of Student Engagement, the CIRP Freshman survey, and, in future years, will include additional study utilizing such instruments as Noel Levitz' Student Satisfaction Survey™, the HERI College Student Survey, and various internally designed surveys.

Accreditations and Licensure: Eight academic programs are accredited with specialized agencies while a ninth, the educational program in music, will undergo a self-study site visit with the National Association of Schools of Music (NASM) in 2005. The Teacher Education programs will undergo a self-study site visit by the National Council for Accreditation of Teacher Education (NCATE) during the 2005-06 academic year. Concurrently, SU has commenced an institutional self-study and will host a self-study site visit by a team representing the Middle States Commission on Higher Education in February 2006. Specialized and regional accreditation reviews are more rigorous than at any time in history and require evidence along a continuum of quantitative, qualitative, and curricular measures that demonstrate institutional or programmatic Continuous Quality Improvement according to the stated mission of the institution or program. Some of these measures are included in SU's MFR and accountability reports. For instance, Objectives 1.1 and 1.2 established

performance goals relative to the pass rates of the nursing licensure exam (by nursing graduates) and the teacher licensure exam (by teacher education graduates), respectively. The University's academic programs have had mixed results with these goals. The pass rates for the teacher education exam were set during a transition year between the National Teacher Exam (NTE) and the Praxis II exam. Results on the percentage of students that passed the Praxis II exam (the first time) were 4 to 5 percentage points lower than those who passed the NTE exam. With our goal targeted to increase from 96% to 98% under the NTE and with three years of Praxis II pass rates at 91%-92%, the University is pleased, albeit somewhat surprised by our most recent pass rate of 96%. This surge is indicative of higher admission standards, better student preparation, and elevated accreditation and graduation requirements that, unfortunately, are negatively affecting enrollments in Teacher Education. Nursing licensure exam pass rates have risen dramatically from a low of 77% in 2003 and have climbed for two consecutive years to 88%, approaching the goal of 90%. As stated on previous occasions, teaching aids have been purchased to enhance instruction and entrance criteria have been raised to elevate the threshold before which a student is permitted to enter the Nursing program. Further, the faculty have become more proactive—in a discipline that is already extensively hands-on—and are identifying at risk students early in the program, targeting them for additional educational assistance. Finally, it should be noted that the licensure pass rates are indicative of those who pass the test the first time they take it. The rates provide no indication of those who pass after additional attempts.

Faculty: As the data indicate, Salisbury University has fallen behind in a vital academic input and objective—faculty salary levels (Former Objective 5.6; Current—not included). In three years, faculty salaries as a percentile of AAUP peers have fallen from the 65th to the 58th percentile at the associate professor level. However, after declining dramatically for two consecutive years, assistant professors rebounded in FY 2005 from the 66th to the 76th percentile, while full professors rebounded slightly from the 64th to the 68th percentile. At all three ranks, the goal has been established at the 85th percentile. Market and regionally competitive salaries cannot be achieved without an additional \$1,780,000 annually—a staggering amount that is nonetheless essential to attract and retain the highest caliber instructional workforce. Perhaps more telling is a comparison against our Performance Peers—comparisons that are used annually in the MHEC Peer Performance review. Although we surpass our Performance Peers on a multitude of quantitative and subjectively qualitative factors, at the ranks of assistant, associate, and full professor SU is at the 90th, 40th, and 60th percentiles, respectively. Despite the struggles other institutions in other states are having in the current fiscal climate, the AAUP data convincingly indicate that many states have continued their commitment to higher education while Maryland has lagged behind. As a result, Salisbury University will become less attractive to faculty from all backgrounds, and we have experienced increasing difficulty in securing commitments from top faculty applicants.

There are additional examples of academic quality that highlight SU's continuing distinction and pursuit of excellence, including the following:

- SU and Wicomico County Public Schools are partnering in an \$814,000 federal grant to make history come alive for area children. Working together on this three-year Teaching American History grant is SU's Nabb Research Center for Delmarva Research and Culture, the History and Education departments, and Blackwell Library to provide in-service training, summer institutes, and resources for area teachers;
- Last year, two SU professors received the highest honor given to faculty by the University System of Maryland—the Regents' Faculty Award for Excellence;
- Through a collaborative effort between ODU, SU, IBSi, MIST, and Wallops Island, a biological experiment put together by Henson School faculty members and their student researchers was launched and retrieved on a sub-orbital flight from Wallops Island;
- SU has formed a team to develop a program that will mentor and tutor students in their efforts to earn prestigious national and international fellowships and scholarships; and,
- To strengthen the writing skills of all SU students, the University is opening a "writing for excellence center" in Fall 2005.

Maryland Workforce Initiatives and Partnerships

Nursing: The University has had mixed success with its objectives and goals relative to critical workforce initiatives and partnerships. Perhaps its greatest single success lies in crucial input/output indicators, i.e. growth in nursing enrollments and nursing graduates. In the past five years, nursing enrollment has exploded, doubling from 198 to 403 students. Undoubtedly much of this growth is due to market opportunities associated with a severe shortage nationally of nurses wherein the demand for nurses, unlike that for teachers, has been met by correspondingly high salary levels. A survey of our alumni two years after graduation revealed that nurses, on average, earned the highest salaries of all graduates including those working in IT, computer science, and business careers. After approaching our goal (Former Objective 2.5;

Current—not included) of 60 graduates for three consecutive years, in 2004, our graduation numbers surged past our goal to 80. Although SU will continue to remind our audiences that it has no control over the life choices of its graduates once it has provided the discipline-specific and general education competencies our graduates need to be successful, similar success has been achieved with the number of nurses indicating Maryland as their place of employment. With a goal (Former Objective 3.5; Current Objective 2.3) set at 43 and the number of graduates surging, an estimated 44 nurses were employed in Maryland (from the 2003 graduating class) while a survey of the class of 2004 reveals a preliminary 64 nurses employed in Maryland.

Teacher Education: Teacher Education enrollments have remained virtually constant—with a few notable exceptions—with a corresponding trend in the number of graduates (Former Objective 2.4; Current—not included) throughout the five-year cycle. A significant but anomalous spike in Teacher Education graduates occurred in 2003 after several years of relative stability, reflecting the growth that was anticipated because of student interest in a new Teacher Education and Technology Complex (TETC). Realizing that its facilities were dated and deteriorating, as well as of a lower quality when compared to many of the elementary and secondary schools in which our graduates intern, SU first proposed a new TETC in 1998. With the assumption that this building would open by 2002 or 2003, student enrollment increased accordingly. However, years of delay have forced this building to a 2008 opening, dramatically affecting teacher recruitment. Students are keenly aware of the quality of facilities and the sub-standard classroom environment of the current SU Teacher Education facilities. Additionally, during this period, accreditation and licensure standards have tightened and the State has suspended the HOPE Teacher Scholarships with a resultant negative affect on the number of students who pursue a Teacher Education degree. These factors have trickled through to teacher employment. When compared against 2001 levels, 16% more SU Teacher Education graduates are employed in Maryland (Former Objective 3.1; Current Objective 2.1) one-year after graduation. However, this is a 10% decline from our high in 2003. The University expects this trend to begin to reverse once the new TETC opens in 2008, with an increase in the number of Teacher Education graduates employed in Maryland recovering as early as 2009.

Information Technology: Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. The University surpassed its goal of 80 graduates in 2002 with a total of 88 IT graduates (Former Objective 2.3; Current—not included). Since that peak, increased competition for IT-related jobs has had a negative affect on recruitment and the number of IT graduates. After three consecutive years where the number of IT graduates averaged 82, the number of IT graduates has declined to 61. Although this is a substantial decrease and reflects market forces even among institutions, it still represents a significant 39% increase over the number of graduates in 2000. Likewise, the estimated number of IT graduates employed in Maryland one year after graduation (Former Objective 3.2; Current Objective 2.2) surged to 59 in 2004—a level significantly over the goal of 45. Preliminary data for 2005 reveal a decline in this number to somewhere in the mid-30s, even as we enhance this objective to include ALL graduates employed in IT-related fields and not simply IT graduates. The expanded definition is long overdue as the market diversifies and attracts people with a broad liberal arts and sciences background as well as competencies in an IT specialty. The results from this objective also provide evidence of the difficulty of assessing this indicator through survey research. In our most recent survey collection, alumni responded at a rate in the mid-30% range after three separate mailings, each at some expense. With a 30% response rate and an 11% margin of error, it is difficult to provide reliable and valid results with the desired confidence levels.

Additional examples of SU's efforts to address Maryland workforce initiatives and partnerships include:

- Of the students who persist, SU graduates fully 75% in 4 years and over 95% in 5 years;
- 95% of SU graduates are employed one year after graduation (Former Objective 3.4; Current Objective 2.4) with 74% of those employed in Maryland or the D.C. and Northern VA suburbs;
- At a measured pace, the University continues to expand its course offerings at the Eastern Shore Higher Education Center;
- Our Institute for Public Affairs and Civic Engagement (PACE) launched the Presidential Citizen Scholar Program with funding from the USM's Wilson H. Elkins Professorship, which was awarded in July 2004 to two SU professors. This new program is a multi-faceted, yearlong civic engagement experience that will prepare students to become future community leaders. Students who complete the requirements of this program will receive a certificate and distinctive recognition as "Presidential Citizen Scholars." Based on its first year success, the Elkins Professorship was again awarded to the Executive Directors of PACE to be used to expand the programs; and,
- Some of Maryland's most highly regarded educational organizations have honored SU graduates as the best in their fields this past year. Aaron Deal ('93) earned the 2004 Maryland Teacher of the Year Award. Patricia Adkins ('91) was Maryland's 2004 Assistant Principal of the Year. Alumna Penny Makuchal ('91) was Maryland's School Nurse of the Year and was named as one of America's 39 top teachers by *USA Today*.

Educational Access

Freshmen and Transfer Students: Salisbury University continues to focus its enrollment on highly qualified, motivated first-time freshmen and transfer students. New freshman enrollment for Fall 2004 was 986, with a composite SAT score of 1,040 and 1,200 at the 25th and 75th percentiles, respectively, and an average high-school GPA of over 3.45—input levels that far surpass our Performance Peers. Salisbury has responded to Maryland's college access needs by increasing undergraduate enrollment by 830 students since 1999 and, as the campus demographics shift, now has 940 more full-time undergraduates that it did 5 years ago. Additionally, over the course of an academic year, the University accepts nearly as many transfer students as it does first-time freshmen. Although facilities capacities are constrained by insufficient classroom space, nighttime usage rates could be increased to accommodate additional undergraduate enrollments. However, financial resources have become a limiting factor in hiring the additional faculty and support personnel necessary to serve students during non-traditional hours and, with faculty teaching loads already at an all time high, there is little opportunity to add to the heavy loads of our current instructional faculty.

Diversity and Financial Aid: The University achieved and surpassed both its goals in growing a more diverse student body (Former Objectives 4.5 and 4.6; Current Objectives 3.1 and 3.2) in order to enhance the educational experience of all students as well as to reflect better the diversity of our region. This effort has always been challenged by the proximity of an Historically Black Institution that struggles with diversity nearly as much as SU. Moreover, for a number of years, Salisbury University has had among the lowest annual per student scholarship dollar amounts and highest loan amounts of any USM institution. Historically, inadequate state funding and relatively low tuition levels have been the cause of this dubious distinction. Simply put, because of our revenue situation, Salisbury University is unable to package financial assistance at levels comparable to what is offered by our peer institutions. However, despite the limitations and in order to address the financial needs of our students, we have increasingly dedicated more funds to institutional aid and, further, more of those funds have been earmarked for need-based scholarships. Over the past five years, SU has tripled its allocation of institutional funds for student assistance.

Similarly, SU has increased the number of African-American students enrolled by 49% (from 416 in Fall 2000 to 621 in Fall 2004) and more than doubled the number of Hispanic students enrolled (from 60 in Fall 2000 to 146 in Fall 2004). We have done this through special programs in selected high schools on the Western Shore, increased marketing efforts, and through the expansion of our institutional scholarship programs. The efforts discussed earlier in international education, as well as that of the Office of Diversity, have played a role in increasing retention. As a result, not only have we enrolled a more diverse class every year since 2001, but also we have retained a more diverse class. By the Fall 2005 semester, SU expects the largest minority representation in institutional history with over 16% minority and nearly 11% African-American students. When compared with enrollment percentages of 11% minority and 8% African-American students merely five years ago and given our 15% enrollment growth, these trends are significant.

Additional examples of SU's efforts to enhance educational access include the following:

- New scholarship funds have been earmarked for local high school and Wor-Wic Community College graduates to ensure that the children of our local citizens are financially able to attend Salisbury University;
- Salisbury faculty are collaborating with representatives from around the country in a \$2.6 million program funded by the Pew Charitable Trusts and Exxon/Mobil to help make the transition from two- to four-year post-secondary institutions easier for students;
- By academic year 2005-06, SU will have expanded need-based financial aid by over 700% since the 2000-01 academic year;
- By academic year 2005-06, SU will have expanded merit-based financial aid by 78% since the 2000-01 academic year;
- SU is pursuing alternatives related to enrollment management, time to degree, and on-line learning including additional offerings at the Eastern Shore Higher Education Center; and,
- The University has made considerable efforts to raise scholarship funds through the SU Foundation. Here, too, the amount of funds available for additional student financial aid has increased significantly over the past few years, growing to almost a half million dollars in AY 2004-05. However, SU remains well behind our peer institutions in terms of financial aid we can offer.

University-Specific Responses

(Former) Objective 2.3: The annual number of SU graduates in Information Technology (IT) fields will increase from 48 in 1999 to 80 in 2004. Although the number of IT graduates has declined the past two years, the University achieved or nearly achieved the benchmark in 2001, 2002, and 2003 and is graduating 39% more IT graduates today than it did in 2000. A recent decline in graduates is directly correlated with market options, market opportunity, and student career interest patterns that are strongly influenced by job availability in their major of choice. Many graduates are finding that they no longer need baccalaureate degrees in an IT-related discipline (as an example, the University has been hiring skilled IT staff who have two-year degrees or certifications in IT-related fields and four-year degrees in the liberal arts and sciences) to pursue careers in IT-related fields. Additionally, since the job market in IT-related disciplines has tightened from the boom of the 90's and the first years of the new decade, market savvy students continue to adjust their career goals.

Salisbury University expects no major shifts in these trends and will continue to monitor these disciplines in response to Maryland's workforce initiatives. (Note: To conform with MHEC, DBM, and MFR guidelines that both prescribe and limit the number of MFR objectives, the University will no longer include Information Technology graduates as a Managing For Results/MHEC Accountability objective.)

(Former) Objective 2.4: The annual number of SU graduates in Teacher Education will increase from 233 in 1999 to 285 in 2004. With dated and deteriorating Teacher Education facilities and insufficient space to expand Teacher Education programs, the University submitted its program justification for a new Teacher Education and Technology Complex (TETC) in 1998. Objective 2.4 was developed in that context with enrollment growth following a plan that projected new facilities in Fall 2002 or 2003. However, TETC planning money was delayed until FY 2004, construction postponed, and the targeted opening deferred to Fall 2008 or Spring 2009. This has had a negative affect on Teacher Education enrollment. Further, accreditation mandates have amplified the requirements expected of Teacher Education students with an inverse affect on both enrollment and the number of graduates. Finally, despite the nationwide need for teachers it is becoming increasingly difficult to recruit students to the teaching profession where teachers' pay and working conditions merge to create an environment that may be seen as unattractive to capable, well-intentioned, and hard working students interested in a teaching career. (Note: Salisbury University will continue to monitor these data as primary institutional outputs but, to conform to MHEC, DBM, and MFR guidelines that dictate and prescribe a limited, specific number of accountability objectives, the University will no longer include Teacher Education graduates as a Managing For Results/MHEC Accountability objective.)

(Former) Objective 3.2 (Current-Objective 2.2): Increase the estimated number of IT graduates employed in IT related fields in Maryland from 26 in 1999 to 45 in 2004. Salisbury University achieved this goal in 2004. However, because of fiscal and personnel resources limitations, SU was unable to include survey research updates in time for their inclusion in the 2004 Performance Accountability Report to the Maryland Higher Education Commission or in the MFR to the Department of Budget and Management. Despite our success, this indicator will fluctuate downward the next few years to mirror enrollment fluctuations discussed in 2.3. Additionally, given the changing nature of the market, i.e. the hiring of non-IT majors in IT-related careers, the University is augmenting this objective to include any graduate, regardless of major, who attains employment in Maryland in IT-related careers.

(Former) Objective 4.3: Increase the proportion of full-time tenured/tenure-track faculty who are African-American from 5% in 1998 to 6% in 2004. The University has been troubled by the lack of success in this indicator despite efforts to achieve our benchmark. The limited number of African-American faculty nationally, keen competition for qualified faculty, high SU teaching load, expectations of scholarship and service coupled with a high teaching load, and declining institutional competitiveness with regards to salaries have all combined to make us less attractive to faculty of all races, let alone African-American faculty with outstanding credentials. In 2004, the University hired an Assistant to the Vice President of Academic Affairs for Diversity Initiatives with a mandate to facilitate the expansion of the University's diversity initiatives, including the hiring of minority faculty. However, many conflicting forces are at odds with this initiative. SU's eight-course a year standard is higher than the standard of many of our peers, yet the Board of Regents mandated an increased teaching load—a standard that is in opposition to many accrediting bodies which demand a six-course a year teaching load in order to ensure academic and program quality. Additionally, internally, SU has high expectations associated with student advising, institutional, departmental, and public service, curricular review, and professional scholarship that compete for faculty time. Salaries are decreasingly competitive against our peers and adjustments based upon race are unethical, detrimental to faculty morale, and illegal. Nevertheless, viewing this as an institutional priority, SU is committed to internal adjustments that will make SU more appealing to all faculty, including minority faculty. These adjustments include salary enhancements as resources permit and teaching load reassignments as opportunities avail. Finally, it should be noted that this remains an internal University priority but, to conform to MHEC, DBM, and MFR guidelines that dictate a limited, specific number of accountability objectives, the University will no

longer include this objective in its MFR.

(Former) Objective 5.5: Increase annual University fundraising from \$1.9 million in 1998 to \$2.4 million in 2004. The over \$3 million indicated in 2003, an amount that carried us over our goal, represents a year when the University was the beneficiary of a few significant bequests. Since then, the University's annual fund-raising levels have returned to a more traditional and typical trend. As a comparison, all but two of Salisbury University's institutional peers experienced a decline in alumni giving rates in 2004 and total annual giving dollars have followed suit. Several internal and external events have played a significant role in SU's declines in annual giving. In 2003 and 2004, the Office of University Advancement experienced several leadership transitions, vacancies, and an organizational restructuring that included the hiring of a new VP for University Advancement and a new Director of Alumni Relations and Annual Giving. Additionally, external economic conditions have continued to hinder some of the University's fundraising efforts although these impacts appear to be diminishing. Leadership changes, while negatively affecting the University's short-term coordinated solicitation efforts, will have a positive long-term impact on the University's fundraising efforts.

The appointment of a new *Director of Alumni Relations and Annual Giving* has already begun to revitalize one University Advancement department and its solicitation efforts. Alumni giving in the first six months of FY 2005 is well ahead of last year's pace and, with the adoption of a new SU strategic plan, donations are being channeled toward specific University objectives and outcomes outlined in the plan, including scholarship, capital, and academic projects. Additionally, the University is currently in the "quiet phase" of a capital campaign that assesses and develops potential giving opportunities, the University's infrastructure to support fundraising initiatives, and identifies specific areas of need. Finally, it should be noted that this remains an internal University priority but, to conform to MHEC, DBM, and MFR guidelines that dictate a limited, specific number of accountability objectives, the University will no longer include this objective in its MFR.

(Former) Objective 5.7: Increase the proportion of administrative staff that earn salaries that are at or above the 60th percentile of CUPA peers from 33 percent in 2000 to 55 percent in 2004. The University's success or failure to reach this objective is directly dependent on the State of Maryland's commitment to higher education at Salisbury University and SU employees. In FY 2003, the University eliminated several senior and mid-level leadership positions that had a significant affect on our comparisons against our peers. The University has been able to influence this objective marginally through new appointments that can be filled only through the competitive hiring process that attracts highly qualified individuals. However, with only two salary increases in four years—increases that averaged 4% and did not keep pace with inflation or more importantly, other institutions' salary increases nationally—coupled with workforce reductions, the University's position against its peers has faltered dramatically. Although the objective is lofty, access, quality, and affordability cannot be maintained with equal success in times of strict budgetary limitations. Funds that would be available normally to channel into salaries are now siphoned to scholarship dollars and academic programs. Finally, it should be noted that this remains an internal University priority but, to conform to MHEC, DBM, and MFR guidelines that dictate a limited, specific number of accountability objectives, the University will no longer include this objective in its MFR.

(Former) Objective 6.5 (Current-Objective 4.5): The six-year graduation rates of Salisbury first-time, full-time African-American freshmen will increase from 43.2 percent in 1998 to 61.0 percent in 2004. From this objective's inception, the University predicted annual fluctuations in graduation rates that were based upon known trends and influenced by small initial cohorts. However, the "goal" for this objective was externally driven by a process that insisted on benchmarks set to the highest level ever achieved, even when current trends indicated those levels were not possible. Now, not only have the cohorts grown to levels that allow stability in the indicators, they also allow SU to engage in specific programming that attempts to reach parity in graduation rates across all student populations. The new benchmark established for 2009 is a realistic objective that will begin to approach those of other student groups and, by 2014 should be equivalent to them.

(Former) Objective 6.6 (Current-Objective 4.6): The six-year graduation rates of Salisbury first-time, full-time minority freshmen will increase from 55 percent in 1998 to 61.0 percent in 2004. See explanation 6.5.

Funding Issues: Cost Containment and Efficiencies

Significant cost containment and efficiency efforts have continued as a direct result of State fiscal constraints and Salisbury University's own internal CQI efforts. The savings and cost containment efforts have resulted in the reallocation of resources to other critical initiatives and functions. The following represent highlights of those efforts for FY 2005:

Collaboration (\$139,000):

- Salisbury University continues to collaborate with the University of Maryland Eastern Shore in both academic programming and support services. The two universities participate in two dual degree programs (Biology-Environmental/Marine Science & Social Work-Sociology), sponsor a joint Master of Arts in Teaching, and employ several faculty and staff members as joint employees of both institutions. It is estimated that \$139,000 in salary/benefit costs are saved annually.

Use of Information Technology Equipment (\$20,000)

- SU uses multi-function machines (i.e., copiers that fax, scan, and print) to reduce the need for personal printers and other office machinery. This also creates economies of scale when ordering paper and other supplies for the machines. (\$18,000 in savings)
- SU uses "one-card" for inter-departmental transfers to reduce paper usage and office preparation time. (\$2,000 in savings)

Maintenance and Energy Conservation (\$277,222):

- SU uses a total energy management system to monitor and control energy management, yielding an average annual savings of 15%. (equating to approximately \$242,722).
- Call-in maintenance service requests provides an estimated annual savings of \$7,500.
- The University has continued to use an overall preventive maintenance program to improve the readiness level of institutional buildings and avoid unanticipated major maintenance needs. (\$27,000)

Contingent Labor Force (\$965,250)

- The University's state support Contingent II labor pool represents 29 full-time positions with a projected annual savings \$391,500. In addition, the University employs 42.5 full-time non-tenure track faculty at an additional savings of \$573,750 over a fully benefited position. This savings, however, will be significantly lowered when the University is able to reinstate its contingent conversion plan.

Hiring Freeze/delays (\$1,314,300)

- Due to fiscal constraints in the State and unavoidable, unfunded mandatory increases, the University imposed an internal hiring freeze prior to the state-mandated one. For most positions not frozen, a three to twelve month hiring delay was implemented. As a result of these actions, the University reallocated funds from both faculty and staff positions to meet its FY 2005 operating needs.

Web-time Sheets (\$3,000)

- SU uses "web-time" reporting for all non-swiper full-time faculty and staff, reducing the amount of paper timesheets purchased and manually processed. Estimated annual savings total \$3,000.

Total Highlighted Cost Containment and Efficiencies: \$2,718,772

Trends Influencing Performance Accountability

For years, SU has identified State funding levels that are substantially below those of our peers as a significant obstacle to institutional performance. We have highlighted our place in the funding guidelines and equated that to corresponding real dollars ranging from \$7 million to \$9 million annually below the funding level of our peers. Although the State's financial commitment to the University has shown a modest rebound, funding levels remain significantly below the State of Maryland's own guidelines. The consequences of these deficit-funding levels span from the general to the specific. Inadequate State funding levels have resulted in higher tuition costs that hinder educational access for some segments of our society more than others. Deficit funding levels also mean we are unable to designate ample resources into faculty and staff salaries causing significant retention and competitive hiring implications and negatively affecting academic quality. Preventive maintenance is deferred, classroom upgrades are delayed, new academic equipment is postponed, teaching and work loads increase beyond acceptable limits, and academic quality slowly erodes. Although the affects are institution-wide, the nursing program provides perhaps the best example to describe the impact in more specific detail.

As noted earlier, the growth in the number of nursing majors has doubled in five years from 198 to 403. Salisbury University's Nursing Department has been struggling to meet the demands of this expansion and, as with other departments, budget cutbacks have limited faculty and support staff growth despite our success in meeting State demands for nursing graduates. During this time, faculty lines have increased by only two. This growth has come with a challenge that seriously threatens future accreditation evaluation—excessive use of part-time faculty and salary levels significantly below the American Nursing Council national average. Additionally, expanded enrollment has placed significant strain on clinical supervisory placements in the field. Ample field sites are difficult to identify in the predominantly rural area of the Eastern Shore where there are far fewer hospitals, clinics, and health agencies—and thus fewer placement opportunities—than exist in the more populous areas of the State. Further, in this year alone, SU had two nursing faculty resign to accept faculty appointments at other institutions who offered “significantly higher salaries.” Multiply those problems by a factor consistent with our growth and staffing and the breadth of the institutional problem becomes clear.

Although Teacher Education enrollment has remained stable, SU has seen an increase in secondary education teaching majors—a high need area, especially in the math and sciences—but our current education facilities are inadequate for training our students in teaching science to middle and high school students. It is an embarrassing reality that many students tell us that their high school labs were far superior to those in Caruthers Hall, a 1950's campus demonstration elementary school. Salisbury University prepares good—some would even say great—teachers. However, the affect of our Teacher Education facilities on the overall quality of that education is a significant deterrent to enrollment growth. Further, an external barrier to program expansion in Teacher Education is the MSDE requirement of creating Professional Development School (PDS) sites for all field training. It is a significant challenge for a university located in a predominately rural area of the state to establish the prescribed numbers of sites for our education majors. While we have been able to address these requirements by partnering with sites in all Lower and Upper Shore counties of the Eastern Shore as well as in Annapolis and Delaware, travel is a significant financial and time-usage burden for our faculty and students. All of these obstacles increase costs, hinder recruitment, and hinder success.

Salisbury University has grown substantially over the past five years and is prepared to grow more. It has identified areas of growth and the resources needed to accommodate that growth. However, academic quality will no longer be compromised for the sake of affordability or access and, with deficit funding levels as high as they are, even academic quality has begun to suffer. A few year ago there was discussion regarding performance-based funding. Now, not only is there no longer any mention of performance-based funding but also there are vast disparities between funding per student across USM institutions. Understandably, the funding differences are due, in part, to the variances in institutional mission. However, there remain clear disparities that appear to be disregarded. Establishing minimum funding thresholds would help to alleviate some of these disparities and, more importantly, allow SU to do what it does best—produce competent graduates who successfully enter Maryland's workforce in vital areas of need.

Managing For Results KEY GOALS AND OBJECTIVES

Goal 1. Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.

Objective 1.1 Increase the percentage of nursing graduates who pass on the first attempt the nursing licensure exam from 85% in 2004 to 90% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	79%	77%	85%	88%	88%	89%

Objective 1.2 Increase the percentage of teacher education graduates who pass the teacher licensure exam from 91% in 2004 to 97% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (PRAXIS II) pass rate ¹	91%	92%	91%	96%	96%	96%

Objective 1.3 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for graduate or professional school will be no less than 98%.

		2001	2002	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2001 Survey	2002 Survey	2004 Survey	2005 Survey	2006 Survey	2007 Survey
Quality	Satisfaction w/preparation for graduate school ^{2,3}	100%	98%	100%	99%	99%	99%

Objective 1.4 Through 2009, the percentage of SU graduates who are satisfied with their level of preparation for employment will be no less than the 98% achieved in 2004.

		2001	2002	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
		2001 Survey	2002 Survey	2004 Survey	2005 Survey	2006 Survey	2007 Survey
Quality	Satisfaction w/preparation for employment ^{2,3}	96%	97%	98%	97%	98%	98%

Goal 2. Utilize strategic collaborations and targeted community outreach to benefit the University, Maryland, and the region.

Objective 2.1 The estimated number of Teacher Education graduates employed as teachers in Maryland will increase from 163 in FY 2005 to 185 in 2009.

		2002 MSDE Actual	2003 MSDE Actual	2004 MSDE Actual	2005 MSDE Actual	2006 Estimated	2007 Estimated
Performance Measures							
Estimated number of Teacher education graduates employed in MD as teachers							
Outcome		158	181	178	163	165	165

Objective 2.2 The estimated number of graduates employed in IT-related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

		2001 Actual 2001 Survey	2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Estimated 2006 Survey	2007 Estimated 2007 Survey
Performance Measures							
Estimated number of graduates employed in MD in an IT field ^{2,3}							
Outcome		32	40	59	31	41	49

Objective 2.3 The estimated number of Nursing graduates employed as nurses in Maryland will increase from 44 in 2004 to 70 in 2009.

		2001 Actual 2001 Survey	2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Estimated 2006 Survey	2007 Estimated 2007 Survey
Performance Measures							
Estimated number of Nursing graduates employed in MD as nurses ^{2,3}							
Outcome		27	34	44	57	63	65

Objective 2.4 Through 2009, the percentage of graduates employed one-year after graduation will be no less than the 95% achieved in 2004.

		2001 Actual 2001 Survey	2002 Actual 2002 Survey	2004 Actual 2004 Survey	2005 Actual 2005 Survey	2006 Estimated 2006 Survey	2007 Estimated 2007 Survey
Performance Measures							
Percent employed one-year after graduation ^{2,3}							
Outcome		96%	96%	95%	96%	95%	95%

Objective 2.5 Increase expenditures on facility renewal from .5% in 2004 to .9% in 2009.

Performance Measures		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
Efficiency	Percentage of annual state appropriation spent on facility renewal ⁴	.9%	.5%	.5%	.5%	.6%	.7%

Goal 3. The University will foster inclusiveness as well as cultural and intellectual pluralism.

Objective 3.1 Increase the percentage of African-American undergraduates from 8.8% in 2004 to 12.0% in 2009.

Performance Measures		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
Input	Percentage of African-American undergraduates ⁵	7.8%	8.4%	8.8%	10.3%	11.0%	11.4%

Objective 3.2 Increase the percentage of minority undergraduates from 14.0% in 2004 to 18.0% in 2009.

Performance Measures		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
Input	Percentage of minority undergraduates ⁵	11.6%	12.6%	14.0%	15.8%	16.3%	16.8%

Objective 3.3 Increase the percentage of economically disadvantaged students attending SU from 40% in 2004 to 46% in 2009.

Performance Measures		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
Input	Percentage of economically disadvantaged students attending SU	39.8%	39.4%	40.9%	42.4%	43.0%	44.0%

Goal 4. Improve retention and graduation rates while advancing a student-centered environment.

Objective 4.1 The second-year retention rates of SU first-time, full-time freshmen will increase from 84.2% in 2004 to 85.0% in 2009.

Performance Measures		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
Output	2 nd year first-time, full-time retention rate: all students ⁶	86.0%	85.2%	84.2%	84.3%	84.4%	84.6%

Objective 4.2 The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 78.6% in 2004 to 85.0% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2 nd year first-time, full-time retention rate: African-American students ⁶							
Output		87.5%	77.9%	78.6%	83.6%	83.8%	84.0%

Objective 4.3 The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.4% in 2004 to 85.0% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2 nd year first-time, full-time retention rate: minority students ⁶							
Output		78.4%	81.3%	80.4%	83.2%	83.6%	83.8%

Objective 4.4 The six-year graduation rates of SU first-time, full-time freshmen will be at least 73% annually through 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
6-year graduation rate of first-time, full-time freshmen: all students ⁶							
Output		73.9%	71.8%	73.0%	72.8%	73%	73%

Objective 4.5 The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 53.3% in 2004 to 63.0% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
6-year graduation rate of first-time, full-time freshmen: African-American students ⁶							
Output		60.6%	55.0%	53.3%	58.5%	59.0%	60.0%

Objective 4.6 The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 53.2% in 2004 to 63.0% in 2009.

		2002	2003	2004	2005	2006	2007
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
6-year graduation rate of first-time, full-time freshmen: minority students ⁶							
Output		57.1%	55.5%	53.2%	60.6%	61.0%	61.5%

Additional Indicators⁷

		2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Estimated	2007 Estimated
AI.1. Performance Measures ⁸		2001 Survey	2002 Survey	2004 Survey	2005 Survey	2006 Survey	2007 Survey
Outcome	Median salary of SU graduates	\$32,410	\$32,014	\$33,853	\$34,711	\$35,300	\$36,000
	Ratio of the median salary of SU graduates (one year after graduation) to the average salary of the civilian workforce w/bachelor's degrees ^{2,3}						
Outcome		.74	.79	.81	.82	.82	.83

Notes to MFR

¹ PRAXIS II test results are reported on a cohort basis.

² Salisbury University annually surveys its baccalaureate degree recipients one-year after graduation. This survey cycle differs from MHEC's triennial alumni survey cycle. As a result, SU's data are updated annually and reflect the most recently surveyed classes. However, due to fiscal and personnel resource limitations, the 2003 survey of the 2001-02 baccalaureate degree recipients was delayed one year. Data gained from this cohort represents alumni responses two-years after graduation disqualifying their data for comparison purposes. As a result, data from the 2001-02 baccalaureate degree recipients have been omitted and the trend years rolled back as necessary to include three years of historical data.

³ Because of fiscal and personnel resource limitations, SU was unable to include survey updates in time for their inclusion in the 2004 Performance Accountability Report and MFR. These data reflect those updates with the exception of the data describe in Note 2.

⁴ Data provided by the USM.

⁵ Percentages are based on headcounts as of fall census.

⁶ Data provided by the MHEC.

⁷ Additional Indicators are institutional measures that are important to external and internal constituents. They are indicative of institutional performance but are not driven by any institutional targets.

⁸ No performance goals is provided for this indicator. If SU produces more teachers and social work majors, the ratio will decrease; however, produce more nurses and IT majors and the ratio will increase. Competing interests make a performance target for this objective indistinct.

Salisbury University
Peer Performance Data, 2005

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African-American of all undergraduates	% African-American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
Salisbury U.	1040-1200	1	15.0%	4	9.8%	1	82%	2	67.4%	1
Central Washington U.	880-1100	9	15.1%	3	2.0%	8	75%	8	52.7%	6
Eastern Illinois U.	915-1070	9	9.9%	9	6.3%	2	80%	3	59.5%	2
Humboldt State U.	940-1180	4	17.2%	2	3.0%	7	75%	8	44.4%	10
Massachusetts, U. of, Dartmouth	970-1150	4	11.4%	6	6.1%	3	78%	5	49.5%	7
North Carolina, U. of, Wilmington	1020-1200	2	9.0%	10	4.5%	5	83%	1	59.2%	3
Northern Michigan U.	915-1105	8	5.0%	11	1.7%	10	71%	10	47.5%	9
Sonoma State U.	920-1120	7	17.8%	1	1.9%	9	80%	3	47.8%	8
SUNY, C. at Oswego	1020-1170	3	10.0%	8	3.8%	6	78%	5	56.3%	5
SUNY, C. at Plattsburgh	960-1120	6	11.3%	7	5.0%	4	77%	7	58.9%	4
Western Oregon U.	880-1090	11	12.0%	5	1.6%	11	71%	10	31.0%	11
Average of Peers	942-1131		11.9%		3.6%		76.8%		50.7%	
	Six-year graduation rate all minorities	Minority Graduation Rate Rank	Six-year graduation rate African Americans	African-American Graduation Rate rank	Passing rate on teacher licensure exams ²	teacher licensure passing rank	Passing rate in nursing licensing exam	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
Salisbury U.	42.2%	6	42.2%	7	91%	10	88%	4	9.0%	8
Central Washington U.	43.0%	5	57.1%	2	NA	-	no program	-	7.0%	10
Eastern Illinois U.	45.7%	6	45.0%	5	98%	4	no program	-	9.0%	8
Humboldt State U.	34.4%	9	50.0%	4	99%	3	89%	3	22.0%	1
Massachusetts, U. of, Dartmouth	36.5%	5	29.3%	11	96%	7	91%	2	14.0%	3
North Carolina, U. of, Wilmington	56.9%	1	51.8%	3	97%	5	74%	5	10.0%	7
Northern Michigan U.	34.3%	7	60.0%	1	100%	1	NA	-	12.0%	5
Sonoma State U.	45.4%	4	43.8%	6	96%	7	92%	1	1.0%	11
SUNY, C. at Oswego	39.1%	7	40.3%	8	93%	9	no program	-	14.0%	3
SUNY, C. at Plattsburgh	52.0%	2	33.3%	10	97%	5	NA	-	17.0%	2
Western Oregon U.	29.7%	11	36.4%	9	100%	1	no program	-	11.0%	6
Average of Peers	41.7%		44.7%		97.3%		86.5%		11.7%	
11/01/2005: Office of Institutional Research, Assessment, & Accountability										

Salisbury University
Peer Performance Data, 2005

	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Approp- riation Rank
Salisbury U.	52%	1	82%	6	16.0	1	3.5	2	\$4,242	10
Central Washington U.	84%	8	90%	2	21.0	8	3.2	5	\$4,511	9
Eastern Illinois U.	78%	7	76%	10	16.0	1	NA	-	\$4,577	8
Humboldt State U.	67%	5	82%	6	20.0	7	3.1	7	\$9,754	1
Massachusetts, U. of, Dartmouth	71%	6	80%	9	18.0	4	3.1	7	\$5,762	4
North Carolina, U. of, Wilmington	54%	2	84%	4	21.0	8	3.7	1	\$5,811	3
Northern Michigan U.	84%	8	NA	-	25.0	11	3.0	9	\$5,417	5
Sonoma State U.	84%	8	95%	1	21.0	8	3.2	5	\$7,527	2
SUNY, C. at Oswego	57%	3	83%	5	19.0	6	3.3	3	\$4,740	7
SUNY, C. at Plattsburgh	60%	4	90%	2	18.0	4	3.0	9	\$5,282	6
Western Oregon U.	94%	11	81%	8	16.0	1	3.3	3	\$3,328	11
Average of Peers	73.3%		84.6%		19.5		3.21		\$5,671	
	Average Overall Score	Overall Performance Rank	Notes							
			(1) Eastern Illinois and Northern Michigan University prefer ACT over SAT scores when considering admissions applications. ACT ranges were converted to SAT ranges.							
Salisbury U.	4.267	2								
Central Washington U.	6.385	9								
Eastern Illinois U.	5.692	8								
Humboldt State U.	5.133	3								
Massachusetts, U. of, Dartmouth	5.533	6								
North Carolina, U. of, Wilmington	4.000	1								
Northern Michigan U.	7.308	10								
Sonoma State U.	5.400	5								
SUNY, C. at Oswego	5.571	7								
SUNY, C. at Plattsburgh	5.143	4								
Western Oregon U.	7.786	11								
Average of Peers	5.656		(2) Teacher licensure laws vary from state to state. The Praxis II exam may be required at different times in a student's education. Northern Michigan and Western Oregon Universities require passage of the exam prior to graduation, therefore pass rates will always be 100%. The state of Washington does not require the Praxis II exam for licensing its teachers.							
			(3) NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), Humboldt State (CA) were obtained from the respective state board of nursing Websites.							

NA - Data not available

11/01/2005: Office of Institutional Research, Assessment, & Accountability

America's Best Colleges: 2006, Online Edition: U.S. News & World Report
Top Public Colleges in the North, 2006

	College of New Jersey	SUNY Geneseo	Rutgers	Rowan	SUNY - New Paltz	Towson	Millersville	Salisbury	CUNY- Baruch	CUNY - Queens	Shippens-burg	SUNY - Fredonia
Rank (North Region)	4	12	31	33	42	42	44	44	50	50	50	50
# of Institutions	165	165	165	165	165	165	165	165	165	165	165	165
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	3	4	5	5	7	7	9	9	9	9
Financial Resources Rank	35	159	117	72	128	147	101	147	128	98	122	136
Academic Reputation Rank	5	5	23	23	30	23	37	37	17	23	47	47
Graduation & Retention Rank	3	5	65	47	73	49	39	28	94	87	49	39
Student Selectivity Rank	1	3	22	26	18	39	53	26	29	62	69	31
Faculty Resources Rank	11	153	6	67	78	97	97	131	132	85	78	89
Alumni Giving Rank	126	67	105	131	131	149	116	136	112	50	14	99
Final Overall Scores	86	71	56	55	49	49	48	48	47	47	47	47
Peer Assessment	3.6	3.6	3.1	3.1	3.0	3.1	2.9	2.9	3.2	3.1	2.8	2.8
Avrg Freshmen Rtnn Rate	95%	91%	84%	85%	84%	85%	81%	81%	89%	86%	80%	86%
Avrg Graduation Rate	82%	79%	55%	60%	54%	59%	63%	67%	46%	48%	61%	62%
% of Class <20	54%	29%	46%	43%	48%	44%	23%	30%	25%	44%	23%	51%
% of Classes w/ 50 or more	1%	8%	7%	0%	4%	1%	5%	3%	12.0%	6%	0%	7%
Student/Faculty Ratio	13/1	19/1	12/1	15/1	16/1	18/1	18/1	16/1	17/1	17/1	19/1	16/1
% of F/T Faculty	74%	89%	78%	77%	69%	75%	87%	84%	77%	74%	93%	80%
SAT: 25th-75th percentile	1170-1360	1200-1340	1020-1220	1010-1200	1010-1200	990-1170	960-1150	1040-1200	970-1200	930-1130	960-1140	1030-1180
Freshmen: top 25% of HS class	91%	86%	65%	52%	60%	48%	43%	50%	56%	34%	34%	46%
Acceptance Rate	48%	44%	56%	52%	40%	67%	60%	61%	36%	42%	64%	55%
Avrg Alumni Giving Rate	8%	15%	10%	8%	8%	6%	10%	7%	10%	18%	28%	11%

America's Best Colleges: 2005, Online Edition: U.S. News & World Report
Select Colleges in the North, 2005

	College of New Jersey	SUNY Geneseo	Rutgers	Rowan	SUNY - New Paltz	Towson	Millersville	Salisbury	CUNY- Baruch	CUNY - Queens	Shippens-burg	SUNY - Fredonia
Rank (North Region)	5	12	34	34	50	38	38	45	45	50	45	62
# of Institutions	165	165	165	165	165	165	165	165	165	165	165	165
Tier	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top	Top
Public Institution Ranking (North)	1	2	3	3	10	5	5	7	7	10	7	11
Financial Resources Rank	33	156	118	71	138	140	102	140	128	93	118	140
Academic Reputation Rank	9	4	29	29	29	21	37	51	13	21	37	51
Graduation & Retention Rank	3	7	71	45	79	52	33	31	110	97	50	45
Student Selectivity Rank	1	2	22	27	16	20	45	18	22	55	69	36
Faculty Resources Rank	12	149	7	69	107	112	63	128	107	73	77	120
Alumni Giving Rank	130	65	112	140	140	146	105	129	118	63	30	101
Final Overall Scores	81	71	51	51	45	48	48	46	46	45	46	42
Peer Assessment	3.4	3.6	3.0	3.0	3.0	3.1	2.9	2.8	3.3	3.1	2.9	2.8
Avrg Freshmen Rtnn Rate	95%	91%	84%	85%	84%	83%	82%	82%	87%	85%	79%	82%
Avrg Graduation Rate	81%	78%	54%	59%	52%	58%	65%	66%	42%	45%	60%	60%
% of Class <20	48%	30%	40%	41%	48%	43%	24%	33%	31%	44%	23%	45%
% of Classes w/ 50 or more	1%	8%	8%	1%	4%	2%	5%	3%	10%	5%	0.2%	8%
Student/Faculty Ratio	12/1	19/1	11/1	15/1	17/1	17/1	18/1	16/1	17/1	17/1	21/1	18/1
% of F/T Faculty	74%	88%	81%	74%	69%	73%	88%	82%	75%	73%	94%	81%
SAT: 25th-75th percentile	1180-1360	1180-1330	990-1210	1020-1210	1010-1200	1003-1180	960-1150	1040-1220	980-1200	1010-1070	960-1150	1030-1180
Freshmen: top 25% of HS class	91%	86%	56%	52%	60%	60%	44%	52%	52%	36%	33%	45%
Acceptance Rate	48%	42%	59%	52%	34%	52%	61%	52%	36%	40%	67%	57%
Avrg Alumni Giving Rate	8%	16%	10%	7%	7%	7%	11%	9%	10%	17%	24%	11%

America's Best Colleges : U.S. News World Report
Salisbury University Rankings: 1998 - 2006

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Rank (North Region)¹	40	40	39	39	46	37	33	45	44
# of Institutions	146	146	146	146	167	165	165	165	165
Tier	2	2	2	2	2	1	1	Top	Top
Public Institution Ranking (North)	7	9	7	8	10	6	4	7	7
Financial Resources Rank	136	123	127	128	164	150	143	140	147
Academic Reputation Rank	56	46	44	34	37	36	33	51	37
Graduation & Retention Rank	53	51	42	39	38	35	33	31	28
Student Selectivity Rank	5	14	17	12	17	16	16	18	26
Faculty Resources Rank	64	79	37	87	120	100	88	128	131
Alumni Giving Rank	63	71	90	99	107	89	82	129	136
Final Overall Scores	77	76	65	61	64	51	53	46	48

*Note: In the 2005 and 2006 editions, US News combined Tier 1 & 2 and simply listed their rank out of all institutions presented.

¹In all rows except "Final Overall Scores," the lower the number the higher the ranking. "Final Overall Scores," range from 1-100 with 100 the highest score.

US News Ranking Criteria: 2006 Edition

Ranking Category	Subfactor	Subfactor Weight	Relative Weights as a Percent of Total
Academic Reputation 25%	Academic Reputation Survey	100%	25.0%
Student Selectivity 15%	Acceptance Rate	10%	1.5%
	High School Class: Top 25%	40%	6.0%
	SAT/ACT Scores	50%	7.5%
Faculty Resources 20%	Faculty Compensation (2Yrs: Ave Sal + Benefits) (Adjusted for regional COL differences)	35%	7.0%
	Faculty w/ top terminal degrees	15%	3.0%
	Percent F/T Faculty	5%	1.0%
	Student/Faculty Ratio	5%	1.0%
	Class Size: 1-19	30%	6.0%
	Class Size: 50+	10%	2.0%
Grad/Retention Rate 25%	6-Yr Graduation Rate (Average: 4 yrs)	80%	20.0%
	FR-SO Retention Rate (Average: 4 yrs)	20%	5.0%
Financial Resources 10%	Educational Expenditures per Student (Ave-2 yrs:instrctn,rsrch,stdnt srv, related eductnl)	100%	10.0%
Alumni Giving 5%	Alumni Giving Rate (2 yr ave)	100%	5.0%
100%			100.0%

ENROLLMENT PROJECTIONS

SALISBURY UNIVERSITY: FY 2006-FY 2016 (28.5% - Growth assumes new facilities and growth incentive funding) USM's Rapid Growth Plan

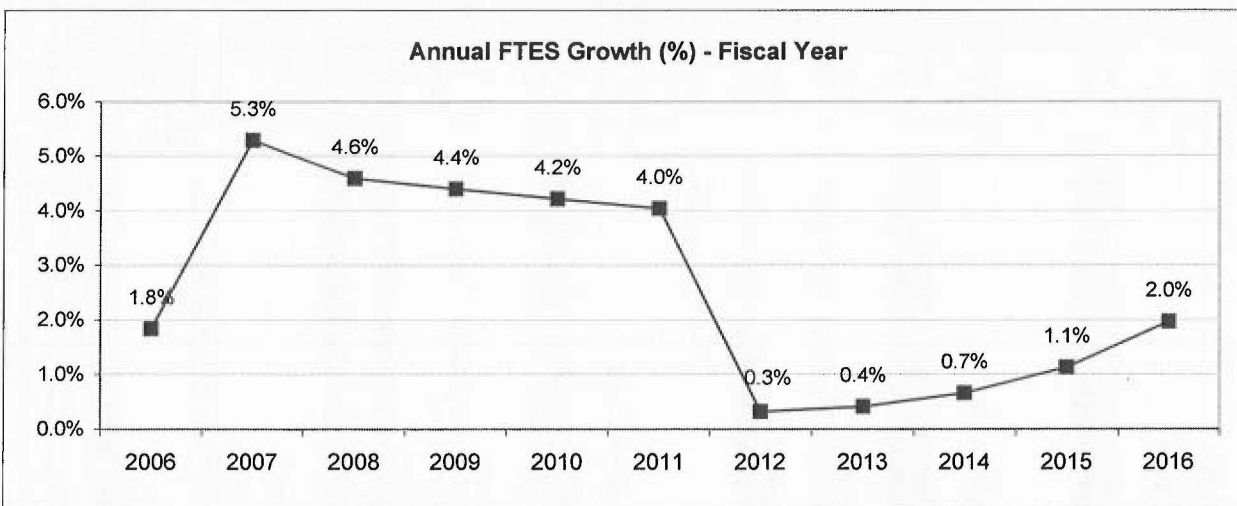
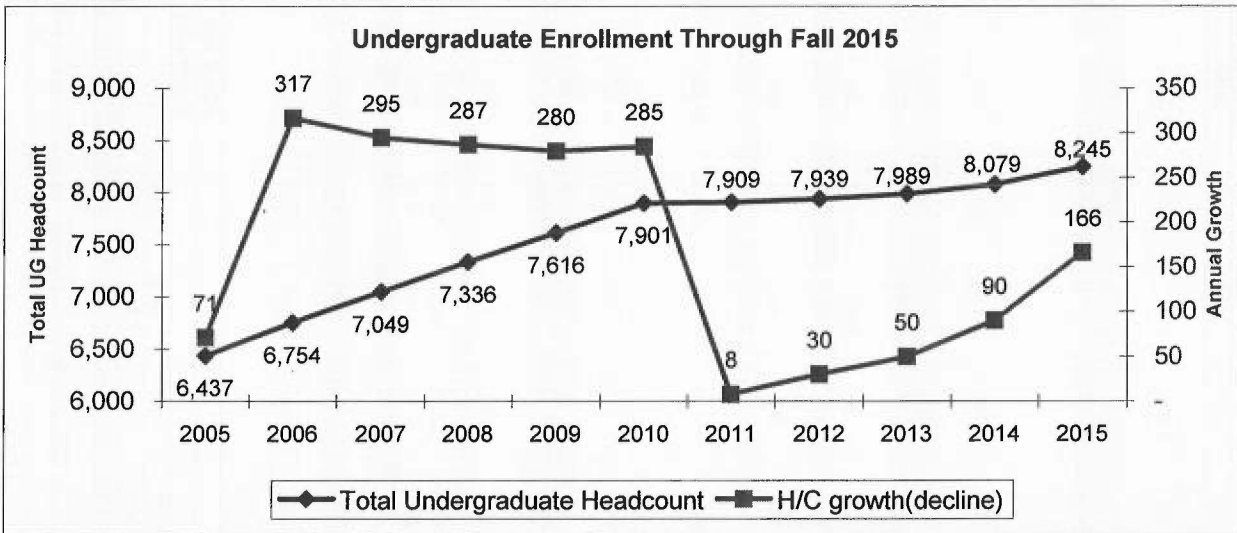
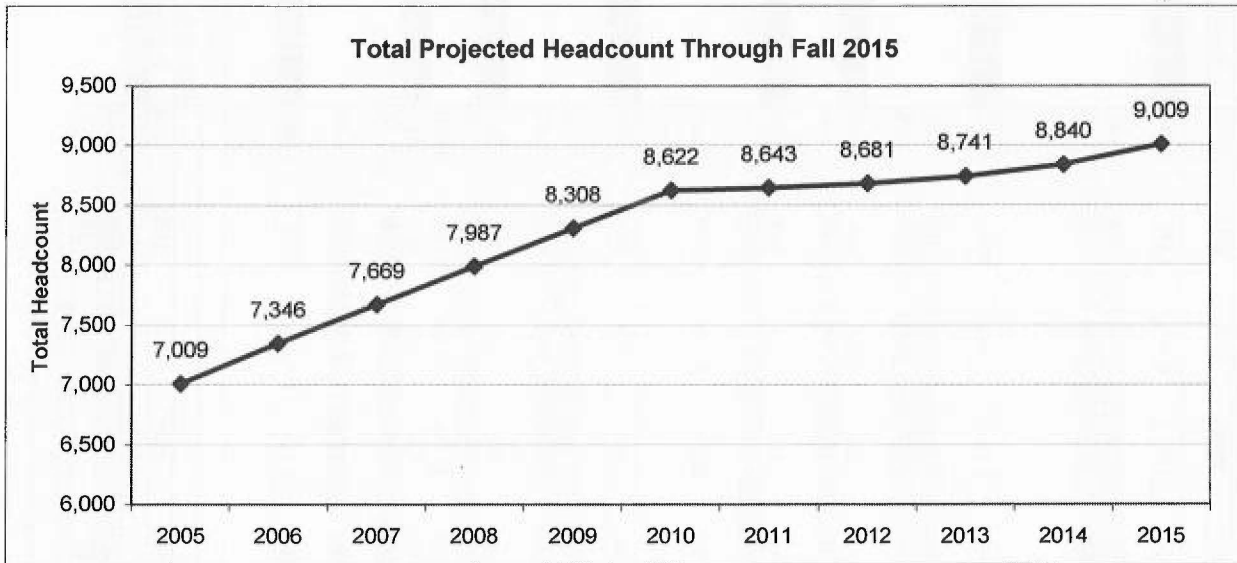
Fall Student Data	Actual	Fall Projections										Change From Fall 2005 to Fall 2015	
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Number	Percent
Headcount Total	7,009	7,346	7,669	7,987	8,308	8,622	8,643	8,681	8,741	8,840	9,009	2,000	28.5%
H/C growth(decline)	67	337	323	318	321	314	21	38	60	99	169		
% Annual Change	1.0%	4.8%	4.4%	4.1%	4.0%	3.8%	0.2%	0.4%	0.7%	1.1%	1.9%		
Undergraduate Total	6,437	6,754	7,049	7,336	7,616	7,901	7,909	7,939	7,989	8,079	8,245	1,808	28.1%
H/C growth(decline)	71	317	295	287	280	285	8	30	50	90	166		
% Annual Change	1.1%	4.9%	4.4%	4.1%	3.8%	3.7%	0.1%	0.4%	0.6%	1.1%	2.1%		
Full-time	5,798	6,115	6,410	6,697	6,977	7,262	7,270	7,300	7,350	7,440	7,606	1,808	31.2%
H/C growth(decline)	150	317	295	287	280	285	8	30	50	90	166		
Part-time	639	639	639	639	639	639	639	639	639	639	639	-	0.0%
H/C growth(decline)	(79)	-	-	-	-	-	-	-	-	-	-		
% F/T Undergraduate	90.1%	90.5%	90.9%	91.3%	91.6%	91.9%	91.9%	92.0%	92.0%	92.1%	92.2%		
Grad./First Prof. Total	572	592	620	651	692	721	734	742	752	761	764	192	33.6%
H/C growth(decline)	(4)	20	28	31	41	29	13	8	10	9	3		
% Annual Change	-0.7%	3.5%	4.7%	5.0%	6.3%	4.2%	1.8%	1.1%	1.3%	1.2%	0.4%		
Full-time	184	189	200	211	222	231	237	242	247	250	250	66	35.9%
H/C growth(decline)	17	5	11	11	11	9	6	5	5	3	-		
% Full-time	32.2%	31.9%	32.3%	32.4%	32.1%	32.0%	32.3%	32.6%	32.8%	32.9%	32.7%		
Part-time	388	403	420	440	470	490	497	500	505	511	514	126	32.5%
H/C growth(decline)	(21)	15	17	20	30	20	7	3	5	6	3		
% of population that is graduate	8.2%	8.1%	8.1%	8.2%	8.3%	8.4%	8.5%	8.5%	8.6%	8.6%	8.5%		
FTDE Students	5,069	5,462	5,713	5,964	5,690	6,467	6,488	6,515	6,558	6,632	6,763	1,694	33.4%
Fiscal Year Full-Time Equivalent Data	Est	Fiscal Year Projections										Change From FY 2006 to FY 2016	
FTE Students	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Number	Percent
% growth in FTE	6,190	6,518	6,818	7,118	7,418	7,718	7,742	7,774	7,826	7,915	8,071	1,881	30.4%
Annual FTE Increase	1.8%	5.3%	4.6%	4.4%	4.2%	4.0%	0.3%	0.4%	0.7%	1.1%	2.0%		
	112	328	300	300	300	300	25	32	52	88	156		

Comments: This is an aggressive growth model that is predicated on annual growth incentive funding and the planned opening of the New Teacher Education and Technology Complex in 2009. Growth assumes capital construction and funding support above current levels and appropriate to employ and retain quality faculty, as well as to maintain current instructional technology and academic quality. Capital needs include a new library facility and additional academic facilities. This model assumes sufficient State budget allocations and no delays in capital construction that are essential to accommodate growth.

Completed by: Bryan Price, Director: Institutional Research, Assessment, Accountability; January 2006 (In consultation with Executive Staff Representatives)

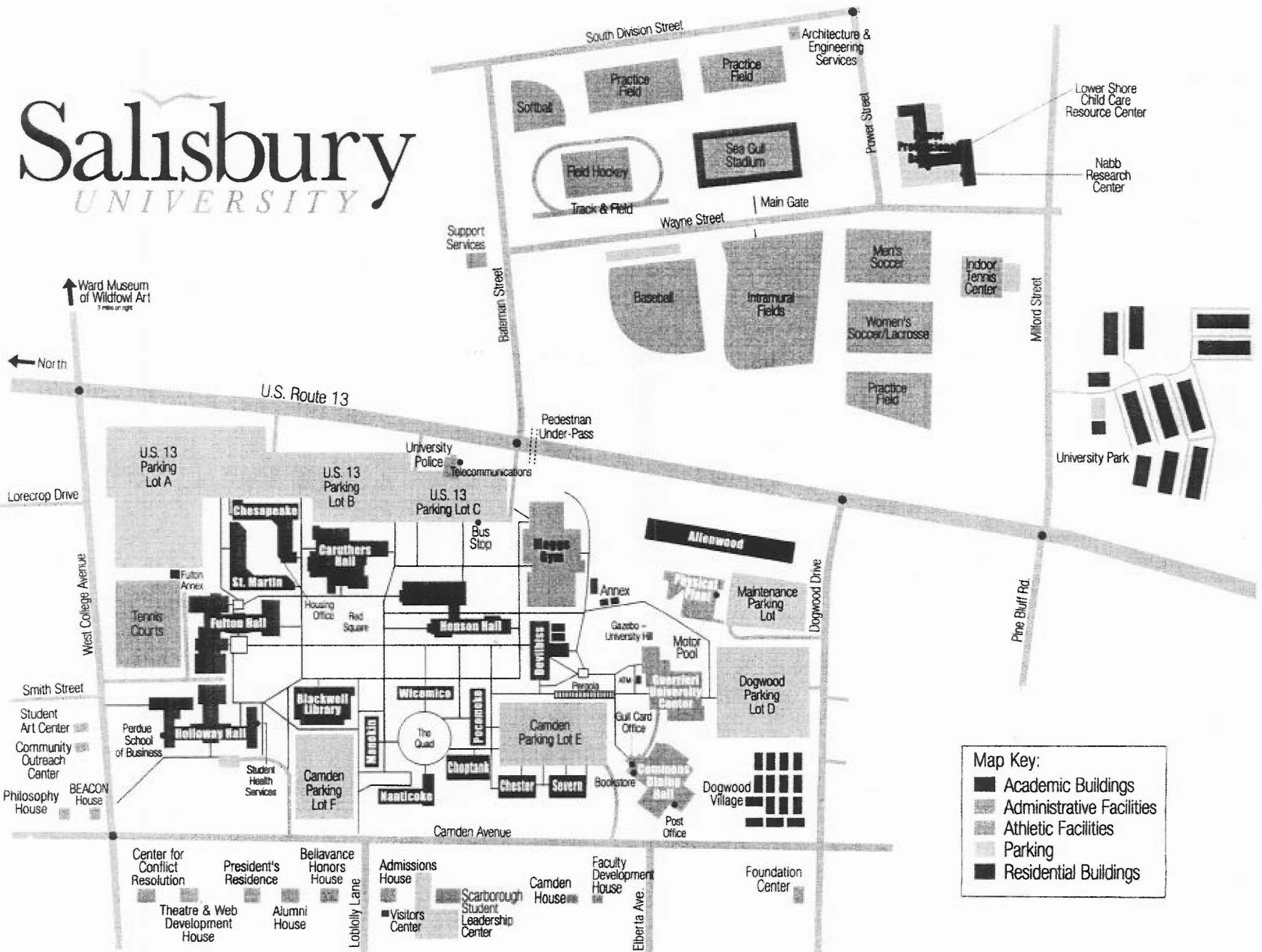
SUEnrPrjctnFY16-Jan06.xls
SUPrjctnsThru FY2016-29% Growth

Projected Growth Trends through FY 2016: Salisbury University



Salisbury

UNIVERSITY



Map Key:

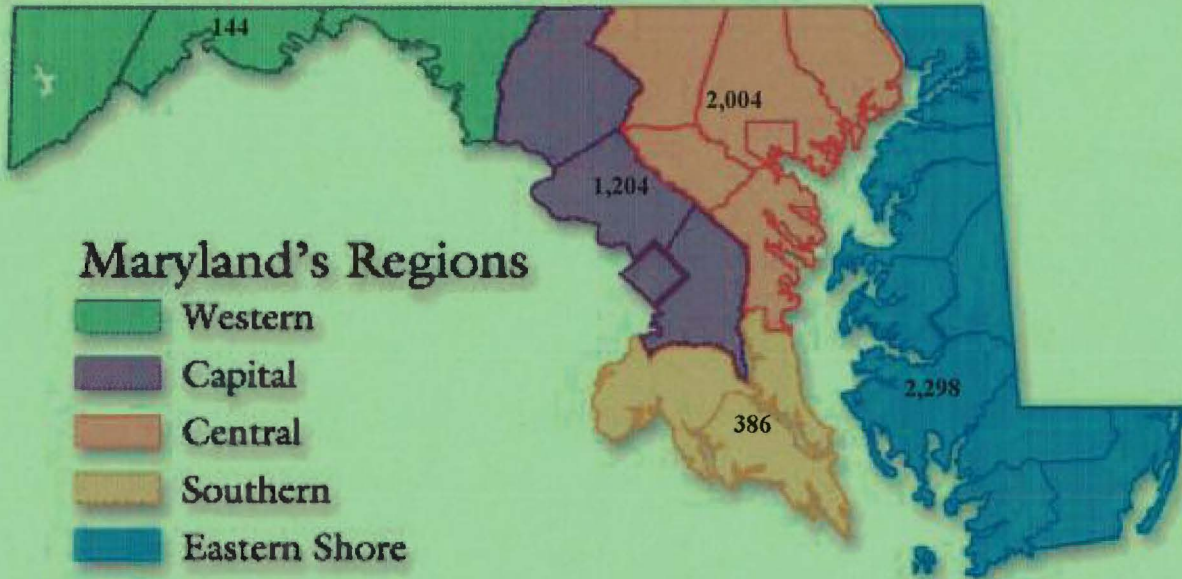
- Academic Buildings
- Administrative Facilities
- Athletic Facilities
- Parking
- Residential Buildings

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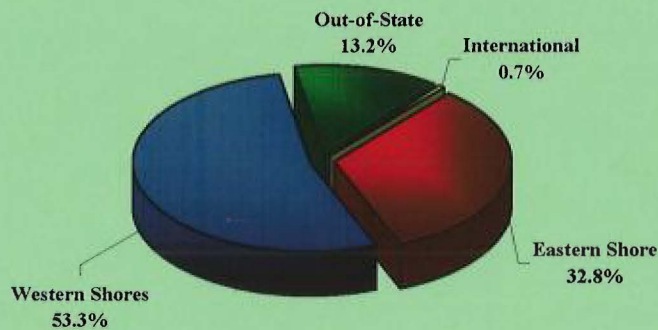
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Institutional Enrollment and Demographics

Total Maryland Enrollment, Fall 2005: 6,036



Fall 2005
Total Enrollment: 7,009



Total Eastern Shore Enrollment,
Fall 2005: 2,298

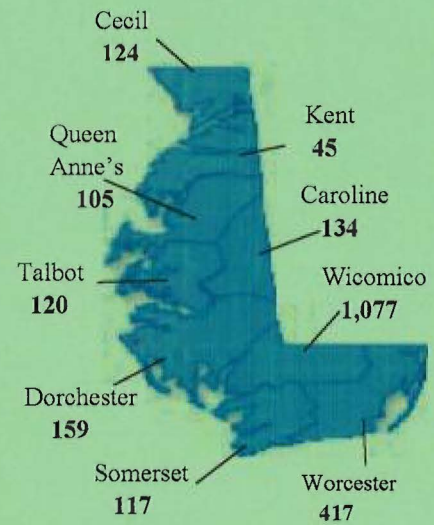


Table 1:

Total Institutional Enrollment: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,947	6,682	6,851	6,816	6,942	7,009
% Annual Growth	-1.0%	4.1%	2.5%	-0.5%	1.8%	1.0%
Total Men	2,489	2,802	2,860	2,814	2,925	2,973
% Men	41.9%	41.9%	41.7%	41.3%	42.1%	42.4%
Total Women	3,458	3,880	3,991	4,002	4,017	4,036
% Women	58.1%	58.1%	58.3%	58.7%	57.9%	57.6%
F.T.E.S.	4,976	5,768	5,985	5,950	6,150	6,277
% Annual Growth	0.3%	4.5%	3.8%	-0.6%	3.4%	2.1%
Full-Time Students	4,539	5,398	5,593	5,588	5,815	5,982
Men	1,953	2,341	2,436	2,390	2,516	2,591
Women	2,586	3,057	3,157	3,198	3,299	3,391
% Full-Time	76.3%	80.8%	81.6%	82.0%	83.8%	85.3%
Average Age, FT Students	N/A	20.9	21.0	20.9	21.0	21.0
Part-Time Students	1,408	1,284	1,258	1,228	1,127	1,027
Men	536	461	424	424	409	382
Women	872	823	834	804	718	645
% Part-Time	23.7%	19.2%	18.4%	18.0%	16.2%	14.7%
Average Age, PT students	N/A	31.0	31.3	29.6	29.4	29.5
Average Student Age	N/A	22.9	22.9	22.5	22.4	22.2

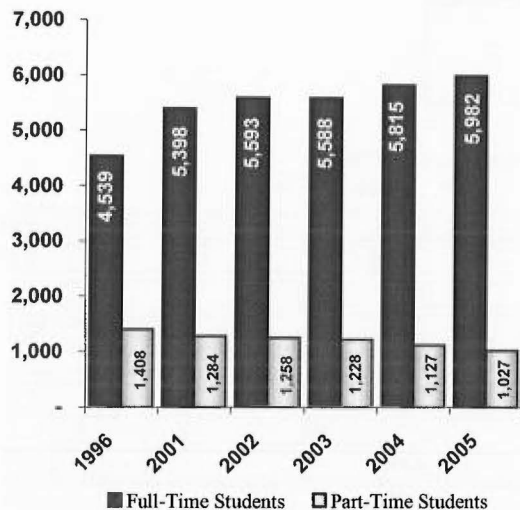
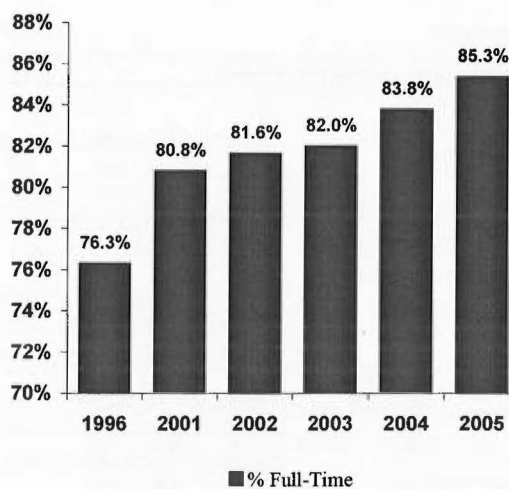
Figure 1: Full-Time and Part-Time Institutional Enrollment: 1996, 2001-2005**Figure 2: Percent Full-Time Institutional Enrollment: 1996, 2001-2005**

Table 2: **Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2005**

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
First-Time Freshmen ¹	94	-	3	-	22	-	25	-	790	2	5	-	17	-	956	2	958
%	10.0		0.3		2.3		2.7		84.2		0.5		1.8				
Undergraduates																	
Freshmen	174	3	5	-	33	-	38	-	1,267	11	10	-	35	1	1,562	15	1,577
%	11.5		0.3		2.1		2.5		82.9		0.6		2.3				
Sophomores	122	7	4	-	30	3	41	2	1,154	50	6	-	78	6	1,435	68	1,503
%	9.1		0.3		2.3		3.0		84.8		0.4		5.6				
Juniors	130	13	7	-	44	2	41	-	1,107	67	4	-	83	8	1,416	90	1,506
%	10.1		0.5		3.3		2.9		83.0		0.3		6.0				
Seniors	84	13	2	1	35	4	27	2	1,096	118	6	-	53	8	1,303	146	1,449
%	7.0		0.2		2.8		2.1		87.5		0.4		4.2				
Second Bachelor's	5	1	1	-	-	-	3	-	60	24	7	-	4	1	80	26	106
%	5.9		1.0		0.0		3.0		83.2		6.8		4.7				
Subtotal	515	37	19	1	142	9	150	4	4,684	270	33	-	253	24	5,796	345	6,141
Unclassified/ Non-Degree	-	93	-	-	-	16	-	6	1	155	-	1	1	23	2	294	296
Total Undergraduates	515	130	19	1	142	25	150	10	4,685	425	33	1	254	47	5,798	639	6,437
%	10.5		0.3		2.7		2.6		83.3		0.5		4.7				
Graduates																	
Degree-seeking	21	20	-	-	3	2	3	2	140	218	8	1	8	6	183	249	432
Non-Degree	-	17	-	-	-	1	-	1	1	111	-	-	-	9	1	139	140
Total Graduates	21	37	-	-	3	3	3	3	141	329	8	1	8	15	184	388	572
%	10.6		0.0		1.1		1.1		85.6		1.6		4.0				
GRAND TOTAL	536	167	19	1	145	28	153	13	4,826	754	41	2	262	62	5,982	1,027	7,009
%	10.5		0.3		2.6		2.5		83.5		0.6		4.6				

Notes:

¹ Included in freshmen figure.

Percentage of African-American through White plus International are a percentage of the known population.

Percentage of Unknown is a percentage of the total population.

Figure 2.1

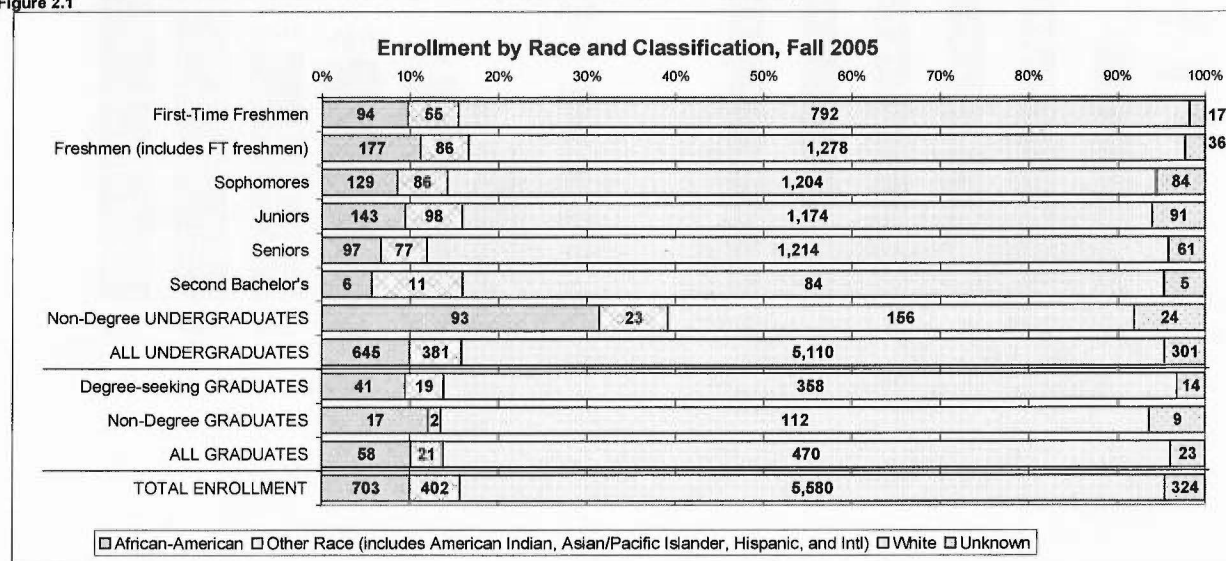


Figure 3: Total Institutional Enrollment: Headcount, F/T and P/T Students: 1996, 2001-2005

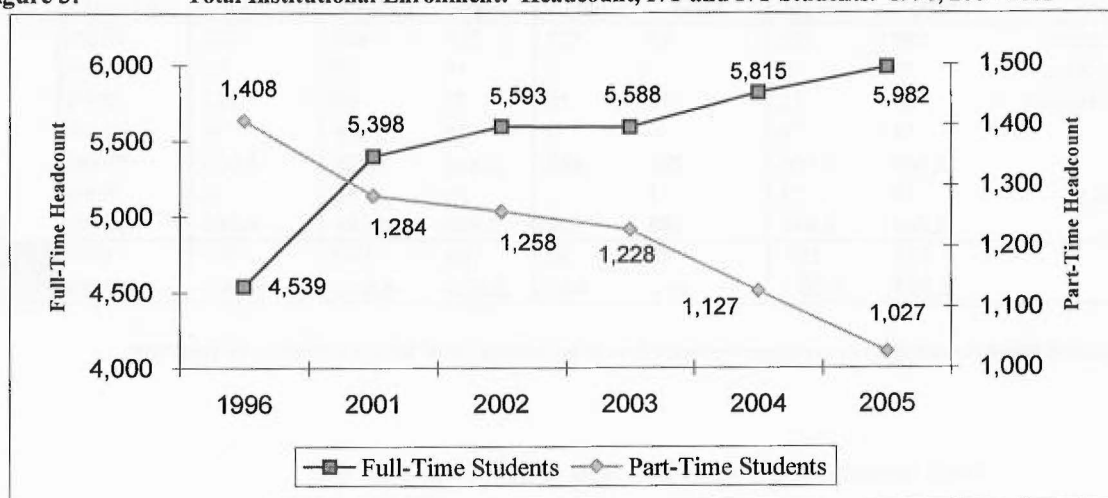


Figure 4: Total Institutional Enrollment Since 1980

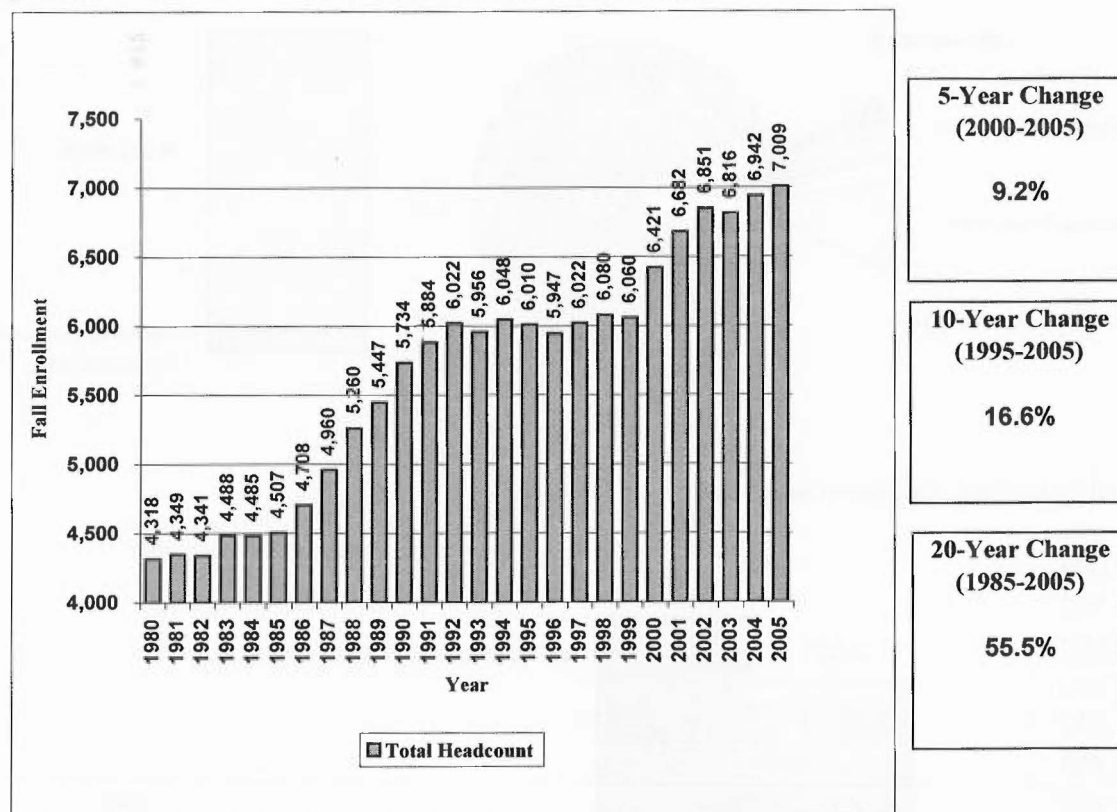


Table 3:

Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2005

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent Of Known
	Male	Female	Male	Female	Male	Female			
African-American	254	282	46	121	300	403	703	10.0%	10.5%
American Indian	10	9	-	1	10	10	20	0.3%	0.3%
Asian/Pacific Islander	64	81	13	15	77	96	173	2.5%	2.6%
Hispanic	74	79	4	9	78	88	166	2.4%	2.5%
White	2,060	2,766	294	460	2,354	3,226	5,580	79.6%	83.5%
International	18	23	2	-	20	23	43	0.6%	0.6%
SUBTOTAL	2,480	3,240	359	606	2,839	3,846	6,685	95.4%	100.0%
Unknown	111	151	23	39	134	190	324	4.6%	
TOTAL	2,591	3,391	382	645	2,973	4,036	7,009	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity percentage of the known race/ethnicity population.

Figure 5:

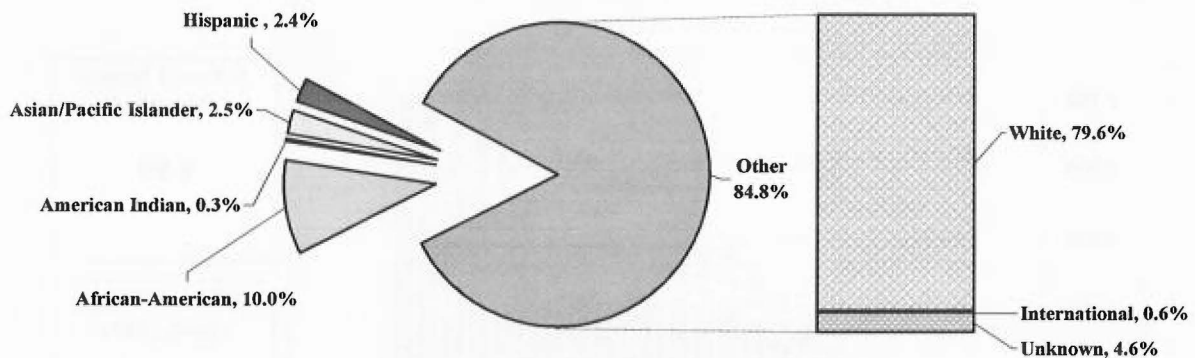
Total Institutional Enrollment by Race & Ethnicity: Fall 2005

Figure 6: Total Institutional Enrollment by Sex and Status: Fall 2005

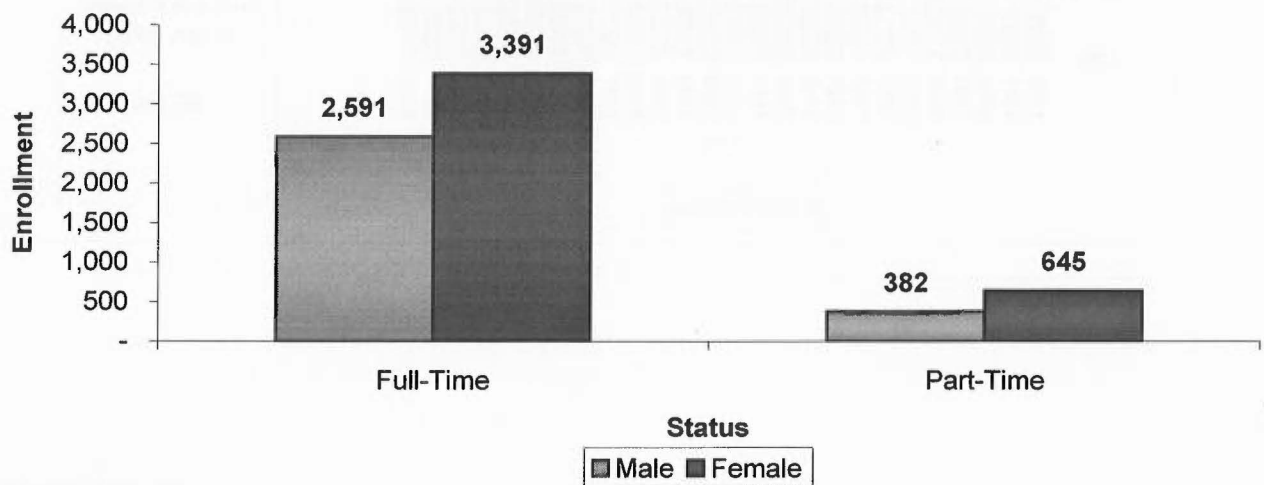


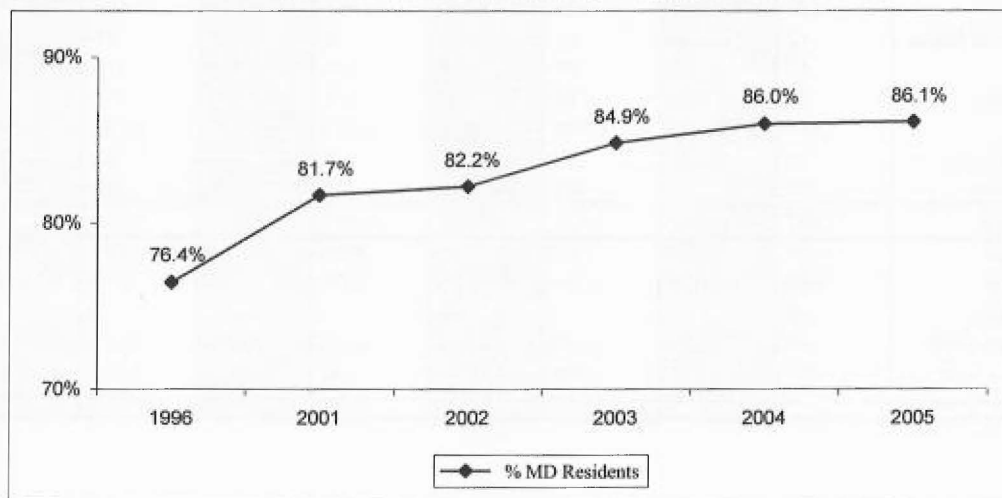
Table 4:

Total Institutional Demographics: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,947	6,682	6,851	6,816	6,942	7,009
Total Residing on Campus	1,715	1,681	1,645	1,669	1,704	1,690
Total Commuters	4,232	5,001	5,206	5,147	5,238	5,319
% Residing On Campus	28.8%	25.2%	24.0%	24.5%	24.5%	24.1%
MD Residents	4,546	5,460	5,633	5,784	5,969	6,036
% MD Residents	76.4%	81.7%	82.2%	84.9%	86.0%	86.1%
Out-of-State	1,351	1,159	1,138	966	928	927
International	47	58	74	65	43	43
Other ¹	-	5	6	1	2	3
African-American	452	496	558	558	669	703
American Indian	20	22	19	21	21	20
Asian/Pacific Islander	73	122	133	164	170	173
Hispanic	59	88	114	129	154	166
International	47	58	74	65	43	43
White	5,296	5,576	5,629	5,415	5,490	5,580
Unknown	-	320	324	464	395	324
% Known Minority	10.2%	11.4%	12.6%	13.7%	15.5%	15.9%
% Minority + International	10.9%	12.4%	13.8%	14.8%	16.1%	16.5%
% Unknown	-	4.8%	4.7%	6.8%	5.7%	4.6%
Average Age of all students	N/A	22.9	22.9	22.5	22.4	22.2

NOTE: ¹Students with "OTHER" residence, see Glossary.

Figure 7:

Total Institutional Enrollment: Percent In-State - 1996, 2001-2005

Total Enrollment by Career and Race
Fall 1985, 1996, 2000 - 2005

Table 4.1

	FA 1985	FA 1996	FA 2000	FA 2001	FA 2002	FA 2003	FA 2004	FA 2005
Undergraduate								
Black	242	406	416	450	495	506	621	645
American Indian	11	20	20	20	19	20	20	20
Asian	16	68	94	118	127	161	167	167
Hispanic	22	57	60	83	108	124	146	160
White	3,710	4,709	4,960	5,059	5,123	4,923	5,019	5,110
International	24	34	35	39	49	50	31	34
Unknown	61	-	298	291	285	415	362	301
Subtotal	4,086	5,294	5,883	6,060	6,206	6,199	6,366	6,437
% Black	6.0%	7.7%	7.4%	7.8%	8.4%	8.7%	10.3%	10.5%
% Asian	0.4%	1.3%	1.7%	2.0%	2.1%	2.8%	2.8%	2.7%
% Hispanic	0.5%	1.1%	1.1%	1.4%	1.8%	2.1%	2.4%	2.6%
% Known Min	7.2%	10.4%	10.6%	11.6%	12.6%	14.0%	15.9%	16.2%
# Min + Inter	315	585	625	710	798	861	985	1,026
% Min + Inter	7.8%	11.1%	11.2%	12.3%	13.5%	14.9%	16.4%	16.7%
Graduate Enrollment								
Black	34	46	38	46	63	51	48	58
American Indian	1	-	1	2	-	1	1	-
Asian	1	5	5	4	6	3	3	6
Hispanic	2	2	8	5	6	5	8	6
White	381	587	443	517	506	493	471	470
International	-	13	18	19	25	13	12	9
Unknown	2	-	25	29	39	51	33	23
Subtotal	421	653	538	622	645	617	576	572
% Black	8.1%	7.0%	7.4%	7.8%	10.4%	9.0%	8.8%	10.6%
% Asian	0.2%	0.8%	1.0%	0.7%	1.0%	0.5%	0.6%	1.1%
% Hispanic	0.5%	0.3%	1.6%	0.8%	1.0%	0.9%	1.5%	1.1%
% Known Min	9.1%	8.1%	10.1%	9.6%	12.4%	10.6%	11.0%	12.8%
# Min + Inter	38	66	70	76	100	73	72	79
% Min + Inter	9.1%	10.1%	13.6%	12.8%	16.5%	12.9%	13.3%	14.4%
Total Enrollment								
Black	276	452	454	496	558	557	669	703
American Indian	12	20	21	22	19	21	21	20
Asian	17	73	99	122	133	164	170	173
Hispanic	24	59	68	88	114	129	154	166
White	4,091	5,296	5,403	5,576	5,629	5,416	5,490	5,580
International	24	47	53	58	74	63	43	43
Unknown	63	-	323	320	324	466	395	324
Subtotal	4,507	5,947	6,421	6,682	6,851	6,816	6,942	7,009
% Black	6.2%	7.6%	7.4%	7.8%	8.5%	8.8%	10.2%	10.5%
% Asian	0.4%	1.2%	1.6%	1.9%	2.0%	2.6%	2.6%	2.6%
% Hispanic	0.5%	1.0%	1.1%	1.4%	1.7%	2.0%	2.4%	2.5%
% Known Min	7.4%	10.2%	10.5%	11.4%	12.6%	13.7%	15.5%	15.9%
# Min + Inter	353	651	695	786	898	934	1,057	1,105
% Min + Inter	7.9%	10.9%	11.4%	12.4%	13.8%	14.7%	16.1%	16.5%

Table 5: Total Institutional Enrollment by Age and Sex: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,947	6,682	6,851	6,816	6,942	7,009
Total 20 and Younger ¹	1,436	3,095	3,169	3,193	3,230	3,322
Men	564	1,251	1,293	1,277	1,340	1,430
Women	872	1,844	1,876	1,916	1,890	1,892
% 20 and Younger	24.1%	46.3%	46.3%	46.8%	46.5%	47.4%
Total 21-24 Yrs Old ²	3,015	2,401	2,486	2,541	2,699	2,724
Men	1,365	1,146	1,176	1,172	1,273	1,224
Women	1,650	1,255	1,310	1,369	1,426	1,500
% 21-24	50.7%	35.9%	36.3%	37.3%	38.9%	38.9%
Total 25-29 Yrs Old	672	448	451	473	428	427
Men	322	172	173	195	160	167
Women	350	276	278	278	268	260
% 25-29	11.3%	6.7%	6.6%	6.9%	6.2%	6.1%
Total 30-34 Yrs Old	300	250	243	201	219	178
Men	101	93	77	62	64	57
Women	199	157	166	139	155	121
% 30-34	5.0%	3.7%	3.5%	2.9%	3.2%	2.5%
Total 35-39 Yrs Old	199	176	164	129	120	125
Men	51	49	48	33	26	40
Women	148	127	116	96	94	85
% 35-39	3.3%	2.6%	2.4%	1.9%	1.7%	1.8%
Total 40-49 Yrs Old	254	219	238	191	154	156
Men	60	54	59	50	36	33
Women	194	165	179	141	118	123
% 40-49	4.3%	3.3%	3.5%	2.8%	2.2%	2.2%
Total 50-59 Yrs Old	54	66	76	72	68	63
Men	18	25	23	19	16	15
Women	36	41	53	53	52	48
% 50-59	0.9%	1.0%	1.1%	1.1%	1.0%	0.9%
Total 60 and older	17	27	24	16	24	14
Men	8	12	11	6	10	7
Women	9	15	13	10	14	7
% 60 and older	0.3%	0.4%	0.4%	0.2%	0.3%	0.2%
Average Age						
ALL STUDENTS	N/A	22.9	22.9	22.5	22.4	22.2
Men	N/A	22.4	22.4	22.0	21.8	21.7
Women	N/A	23.2	23.2	22.8	22.8	22.6

% 21 & Older

2004	2005
53.5%	52.6%

NOTES: ¹ Prior to 2000, this category only accounted for students less than 20 years old

² Prior to 2000, this category accounted for students between the ages of 20 and 24

Table 6: Total Institutional Enrollment by State: 1996, 2001-2005

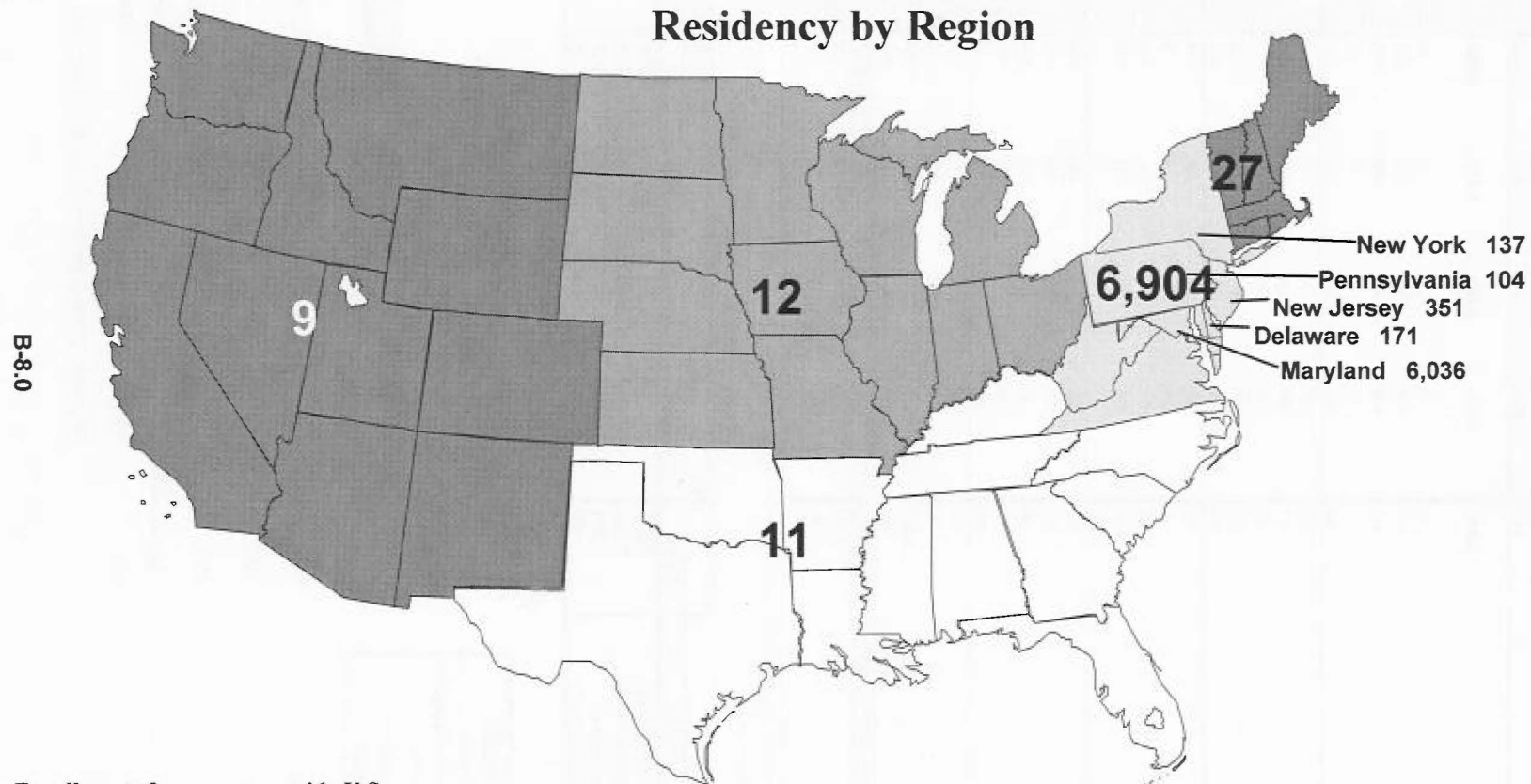
Fall Semesters	1996	2001	2002	2003	2004	2005	% of Total Enrl for Top States	% Change Since 2001
Total Headcount	5,947	6,682	6,699	6,816	6,942	7,009		4.9%
Alabama	1	-	-	1	1	-		
Alaska	-	-	-	-	-	-		
Arizona	1	-	-	-	-	-		
Arkansas	-	1	1	-	-	-		
California	2	3	3	9	9	5		
Colorado	3	1	1	-	-	2		
Connecticut	23	21	21	13	16	15		
Delaware	275	195	195	187	154	171	2.4%	-12.3%
District of Columbia	6	8	8	9	14	12		
Florida	2	7	7	3	6	6		
Georgia	1	1	1	-	2	-		
Hawaii	-	3	3	-	-	1		
Idaho	-	1	1	-	-	-		
Illinois	1	5	5	2	2	1		
Indiana	-	-	-	-	-	-		
Iowa	3	-	-	1	-	-		
Kansas	-	2	2	-	-	-		
Kentucky	1	1	1	1	-	-		
Louisiana	-	-	-	-	-	-		
Maine	1	2	2	4	6	3		
Maryland	4,546	5,460	5,460	5,784	5,969	6,036	86.1%	10.5%
Massachusetts	7	7	7	6	6	5		
Michigan	4	3	3	1	2	3		
Minnesota	-	4	4	3	2	2		
Mississippi	1	-	-	-	-	-		
Missouri	1	2	2	1	1	1		
Montana	-	-	-	1	1	-		
Nebraska	-	-	-	1	1	1		
Nevada	-	-	-	-	-	-		
New Hampshire	4	6	6	3	2	2		
New Jersey	425	379	379	342	337	351	5.0%	-7.4%
New Mexico	1	1	1	-	-	-		
New York	287	243	243	169	153	137	2.0%	-43.6%
North Carolina	3	2	2	3	2	3		
North Dakota	2	6	6	-	-	-		
Ohio	4	3	3	4	3	2		
Oklahoma	2	1	1	-	-	-		
Oregon	2	-	-	-	1	-		
Pennsylvania	133	122	122	98	117	104	1.5%	-14.8%
Rhode Island	1	2	2	-	-	-		
South Carolina	2	1	1	-	1	1		
South Dakota	2	2	2	-	-	-		
Tennessee	1	1	1	-	1	-		
Texas	2	2	2	1	1	1		
Utah	-	1	1	-	-	-		
Vermont	-	2	2	3	3	2		
Virginia	140	113	113	92	78	90	1.3%	-20.4%
Washington	-	-	-	1	-	-		
West Virginia	3	4	4	4	4	3		
Wisconsin	-	1	1	3	2	2		
Wyoming	-	-	-	-	-	1		
Puerto Rico	1	-	-	-	-	-		
Virgin Islands	2	-	-	-	-	-		
Foreign Countries	48	58	74	65	43	43	0.6%	-25.9%
Other	2	5	6	1	2	3		

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 8:

**FALL 2005
Total Enrollment (7,009)
Residency by Region**



Enrollments from areas outside U.S.

International Students	43
Other Foreign	03

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

Table 7:

Total Institutional Enrollment by County of Residence: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,947	6,682	6,851	6,816	6,942	7,009
Allegany	11	10	14	11	10	10
Anne Arundel	424	506	543	525	575	614
Baltimore	311	444	443	456	474	488
Baltimore City	16	24	21	30	50	49
Calvert	69	103	122	133	167	177
Caroline	115	125	121	115	104	134
Carroll	117	194	190	195	196	204
Cecil	93	130	144	135	133	124
Charles	105	109	118	117	132	129
Dorchester	170	176	160	163	161	169
Frederick	151	250	267	269	231	253
Garrett	6	9	8	7	8	6
Harford	220	266	259	261	303	297
Howard	150	276	291	318	335	352
Kent	28	17	19	31	37	45
Montgomery	262	475	517	555	577	617
Prince George's	263	259	277	286	304	334
Queen Anne's	82	92	96	125	124	105
St. Mary's	72	114	109	87	87	80
Somerset	137	163	146	140	138	117
Talbot	117	124	126	121	119	120
Washington	53	112	112	100	127	128
Wicomico	1,107	1,070	1,106	1,162	1,137	1,077
Worcester	467	412	424	442	440	417
Total for MD	4,546	5,480	5,633	5,784	5,969	6,036
Out-of-State	1,351	1,159	1,138	966	928	927
International	50	58	74	65	43	43
Other Foreign	-	5	6	1	2	3

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Region	1996		2001		2005	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	2,316	38.9%	2,309	34.6%	2,298	32.8%
Western Shore	2,230	37.5%	3,151	47.2%	3,738	53.3%
Out-of-State	1,351	22.7%	1,159	17.3%	927	13.2%
International	50	0.8%	63	0.9%	46	0.7%

Figure 9:

Top 10 Feeder Counties	
Wicomico	Howard
Montgomery	Prince George's
Anne Arundel	Harford
Baltimore	Frederick
Worcester	Carroll

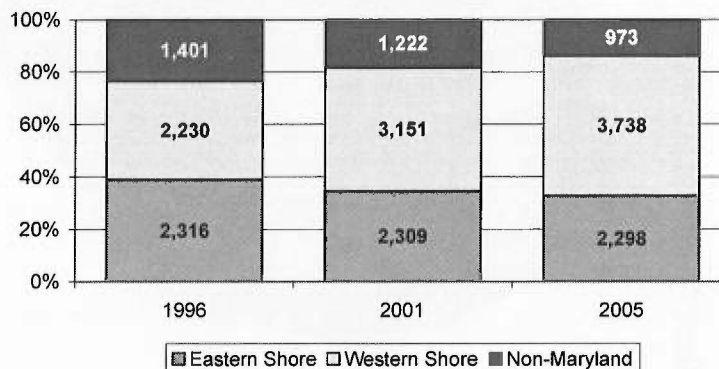
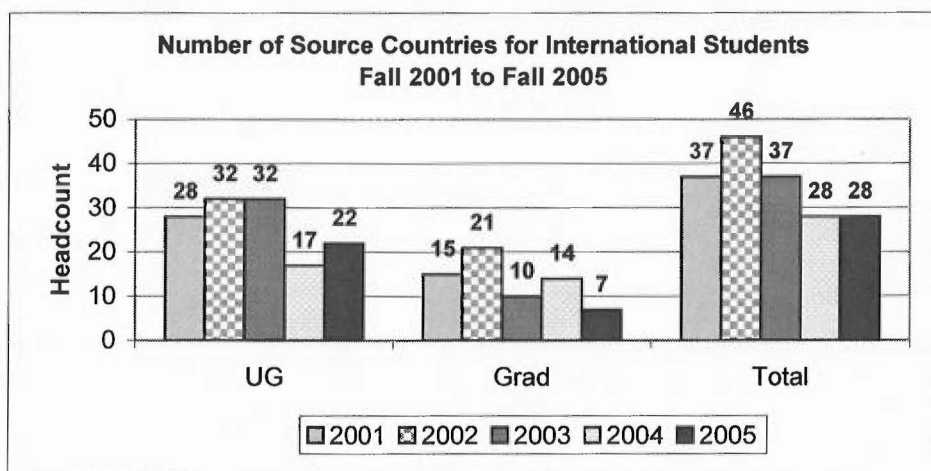
Institutional Enrollment by County of Residence,
1996, 2001, 2005

Table 8:

Enrollment by Country Fall 2005

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Austria	1	-	1	-	-	-	1
Bahamas	-	-	-	-	-	-	-
Belarus	4	-	4	-	-	-	4
British Virgin Islands	1	-	1	-	-	-	1
Cameroon	1	-	1	-	-	-	1
Canada	-	-	-	-	-	-	-
Chile	1	-	1	-	-	-	1
China	2	-	2	-	-	-	2
Colombia	-	-	-	-	1	1	1
France	-	-	-	1	-	1	1
Gambia	1	-	1	-	-	-	1
Germany	2	1	3	2	-	2	5
Hong Kong - SAR	2	-	2	-	-	-	2
Hungary	-	-	-	-	-	-	-
India	2	-	2	-	-	-	2
Japan	-	-	-	-	-	-	-
Latvia	2	-	2	-	-	-	2
Lebanon	2	-	2	-	-	-	2
Moldova	3	-	3	-	-	-	3
Morocco	-	-	-	1	-	1	1
Nepal	-	-	-	1	-	1	1
Netherlands	1	-	1	-	-	-	1
Nigeria	1	-	1	-	-	-	1
Peru	1	-	1	-	-	-	1
Romania	-	-	-	2	-	2	2
Russian Federation	1	-	1	-	-	-	1
Slovakia	1	-	1	-	-	-	1
South Korea	-	-	-	-	-	-	-
Turkey	-	-	-	1	-	1	1
Ukraine	1	-	1	-	-	-	1
Venezuela	1	-	1	-	-	-	1
Vietnam	1	-	1	-	-	-	1
Zimbabwe	1	-	1	-	-	-	1
Subtotal, Foreign Countries	33	1	34	8	1	9	43
United States	5,765	638	6,403	176	387	563	6,966
Student total, including Other	5,798	639	6,437	184	388	572	7,009
Country total, including US	23			8			29

Figure 10:



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Program Enrollments, Degrees, and Student Credit Hours: Institutional Summaries

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2005</i>	<i>Percent Growth</i>
<i>Accounting</i>	4	151	220	46%
<i>Art (Fine)</i>	4	6	93	1,450%
<i>Athletic Training</i>	4	3	85	2,733%
<i>English</i>	4	136	174	28%
<i>Exercise Science</i>	3	37	149	303%
<i>Finance</i>	3	14	138	886%
<i>Health Education</i>	4	3	24	700%
<i>International Studies</i>	3	2	37	1,750%
<i>Management</i>	3	3	195	6,400%
<i>Marketing</i>	3	9	191	2,022%
<i>Medical Technology</i>	3	24	39	63%
<i>Nursing (Undergraduate)</i>	6	198	428	116%
<i>Respiratory Therapy</i>	4	24	54	125%
<i>Social Work (Graduate)</i>	4	29	93	221%
<i>Fulton School of Liberal Arts</i>	9	1,274	1,808	42%

<i>Programs/Schools DECLINING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2005</i>	<i>Percent Decline</i>
<i>Business Administration (Graduate)</i>	3	109	72	-34%
<i>Elementary Education/Early Childhood</i>				
<i>Childhood¹</i>	5	742	619	-17%
<i>Environmental Health</i>	5	48	17	-65%
<i>Information Systems</i>	4	186	80	-57%
<i>Non Degree Seeking (Graduate)</i>	3	227	139	-39%
<i>Physics</i>	3	81	62	-23%

¹The creation of the Early Childhood Education program in 2002 has had an impact on the numbers of Elementary Education majors. However, when these two programs are combined, the total still reveals a decline from previous years.

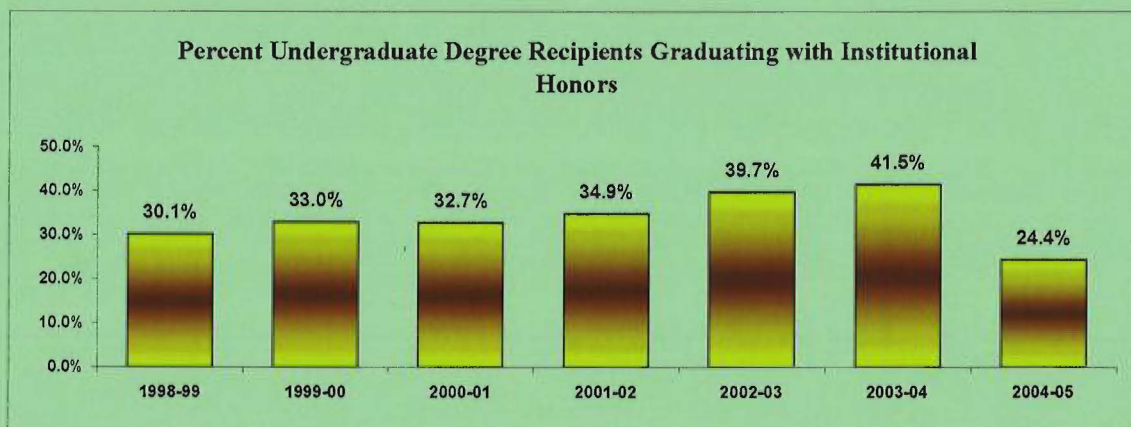


Table 1: Institutional Enrollment by School & Discipline: Fall 1996, Fall 2000 to Fall 2005

School and Degree Program	Fall 1996	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change ¹ 2000 to 2005	1 Year ¹ Change	3-Year Average
UNDERGRADUATE										
Fulton School of Liberal Arts										
Art	95	127	156	191	179	179	112	-11.8%	-37.4%	157
Art (Fine)	4	6	6	9	19	22	93	-	322.7%	-
Communication Arts	279	441	482	483	446	451	441	0.0%	-2.2%	446
Conflict Resolution	-	-	6	18	26	20	33	-	65.0%	26
English	137	146	136	163	165	168	174	19.2%	3.6%	169
Environmental Issues	-	-	-	-	-	2	9	-	-	-
French	8	11	11	11	6	8	5	-	-	-
History	169	151	193	241	267	240	213	41.1%	-11.3%	240
Interdisciplinary Studies	-	-	19	71	92	84	89	-	6.0%	88
International Studies	-	-	-	2	17	27	37	-	-	27
Liberal Studies ⁴	121	116	90	19	9	2	1	-	-	-
Music	41	37	32	27	23	29	29	-21.6%	0.0%	27
Philosophy	31	43	49	39	39	35	37	-14.0%	5.7%	37
Political Science	91	107	114	129	126	126	123	15.0%	-2.4%	125
Psychology	238	290	292	300	289	292	296	2.1%	1.4%	292
Social Science ⁴	2	-	-	-	-	-	-	-	-	-
Sociology	46	41	33	33	46	42	41	0.0%	-2.4%	43
Spanish	14	26	32	30	29	41	46	76.9%	12.2%	39
Theatre	-	-	12	13	22	35	29	-	-17.1%	29
Subtotal	1,276	1,542	1,663	1,779	1,800	1,803	1,808	17.3%	0.3%	1,804
Henson School of Science & Technology										
Biology	610	453	437	438	386	391	408	-9.9%	4.3%	395
Chemistry	46	59	56	50	51	70	67	13.6%	-4.3%	63
Computer Science	-	57	114	139	142	113	89	56.1%	-21.2%	115
Environmental Health	49	48	41	37	36	25	17	-64.6%	-32.0%	26
Geography	70	68	72	63	60	80	75	10.3%	-6.3%	72
Mathematics	118	109	104	99	107	113	105	-3.7%	-7.1%	108
Medical Technology	35	29	31	24	27	35	39	34.5%	11.4%	34
Nursing	180	229	247	305	341	403	428	86.9%	6.2%	391
Physical Science ⁴	2	1	-	-	-	-	-	-	-	-
Physics	41	66	74	81	76	70	62	-6.1%	-11.4%	69
Respiratory Therapy	71	29	24	28	32	43	54	86.2%	25.6%	43
Subtotal	1,222	1,148	1,200	1,264	1,268	1,343	1,344	17.1%	0.1%	1,315
Perdue School of Business										
Accounting	258	152	151	172	196	202	220	44.7%	8.9%	206
Business Administration	639	842	842	898	675	527	587	-30.3%	11.4%	596
Economics	24	23	15	13	13	25	23	-	-8.0%	20
Finance	-	-	-	14	71	111	138	-	24.3%	107
Information Systems	80	175	186	159	119	97	80	-54.3%	-17.5%	99
Management	-	-	-	3	64	155	195	-	25.8%	138
Marketing	-	-	-	9	98	164	191	-	16.5%	151
Subtotal	1,001	1,192	1,194	1,268	1,236	1,281	1,434	20.3%	11.9%	1,317
Seidel School of Education & Professional Studies										
Athletic Training	-	-	3	67	71	80	85	-	6.3%	79
Early Childhood Education	-	-	-	3	41	90	117	-	30.0%	83
Elementary Education	631	742	738	710	623	538	502	-32.3%	-6.7%	554
Exercise Science	-	-	-	37	85	98	149	-	62.0%	111
Health Education	-	-	3	9	17	20	24	-	-	-
Leisure Studies	-	-	-	-	-	-	-	-	-	-
Physical Education	258	316	332	232	181	182	163	-48.4%	-10.4%	175
Social Work	188	164	145	154	141	170	160	-2.4%	-5.9%	157
Subtotal	1,077	1,222	1,221	1,212	1,159	1,178	1,200	-1.8%	1.9%	1,179
Undeclared ²	273	387	439	313	421	417	355	-8.3%	-14.9%	398
Non-Degree seeking ³	445	392	343	370	325	344	296	-24.5%	-14.0%	322
TOTAL Undergraduate	5,294	5,883	6,060	6,206	6,199	6,366	6,437	9.4%	1.1%	6,334
GRADUATE										
Applied Health Physiology	-	10	14	18	17	18	24	-	-	20
Business Administration	95	70	81	109	91	79	72	2.9%	-8.9%	81
Education	196	96	134	125	118	91	108	12.5%	18.7%	106
Education, MS in Math	-	-	-	-	4	10	12	-	-	-
Education, MA in Teaching	-	14	11	8	8	12	15	-	-	12
Education, Reading Specialist	-	-	-	-	2	10	21	-	-	-
Education, School Admin	21	27	29	21	27	19	23	-14.8%	21.1%	23
English	30	25	40	35	25	25	25	-	0.0%	25
History	3	21	15	19	18	18	19	-	-	18
Nursing	58	52	38	29	19	27	20	-61.5%	5.3%	22
Psychology ⁴	25	12	4	-	-	-	-	-	-	-
Social Work	-	-	29	70	78	91	93	-	2.2%	87
Undeclared	-	-	-	-	-	1	-	-	-	-
Non-Degree seeking	225	211	227	211	210	175	140	-33.6%	-33.3%	175
TOTAL Graduate	653	538	622	645	617	676	672	6.3%	-7.3%	588

¹Percent change is not provided for programs with an average of 20 students or less.

²Degree Seeking students, major undeclared.

C-1.0

³Non-degree seeking students.

⁴Program Discontinued

Table 1.1: Salisbury University: Study Abroad Statistics 2001-2005

Enrollment by Internal/External Programs

	2001-02	2002-03	2003-04	2004-05	3-yr average	2004-05 % distribution
SU Programs	65	83	99	118	100	76.6%
Non-SU Programs	33	43	32	36	37	23.4%
Total	98	126	131	154	137	100.0%

Enrollment by Sessions

	2001-02	2002-03	2003-04	2004-05	3-yr average	2004-05 % distribution
Full Year	2	4	1	1	2	0.6%
One Semester	27	40	26	29	32	18.8%
Summer	36	25	51	56	44	36.4%
Winter Session	33	57	53	68	59	44.2%
Total	98	126	131	154	137	100.0%

Enrollment by Study Abroad Location

	2001-02	2002-03	2003-04	2004-05	4-yr total	2004-05 % distribution
Australia	8	15	7	11	41	7.1%
Chile	15	-	-	-	15	-
China	-	-	-	6	6	3.9%
Czech Republic	-	-	1	-	1	-
Ecuador	5	20	25	25	75	16.2%
Eng/France SU	-	-	-	19	19	12.3%
England	4	34	5	4	47	2.6%
France	3	4	21	3	31	1.9%
Germany	8	2	11	33	54	21.4%
Greece	-	-	-	1	1	0.6%
Honduras	12	12	12	12	48	7.8%
India	-	-	-	1	1	0.6%
Ireland	9	4	5	2	20	1.3%
Italy	3	4	6	5	18	3.2%
Kenya	-	-	-	-	-	-
New Zealand	8	12	10	10	40	6.5%
Scotland	-	1	-	-	1	-
Semester at Sea	3	1	-	1	5	0.6%
South Africa	-	-	1	-	1	-
Spain	20	17	27	21	85	13.6%
Total	98	126	131	154	509	100.0%

Enrollment by School (based on primary academic program)

	2001-02	2002-03	2003-04	2004-05	3-yr average	2004-05 % distribution
Fulton	49	53	76	58	62	37.7%
Henson	15	16	17	16	16	10.4%
Perdue	21	38	21	44	34	28.6%
Seidel	13	19	17	36	24	23.4%
Total	98	126	131	154	137	100.0%

Source: Office of International Education Programs, July 2005.

Table 2:

Enrollment, Student Credit Hours, and FTES
Winter Terms and Summer Sessions: 1988 to 2005

	Students			Student Credit Hours			FTES ^{1,2}		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1989	1,131	26	1,157	4,555	84	4,639	304	7	311
Winter 1990	1,165	73	1,238	4,544	226	4,770	303	19	322
Winter 1991	1,321	49	1,370	5,251	160	5,411	350	13	363
Winter 1992	1,346	71	1,417	5,130	196	5,326	342	16	358
Winter 1993	1,392	43	1,435	5,330	141	5,471	355	12	367
Winter 1994	1,370	56	1,426	5,198	120	5,318	347	10	357
Winter 1995	1,214	67	1,281	4,570	148	4,718	305	12	317
Winter 1996	1,104	62	1,166	4,129	158	4,287	275	13	288
Winter 1997	996	67	1,063	3,635	195	3,830	242	16	258
Winter 1998	1,063	53	1,116	3,844	126	3,970	256	11	267
Winter 1999	956	46	1,002	3,425	128	3,553	228	11	239
Winter 2000	849	25	874	2,919	70	2,989	195	6	200
Winter 2001	934	53	987	3,310	138	3,448	221	12	232
Winter 2002	1,035	34	1,069	3,745	105	3,850	250	9	258
Winter 2003	1,097	65	1,162	3,995	192	4,187	266	16	282
Winter 2004	1,104	74	1,178	4,137	181	4,318	276	15	291
Winter 2005	1,212	67	1,279	4,424	246	4,670	295	21	315
Summer Sessions									
Summer 1988	682	260	942	2,925	983	3,908	195	82	277
Summer 1989	718	311	1,029	3,079	1,302	4,381	205	109	314
Summer 1990	864	363	1,227	3,488	1,560	5,048	233	130	363
Summer 1991	888	315	1,203	3,681	1,242	4,923	245	104	349
Summer 1992	859	326	1,185	3,557	1,191	4,748	237	99	336
Summer 1993	804	317	1,121	3,281	1,211	4,492	219	101	320
Summer 1994	783	289	1,072	3,215	1,026	4,241	214	86	300
Summer 1995	837	340	1,177	3,462	1,247	4,709	231	104	335
Summer 1996	776	332	1,108	3,272	1,212	4,484	218	101	319
Summer 1997	859	380	1,239	3,474	1,588	5,062	232	132	364
Summer 1998	826	377	1,203	3,760	1,407	5,167	251	117	368
Summer 1999	820	293	1,113	3,761	1,089	4,850	250	91	341
Summer 2000	768	317	1,085	3,110	1,170	4,280	207	98	305
Summer 2001	744	347	1,091	3,108	1,528	4,636	207	127	334
Summer 2002	885	360	1,245	3,682	1,530	5,212	245	128	373
Summer 2003	938	380	1,318	3,950	1,757	5,707	263	146	409
Summer 2004	999	389	1,388	4,559	1,765	6,324	304	147	451
Summer 2005	1,131	341	1,472	4,850	1,472	6,322	323	123	446

¹ UG FTES = (UG Student Credit Hours)/15 ; Grad FTES = (Grad Student Credit Hours)/12

² FTES for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Figure 1:

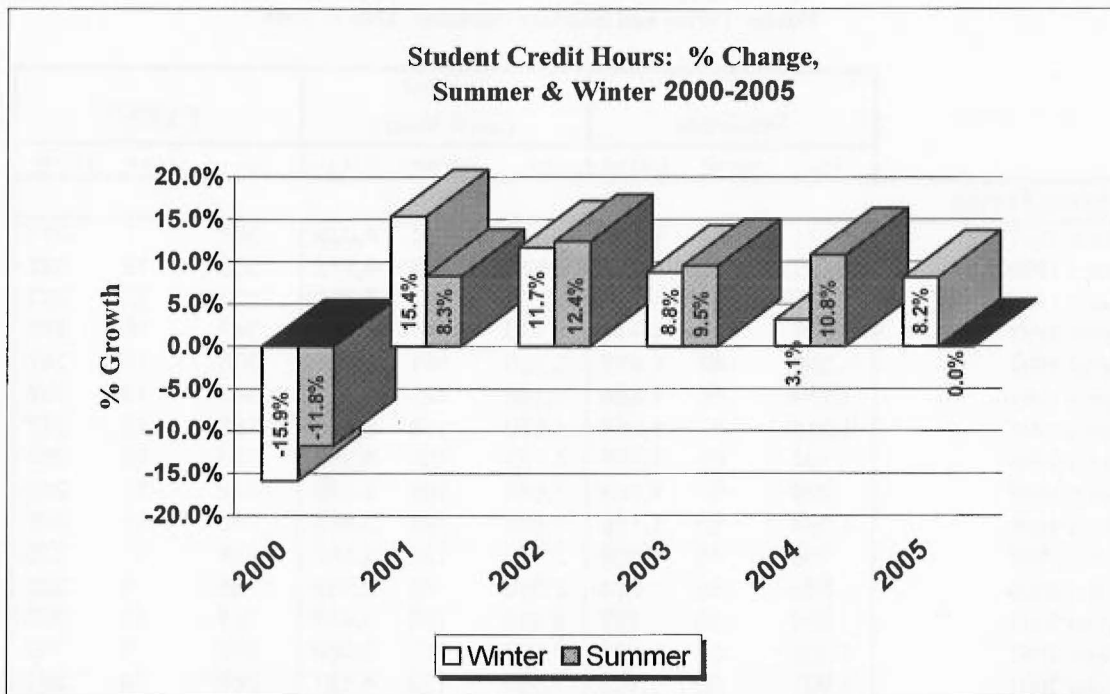


Figure 2:

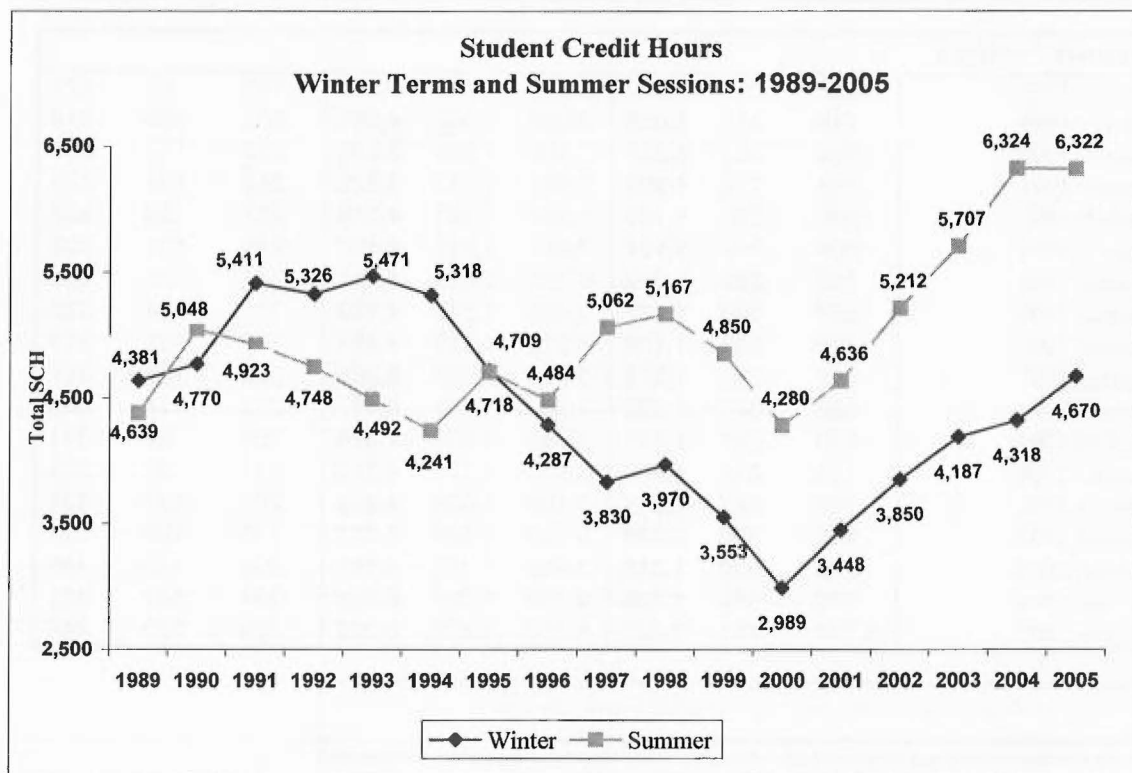


Table 1: Number of Minors by School and Program: 2004-05 Degree Recipients

Major	Total	Minor																																No minor												
		ACCT	ANTH	ART	BIOL	BICH	BPRW	BUAD	CADR	CHEM	CMAT	COSC	CRAR	DANC	ECON	ENGL	ENVS	ERTH	EXSC	FINA	FREN	GERM	GERO	HIST	INTL	MATH	MKTG	MUSC	PHIL	PHYS	POSC	PSYC	RELS		SOCI	SOST	SPAN	STAT	THEA	WMST						
Fulton School of Liberal Arts																																														
Art	27																																											23		
Art (Fine)	17																																											15		
Communication Arts	131			5			3	4	1			1	2	2		12																													7	
Conflict Analysis	15							1																																				9		
English	45		1	2							2																																	35		
French	5																																											4		
History	72		2					4																																				44		
Interdisciplinary Studies	55					1		1																																				45		
Music	5	1						1																																				3		
Philosophy	4																																											1		
Political Science	31							1				3																																15		
Psychology	78			4	1			2			4																																	52		
Sociology	10								1		1																																	4		
Spanish	11																																											7		
Theatre	5													1	1																													1		
Subtotal	511	1	3	12	1	1	4	14	2	-	10	1	3	4	-	15	-	1	-	-	-	1	2	-	25	2	4	54	-	6	-	5	35	1	12	10	9	-	7	1			265			
Henson School of Science & Technology																																														
Biology	82		1							24						2	1			2		1																								48
Chemistry	12				2																																								8	
Computer Science	15																																												3	
Environmental Health	10				2																																							7		
Geography	32										2																																		25	
Math	22																																												13	
Nursing	78																																												70	
Physics	4																																												1	
Respiratory Therapy	10																																												9	
Subtotal	265	-	2	-	4	-	-	-	-	24	2	2	-	-	-	3	1	2	-	2	-	1	-	-	2	-	16	-	1	-	1	-	13	-	-	-	4	1	-	-	-	-	184			
Perdue School of Business																																														
Accounting	34										1																																		31	
Business Administration	29	1																																											25	
Economics	8						1																																						2	
Finance	42	10										1																																	30	
Information Systems	38	1		1																																									34	
Management	54	3										1																																	47	
Marketing	61	1									6																																		46	
Subtotal	266	16	-	1	-	-	-	1	-	-	9	-	-	1	2	-	-	-	-	-	6	2	1	-	2	-	2	1	-	-	-	-	-	4	-	1	-	1	1	-	-	-	-	215		
Seidel School of Professional Studies																																														
Athletic Training	7																																												6	
Early Childhood	12																																												6	
Elementary Ed	108				1						1	2			2	2																														8
Exercise Science	33																																												32	
Health	7																																												6	
Social Work	61			1																																									41	
Subtotal	228	-	-	1	1	-	-	-	-	1	3	-	2	2	-	11	-	-	5	1	-	-	-	1	13	-	15	-	1	1	-	-	64	-	-	4	3	-	-	-	-	-	99			
TOTAL	1,270	17	5	14	6	1	4	15	2	25	24	3	6	7	2	29	1	3	5	3	6	4	3	1	42	2	37	55	2	7	1	5	116	1	13	14	17	2	7	1			763			
Key to minors:																																														
ACCT	Accounting	CHEM	Chemistry	ENVS	Environmental Studies	INTL	International Studies	RELS	Religious Studies																																					
ANTH	Anthropology	CMAT	Communication Arts	ERTH	Earth Science	MATH	Mathematics	SOCI	Sociology																																					
ART	Art	COSC	Computer Science	EXSC	Exercise Science	MKTG	Marketing Management	SOST	Social Studies																																					
BICH	Biochemistry	CRAR	Creative Arts	FINA	Finance	MUSC	Music	SPAN	Spanish																																					
BIOL	Biology	DANC	Dance	FREN	French	PHIL	Philosophy	STAT	Statistics																																					
BPRW	Business Prof. Writing	ECON	Economics	GERM	German	PHYS	Physics	THEA	Theatre																																					
BUAD	Business Administration	ENGL	English	GERO	Gerontology	POSC	Political Science	WMST	Women's Studies/Gender Studies																																					
CADR	Conflict Analysis/Dialectic Res.	PNVL	Environmental Issues	HIST	History	PSYC	Psychology																																							

Key to minors:

ACCT	Accounting	CHEM	Chemistry	ENVS	Environmental Studies	INTL	International Studies	RELS	Religious Studies
ANTH	Anthropology	CMAT	Communication Arts	ERTH	Earth Science	MATH	Mathematics	SOCI	Sociology
ART	Art	COSC	Computer Science	EXSC	Exercise Science	MKTG	Marketing Management	SOST	Social Studies
BICH	Biochemistry	CRAR	Creative Arts	FINA	Finance	MUSC	Music	SPAN	Spanish
BIOL	Biology	DANC	Dance	FREN	French	PHIL	Philosophy	STAT	Statistics
BPRW	Business/Prof. Writing	ECON	Economics	GERM	German	PHYS	Physics	THEA	Theatre
BUAD	Business Administration	ENGL	English	GERO	Gerontology	POSC	Political Science	WMST	Women's Studies/Gender Studies
CADR	Conflict Analysis/Dispute Res.	ENVI	Environmental Issues	HIST	History	PSYC	Psychology		

Table 2:

Degrees Awarded by Program and Race: Academic Year 2004-05

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	1	-	-	-	30	-	3	34
Art	3	1	1	3	18	-	1	27
Art (Fine)	-	-	1	-	16	-	-	17
Athletic Training	-	-	-	-	6	-	1	7
Biology	7	-	5	-	64	2	4	82
Business Administration	1	-	-	-	27	1	-	29
Chemistry	-	-	-	-	12	-	-	12
Communication Arts	7	1	1	2	117	-	3	131
Computer Science	1	-	-	-	12	1	1	15
Conflict Analysis/Dispute Res	1	-	-	-	13	-	1	15
Early Childhood Education	-	-	1	-	10	-	1	12
Economics	-	-	-	-	7	-	1	8
Elementary Education	2	-	-	1	101	-	4	108
English	-	-	-	-	44	-	1	45
Environmental Health	-	-	-	-	10	-	-	10
Exercise Science	3	-	-	-	27	-	3	33
Finance	-	-	2	-	36	1	3	42
French	1	-	-	-	4	-	-	5
Geography	-	-	-	-	31	-	1	32
Health Education	-	-	-	-	7	-	-	7
History	4	-	1	1	66	-	-	72
Interdisciplinary Studies	7	-	-	-	43	-	5	55
International Studies	-	-	-	-	-	1	-	1
Information Systems	3	-	-	1	30	-	4	38
Management	1	-	1	1	49	-	2	54
Marketing	2	-	-	1	51	1	6	61
Mathematics	-	-	-	-	22	-	-	22
Medical Technology	-	-	-	-	7	1	-	8
Music	1	-	-	-	4	-	-	5
Nursing	6	1	3	-	60	-	8	78
Philosophy	-	-	-	-	4	-	-	4
Physical Education	1	1	-	2	28	-	2	34
Physics	1	-	-	1	1	-	1	4
Political Science	2	-	1	-	26	-	2	31
Psychology	5	-	1	4	66	-	2	78
Respiratory Therapy	1	-	-	1	7	1	-	10
Social Work	14	1	1	3	39	-	3	61
Sociology	-	-	-	-	8	1	1	10
Spanish	-	-	-	-	8	-	3	11
Theatre	-	-	-	1	4	-	-	5
TOTAL	75	5	19	22	1,115	10	67	1,313
Masters								
Applied Health Physiology	1	-	-	-	3	-	-	4
Business Administration	-	-	-	-	27	5	5	37
Education	2	-	-	-	49	-	-	51
Education, Math	-	-	-	-	7	-	-	7
Education, Reading Specialist	-	-	-	-	-	-	-	-
Education, School Admin	3	-	-	-	5	-	1	9
Education, Teaching, M.A.	-	-	-	-	10	-	1	11
English	4	1	-	-	16	2	4	27
History	-	-	-	-	5	-	1	6
Nursing	1	-	-	-	6	-	-	7
Social Work	7	-	-	-	23	-	1	31
TOTAL	18	1	-	-	151	7	13	190

Table 3:

Degrees Awarded Alphabetically by Program: 1995-96, AY 2000-01 to 2004-05

Baccalaureate	1995-96	2000-01	2001-02	2002-03	2003-04	2004-05	% Change AY 01 to AY 05 ¹	% Change AY 04 to AY 05	3 Year Average ²
Accounting	49	46	30	25	32	34	-26%	6%	30
Art	18	27	31	37	41	27	0%	-34%	35
Art (Fine)	3	2	2	11	15	17	-	13%	-
Athletic Training	-	-	8	9	3	7	-	-	-
Biology	82	92	90	104	71	82	-11%	15%	86
Business Administration	114	181	171	168	100	29	-84%	-71%	99
Chemistry	4	13	12	10	7	12	-	-	-
Communication Arts	97	122	129	143	135	131	7%	-3%	136
Computer Science	-	1	11	6	15	15	-	-	-
Conflict Analysis/Dispute Resolution	-	-	4	3	11	15	-	-	-
Economics	14	11	2	2	3	8	-	-	-
Early Childhood Education	-	-	-	-	-	12	-	-	-
Elementary Education	161	168	169	194	145	108	-36%	-26%	149
English	42	42	31	38	46	45	7%	-2%	43
Environmental Health	8	13	12	10	8	10	-	-	-
Exercise Science	-	-	-	19	18	33	-	-	-
Finance	-	-	-	23	28	42	-	50%	-
French	2	1	3	5	1	5	-	-	-
Geography	31	17	22	28	13	32	88%	-	24
Health Education	-	-	-	-	1	7	-	-	-
History	47	33	45	52	85	72	118%	-15%	70
Information Systems	16	56	69	65	36	38	-32%	6%	46
Interdisciplinary Studies	-	-	26	53	63	55	-	-13%	57
International Studies	-	-	-	-	-	1	-	-	-
Leisure Studies	4	-	-	-	-	-	-	-	-
Liberal Studies	83	69	52	12	2	-	-	-	-
Management	-	-	-	1	20	54	-	170%	-
Marketing	-	-	-	11	37	61	-	65%	-
Mathematics	21	27	12	22	24	22	-19%	-8%	23
Medical Technology	15	5	10	7	7	8	-	-	-
Music	7	5	8	9	2	5	-	-	-
Nursing	76	55	54	56	80	78	42%	-3%	71
Philosophy	7	9	22	16	17	4	-	-	-
Physical Education	48	62	63	37	38	34	-45%	-11%	36
Physical Science	2	-	-	-	-	-	-	-	-
Physics	5	5	8	13	8	4	-	-	-
Political Science	27	33	25	25	25	31	-6%	24%	27
Psychology	74	85	79	58	84	78	-8%	-7%	73
Respiratory Therapy	21	7	11	7	11	10	-	-	-
Social Science	4	-	-	-	-	-	-	-	-
Social Work	62	74	46	59	55	61	-18%	11%	58
Sociology	16	16	12	7	5	10	-	-	-
Spanish	-	8	12	13	8	11	-	-	-
Theatre	-	-	2	6	1	5	-	-	-
TOTAL	1,160	1,285	1,283	1,364	1,301	1,313	2%	-	1,326
Masters									
Applied Health Physiology	-	-	7	5	9	4	-	-	-
Business Administration	32	35	39	46	51	37	6%	-27%	45
Education	87	51	49	70	52	51	0%	-2%	58
Education, Math	-	-	-	1	3	7	-	-	-
Education, Reading Specialist	-	-	-	-	1	-	-	-	-
Education, School Admin.	-	8	15	11	16	9	-	-	-
Education, Teaching, M.A.	-	11	13	13	15	11	-	-	-
English	7	15	23	17	22	27	80%	23%	22
History	6	8	4	6	3	6	-	-	-
Nursing	5	8	5	6	6	7	-	-	-
Psychology	3	9	5	2	1	-	-	-	-
Social Work	-	-	-	19	29	31	-	7%	-
TOTAL	140	145	160	196	208	190	31%	-9%	198

Single Year Degrees Awarded

Top Programs	Lowest Programs
Comm. Arts	International Studies
Elem. Educ.	Physics
Biology	Philosophy
Nursing	French
Psychology	Music
History	Theatre

NOTES:

¹Percent change is omitted for programs that have awarded an average of 20 degrees or less²For new programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.³Rules for Low Productivity: (1) New programs exempt for 5 years, (2) Must graduate 5 students in the most recent year OR 15 students in the last 3 years.

Table 4: Degrees Awarded by Academic Years: 1995-96, AY 2000-01 through 2004-05

	1995-96	2000-01	2001-02	2002-03	2003-04	2004-05
Grand Total Degrees	1,300	1,430	1,443	1,560	1,509	1,503
Total Bachelors	1,160	1,285	1,283	1,364	1,301	1,313
Bachelor of Arts	378	423	441	434	501	471
Bachelor of Science	717	786	794	859	730	764
Bachelor of Arts in Social Work	62	74	46	60	55	61
Bachelor of Fine Arts	3	2	2	11	15	17
Total Masters	140	145	160	196	208	190
Master of Arts	16	32	32	25	26	33
Master of Business Administration	32	35	39	46	51	37
Master of Education	87	59	64	81	69	67
Master of Arts in Teaching	N/A	11	13	13	15	11
Master of Science	5	8	12	12	18	11
Master of Social Work	-	-	-	19	29	31

Figure 1: Degrees Awarded by Academic Year: 1995-96, AY 2000-01 through AY 2004-05

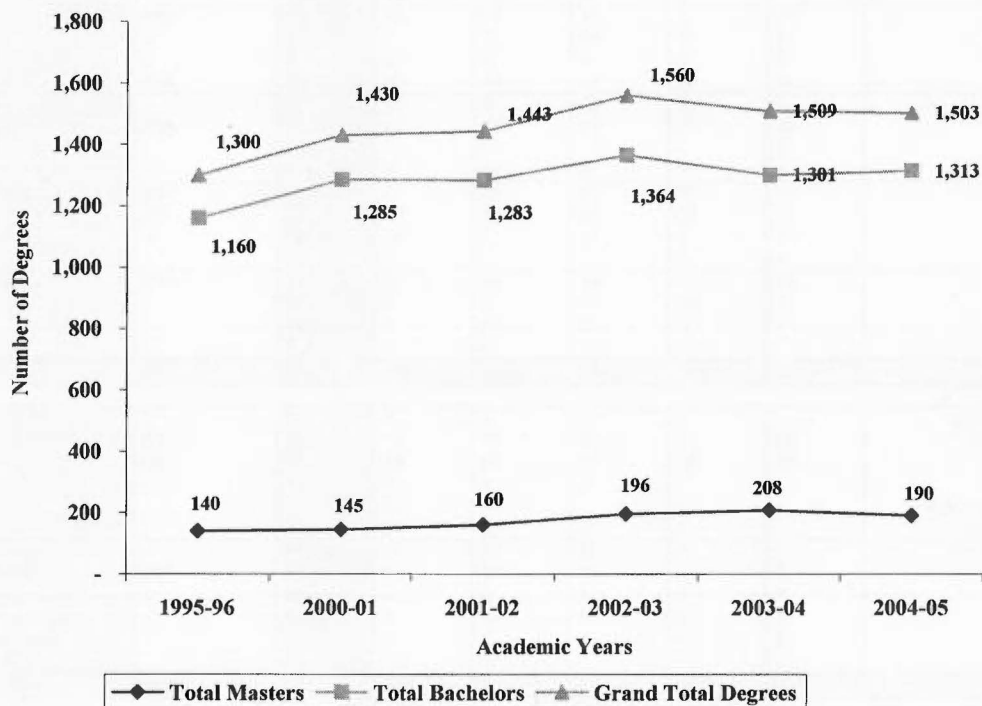


Table 5: Degrees Awarded by Race: 1995-96, 2000-01 through 2004-05

Fiscal Year	1995-96	2000-01	2001-02	2002-03	2003-04	2004-05
Total Bachelor's	1,160	1,285	1,283	1,364	1,301	1,313
African-American	56	67	73	59	62	75
American Indian	5	3	3	3	5	5
Asian/Pacific Islander	19	15	23	16	19	19
Hispanic	12	13	10	14	16	22
Subtotal: Known Minority	92	98	109	92	102	121
White	1,062	1,147	1,086	1,196	1,136	1,103
International	6	6	10	11	11	22
Unknown	-	34	78	65	52	67
% Known Minority	7.9%	7.8%	9.0%	7.1%	8.2%	9.7%
% Minority + International	8.4%	8.3%	9.9%	7.9%	9.0%	11.5%
% Unknown	-	2.6%	6.1%	4.8%	4.0%	5.1%
Total Masters	140	145	160	196	208	190
African-American	11	7	12	11	16	18
American Indian	-	-	-	-	1	1
Asian/Pacific Islander	-	2	2	2	2	-
Hispanic	-	2	3	-	2	-
Subtotal: Known Minority	11	11	17	13	21	19
White	127	119	124	162	164	151
International	2	13	13	12	10	7
Unknown	-	2	6	9	13	13
% Known Minority	8.0%	8.5%	12.1%	7.4%	11.4%	11.2%
% Minority + International	9.3%	16.8%	19.5%	13.4%	15.9%	14.7%
% Unknown	-	1.4%	3.8%	4.6%	6.3%	6.8%

Figure 2:

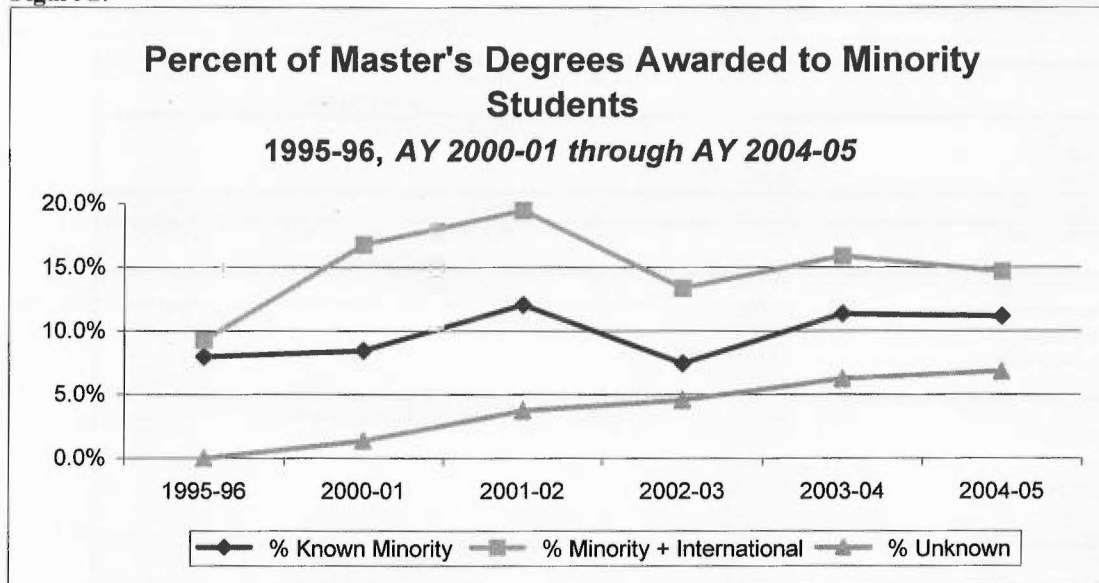


Table 1:

CIP and HEGIS Codes

Discipline	6-Digit Code	CIP groups	Group Title	4-digit HEGIS code
Environmental Issues	03.0104	03	Natural Resources and Conservation	4901.10
Communication Arts	09.0101	09	Communication, Journalism, and Related Programs	0601.00
Computer Science	11.0101	11	Computer and Information	0701.00
Information Systems	11.0401		Systems and Support Services	0702.00
Education	13.0101	13	Education	0801.00
Teaching & Learning with Tech.	13.0101	UG Certificate		0801.00
Public School Administration	13.0401			0827.00
Elementary Education	13.1202			0802.00
Secondary Education	13.1205			0803.00
Teaching (MAT)	13.1205			0803.12
Early Childhood Education	13.1210			0823.00
Health Education	13.1307			0837.00
Math Education	13.1311	UG Certificate		0833.00
Math for Mid. Sch. Tchrs	13.1311			1799.05
Physical Education	13.1314			0835.01
Reading Specialist	13.1315			0830.00
Science Education	13.1316			0834.00
ESOL/TESOL	13.1401	UG Certificate		0801.16
Pre-engineering	14.9999	14	Engineering	0901.00
Modern Foreign Languages	16.0101	16	Foreign Languages, Literatures, and Linguistics	1101.00
Russian	16.0402			1106.00
German	16.0501			1103.00
French	16.0901			1102.00
Latin	16.1203			1109.00
Spanish	16.0905			1105.00
English	23.0101	23	English Language and Literature/Letters	1501.00
General Studies/Liberal Studies	24.0101	24	Liberal Arts and Sciences, General Studies and Humanities	4901.01
Interdisciplinary Studies	24.0101			4901.02
Biology	26.0101	26	Biological and Biomedical Sciences	0401.00
Environmental Health	26.1301			0420.01
Mathematics	27.0101	27	Mathematics and Statistics	1701.00
Conflict Resolution	30.0501	30	Multi/Interdisciplinary Studies	4999.25
International Studies	30.2001			4999.01
Exercise Science	31.0505	31	Parks, Recreation, Leisure, and Fitness Studies	0835.02
Philosophy	38.0101	38	Philosophy and Religious Studies	1509.01
Chemistry	40.0501	40	Physical Sciences	1905.00
Geology	40.0601			1914.00
Physics	40.0801			1902.00
Psychology	42.0101	42	Psychology	2001.01
Social Work	44.0701	44	Public Administration and Social Service Professions	2104.00
Anthropology	45.0201	45	Social Sciences	2202.00
Economics	45.0601			2204.00
Geography	45.0701			2206.00
Political Science	45.1001			2207.00
Sociology	45.1101			2208.01
Dance	50.0301	50	Visual and Performing Arts	1008.00
Theatre	50.0501			1007.00
Art	50.0701			1001.00
Art (Fine)	50.0702			1002.01
Music	50.0901			1005.00
Music - Applied	50.0903			1004.00
Respiratory Therapy	51.0908	51	Health Professions and Related Clinical Sciences	1299.07
Athletic Training	51.0913			0835.05
Medical Technology	51.1005			1223.01
Nursing	51.1601			1203.00
Applied Health Physiology	51.9999			0835.01
Health Care Management	51.9999	UG Certificate		1201.01
Business Administration	52.0201	52	Business, Management, Marketing, and Related Support Services	0506.01
Management	52.0201			0506.02
Accounting	52.0301			0502.00
Finance	52.0801			0504.00
Marketing	52.1401			0509.00
History	54.0101	54	History	2205.00

Table 2:

TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2005

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,821	921	114	2,856
45.0201	Anthropology	441	36	-	477
51.9999	Applied Health Physiology	-	-	168	168
50.0701	Art	2,301	1,257	7	3,565
51.0913	Athletic Training	36	174	-	210
26.0101	Biology	5,649	1,332	37	7,018
52.0201	Business Administration	186	138	-	324
40.0501	Chemistry	2,627	293	-	2,920
09.0101	Communication Arts	3,211	1,365	-	4,576
11.0101	Computer Science	633	252	-	885
30.0501	Conflict Analysis & Dispute Re.	399	222	-	621
50.0301	Dance	358	18	-	376
45.0601	Economics	1,347	132	60	1,539
13.0401	Education Administration	-	-	141	141
13.1210	Education, Early Childhood	108	360	-	468
13.1202	Education, Elementary	-	2,517	3	2,520
13.0101	Education, General	483	1,194	723	2,400
13.1205	Education, Master of Arts in Teaching	-	-	108	108
13.1315	Education, Reading	-	-	198	198
13.1205	Education, Secondary	-	306	6	312
23.0101	English	3,780	2,808	159	6,747
26.1301	Environmental Health	120	110	-	230
03-0104	Environmental Issues	-	18	-	18
31.0505	Exercise Science	135	561	-	696
52.0801	Finance	102	1,305	18	1,425
16.0901	French	210	111	3	324
24.0101	General Studies	44	-	-	44
45.0701	Geography	2,753	491	-	3,244
40.0601	Geology	188	-	-	188
16.0501	German	93	48	-	141
13.1307	Health	330	426	-	756
54.0101	History	5,814	1,875	148	7,837
	Honors	363	106	-	469
11.0401	Information Systems	1,357	982	90	2,429
24.0101	Interdisciplinary Studies	427	-	-	427
16.0903	Latin	-	-	-	-
52.0201	Management	-	2,163	282	2,445
52.1401	Marketing	-	1,740	51	1,791
27.0101	Mathematics	4,923	645	46	5,614
51.1005	Medical Technology	21	264	-	285
	Military Science	-	5	-	5
16.0101	Modern Languages	108	-	-	108
50.0901	Music	983	137	-	1,120
50.0903	Music-Applied	170	89	2	261
51.1601	Nursing	-	2,231	90	2,321
38.0101	Philosophy	927	834	-	1,761
13.1314	Physical Education	3,053	879	4	3,936
13.1314	Physical Education, Teacher Education	-	470	7	477
40.0801	Physics	1,186	257	-	1,443
45.1001	Political Science	675	798	-	1,473
14.9999	Pre-engineering	42	-	-	42
42.0101	Psychology	1,950	4,227	-	6,177
51.0908	Respiratory Therapy	75	737	-	812
16.0402	Russian	78	-	-	78
13.1316	Science Education	-	-	-	-
45.0101	Social Science	-	6	-	6
44.0701	Social Work	234	1,372	1,125	2,731
45.1101	Sociology	1,164	549	-	1,713
16.0905	Spanish	708	581	-	1,289
50.0501	Theatre	545	157	6	708
TOTAL STUDENT CREDIT HOURS		52,158	37,499	3,596	93,253
<i>FTES by Course Level</i>					
GRAND TOTAL FTES		3,477.2	2,499.9	299.7	6,276.8
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.					81.4%
Proportion Day					15.6%
Proportion Night					3.0%
Proportion Unknown					

**Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2005**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,416	453	12	1,881
45.0201	Anthropology	441	27	-	468
51.9999	Applied Health Physiology	-	-	-	-
50.0701	Art	1,983	975	3	2,961
51.0913	Athletic Training	36	81	-	117
26.0101	Biology	5,085	1,196	-	6,281
52.0201	Business Administration	96	36	-	132
40.0501	Chemistry	2,380	280	-	2,660
09.0101	Communication Arts	2,502	1,014	-	3,516
11.0101	Computer Science	633	240	-	873
30.0501	Conflict Analysis & Dispute Resolution	399	135	-	534
50.0301	Dance	358	18	-	376
45.0601	Economics	897	132	3	1,032
13.0401	Education Administration	-	-	-	-
13.1210	Education, Early Childhood	63	156	-	219
13.1202	Education, Elementary	-	1,128	3	1,131
13.0101	Education, General	348	819	15	1,182
13.1205	Education, Master of Arts in Teaching	-	-	45	45
13.1315	Education, Reading	-	-	-	-
13.1205	Education, Secondary	-	183	-	183
23.0101	English	3,354	2,079	12	5,445
26.1301	Environmental Health	120	107	-	227
4901.01	Environmental Issues	-	15	-	15
31.0505	Exercise Science	135	444	-	579
52.0801	Finance	102	846	3	951
16.0901	French	210	111	3	324
24.0101	General Studies	44	-	-	44
45.0701	Geography	2,601	487	-	3,088
40.0601	Geology	188	-	-	188
16.0501	German	87	27	-	114
13.1307	Health	249	288	-	537
54.0101	History	5,163	1,797	67	7,027
	Honors	363	33	-	396
11.0401	Information Systems	806	715	15	1,536
24.0101	Interdisciplinary Studies	385	-	-	385
16.0903	Latin	-	-	-	-
52.0201	Management	-	1,713	-	1,713
52.1401	Marketing	-	1,389	-	1,389
27.0101	Mathematics	4,349	614	16	4,979
51.1005	Medical Technology	21	264	-	285
	Military Science	-	-	-	-
16.0101	Modern Languages	-	-	-	-
50.0901	Music	921	128	-	1,049
50.0903	Music-Applied	74	-	-	74
51.1601	Nursing	-	2,102	27	2,129
38.0101	Philosophy	816	681	-	1,497
13.1314	Physical Education	2,738	770	4	3,512
13.1314	Physical Education, Teacher Education	-	419	7	426
40.0801	Physics	1,186	234	-	1,420
45.1001	Political Science	504	783	-	1,287
14.9999	Pre-engineering	42	-	-	42
42.0101	Psychology	1,950	3,800	-	5,750
51.0908	Respiratory Therapy	75	737	-	812
16.0402	Russian	78	-	-	78
13.1316	Science Education	-	-	-	-
44.0701	Social Work	147	876	538	1,561
45.1101	Sociology	1,164	438	-	1,602
16.0905	Spanish	573	567	-	1,140
50.0501	Theatre	537	156	6	699
TOTAL STUDENT CREDIT HOURS		45,619	29,493	779	75,891
<i>FTES by Course Level</i>					
FTES by Course Level		3,041.3	1,966.2	64.9	5,072
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.					
				Proportion of Total Student Credit Hours	81.4%

Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2005**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	405	453	102	960
51.9999	Applied Health Physiology	-	-	165	165
45.0201	Anthropology	-	-	-	-
50.0701	Art	318	219	-	537
51.0913	Athletic Training	-	28	-	28
26.0101	Biology	564	18	36	618
52.0201	Business Administration	90	102	-	192
40.0501	Chemistry	244	-	-	244
09.0101	Communication Arts	696	240	-	936
11.0401	Computer Science	-	-	-	-
30.0501	Conflict Analysis & Dispute Re.	-	69	-	69
50.0301	Dance	-	-	-	-
45.0601	Economics	450	-	57	507
13.0401	Education, Administration	-	-	141	141
13.1210	Education, Early Childhood	45	84	-	129
13.1202	Education, Elementary	-	471	-	471
13.0101	Education, General	135	372	699	1,206
13.1205	Education, Master of Arts	-	-	63	63
13.1315	Education, Reading	-	-	198	198
13.1205	Education, Secondary	-	111	6	117
23.0101	English	384	693	138	1,215
26.1301	Environmental Health	-	-	-	-
31.0505	Exercise Science	-	24	-	24
52.0801	Finance	-	456	15	471
16.0901	French	-	-	-	-
24.0101	General Studies	-	-	-	-
45.0701	Geography	153	-	-	153
40.0601	Geology	-	-	-	-
16.0501	German	-	-	-	-
51.1199	Health	81	138	-	219
54.0101	History	654	63	72	789
	Honors	-	61	-	61
11.0401	Information Systems	549	269	75	893
24.0101	Interdisciplinary Studies	42	-	-	42
16.0903	Latin	-	-	-	-
52.0201	Management	-	450	282	732
52.1401	Marketing	-	351	51	402
27.0101	Mathematics	570	-	30	600
51.1005	Medical Technology	-	-	-	-
	Military Science	-	-	-	-
16.0101	Modern Languages	108	-	-	108
50.0901	Music	62	-	-	62
50.0903	Music Applied	74	-	2	76
51.1601	Nursing	-	24	56	80
38.0101	Philosophy	111	123	-	234
13.1314	Physical Education	315	84	-	399
13.1307	Physical Education, Teacher Ed	-	37	-	37
40.0801	Physics	-	-	-	-
45.1001	Political Science	171	-	-	171
14.9999	Pre-engineering	-	-	-	-
42.0101	Psychology	-	378	-	378
51.0908	Respiratory Therapy	-	-	-	-
16.0402	Russian	-	-	-	-
13.1316	Science Education	-	-	-	-
24.0101	Social Science	-	-	-	-
44.0701	Social Work	87	231	246	564
45.1101	Sociology	-	99	-	99
16.0905	Spanish	135	-	-	135
50.0501	Theatre	-	-	-	-
TOTAL STUDENT CREDIT HOURS		6,443	5,648	2,434	14,525
<i>FTE by Course Level</i>					
FTES by Course Level		429.5	376.5	202.8	1,009
Proportion of Total SCH					15.6%

Table 5:

**Courses- Unknown Start Time - Student Credit Hours and FTES
by Discipline and Course Level: Fall 2005**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	-	15	-	15
51.9999	Applied Health Physiology	-	-	3	3
45.0201	Anthropology	-	9	-	9
50.0701	Art	-	63	4	67
51.0903	Athletic Training	-	65	-	65
26.0101	Biology	-	118	1	119
40.0501	Chemistry	3	13	-	16
09.0101	Communication Arts	13	111	-	124
11.0401	Computer Science	-	12	-	12
30.0501	Conflict Analysis & Dispute Re.	-	18	-	18
13.1210	Education, Early Childhood	-	120	-	120
13.1202	Education, Elementary	-	918	-	918
13.0101	Education, General	-	3	9	12
13.1205	Education, Master of Arts	-	-	-	-
13.1205	Education, Secondary	-	12	-	12
23.0101	English	39	33	15	87
26.1301	Environmental Health	-	3	-	3
03.0104	Environmental Issues	-	3	-	3
31.0505	Exercise Science	-	93	-	93
52.0801	Finance	-	3	-	3
45.0701	Geography	-	3	-	3
16.0501	German	6	21	-	27
54.0101	History	-	12	9	21
	Honors	-	12	-	12
11.0401	Information Systems	-	-	-	-
24.0101	Interdisciplinary Studies	-	-	-	-
27.0101	Mathematics	4	31	-	35
51.1005	Medical Technology	-	-	-	-
	Military Science	-	5	-	5
16.0101	Modern Languages	-	-	-	-
50.0901	Music	-	9	-	9
50.0903	Music Applied	23	88	-	111
51.1601	Nursing	-	105	7	112
38.0101	Philosophy	-	30	-	30
13.1314	Physical Education	-	25	-	25
13.1307	Physical Education, Teacher Ed.	-	14	-	14
40.0801	Physics	-	23	-	23
45.1001	Political Science	-	15	-	15
42.0101	Psychology	-	49	-	49
51.0908	Respiratory Therapy	-	-	-	-
24.0101	Social Science	-	6	-	6
44.0701	Social Work	-	271	335	606
45.1101	Sociology	-	12	-	12
16.0905	Spanish	-	14	-	14
50.0501	Theatre	8	1	-	9
TOTAL STUDENT CREDIT HOURS		96	2,358	383	2,837
<i>FTES by Course Level</i>					
FTES BY COURSE LEVEL		6.4	157.2	31.9	196

For FTES, divide by 15 at Lower and Upper levels, and by 12 for Graduate.

Proportion of Total SCH	3.0%
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Table 6:

Total Student Credit Hours by Discipline: Fall Enrollment 2001-2005

Discipline	2001	2002	2003	2004	2005	% Change 2001-2005
Accounting	1,734	2,436	2,511	2,799	2,856	64.7%
Anthropology	348	480	309	453	477	37.1%
Applied Health Physiology	117	138	99	132	168	43.6%
Art	2,877	3,391	3,249	3,334	3,565	23.9%
Athletic Trainer	-	254	210	275	210	-
Biology	6,591	6,274	6,228	6,662	7,018	6.5%
Business Administration	7,686	993	283	342	324	-95.8%
Chemistry	3,082	2,818	2,641	2,883	2,920	-5.3%
Communication Arts	4,655	4,969	4,632	4,747	4,576	-1.7%
Computer Science	1,465	1,162	1,587	1,047	885	-39.6%
Conflict Analysis & Dispute Res	201	396	561	576	621	209.0%
Dance	213	366	310	353	376	76.5%
Economics	1,607	1,704	1,615	1,686	1,539	-4.2%
Education, School Admin.	207	147	129	126	141	-31.9%
Education, Early Childhood	-	48	84	306	468	-
Education, Elementary	3,321	3,501	2,475	2,571	2,520	-24.1%
Education, General	2,958	2,750	2,407	2,497	2,400	-18.9%
Education, MA in Teaching	147	66	81	135	108	-26.5%
Education, Reading	-	135	144	138	198	-
Education, Secondary	318	507	327	384	312	-1.9%
English	6,581	6,744	6,705	6,751	6,747	2.5%
Environmental Health	220	269	277	252	230	4.5%
Environmental Issues	-	-	-	-	18	-
Exercise Science	-	345	219	318	696	-
Finance	-	1,170	1,083	1,317	1,425	-
French	278	229	174	286	324	16.5%
General Studies	244	319	33	-	44	-82.0%
Geography	2,830	2,712	3,008	2,927	3,244	14.6%
Geology	200	280	180	192	188	-6.0%
German	114	131	114	122	141	23.7%
Health	154	504	543	641	756	390.9%
History	7,530	7,863	7,763	8,127	7,837	4.1%
Honors	415	379	414	371	469	13.0%
Information Systems	1,539	2,351	2,446	2,391	2,429	57.8%
Interdisciplinary Studies	427	509	321	354	427	0.0%
Latin	63	75	-	-	-	-
Management	-	1,935	2,117	2,256	2,445	-
Marketing	-	1,818	1,831	1,857	1,791	-
Mathematics	4,951	5,281	5,470	5,860	5,614	13.4%
Medical Technology	231	161	227	212	285	23.4%
Military Science	18	10	-	3	5	-72.2%
Modern Languages	222	180	72	102	108	-51.4%
Music	662	471	538	744	1,120	69.2%
Music-Applied	392	320	300	252	261	-33.4%
Nursing	1,659	1,972	2,230	2,322	2,321	39.9%
Philosophy	1,958	1,872	1,629	1,866	1,761	-10.1%
Physical Education, Teacher Ed	-	-	402	372	477	-
Physical Education	4,535	4,329	6,001	3,742	3,936	-13.2%
Physics	1,122	1,491	1,530	1,258	1,443	28.6%
Political Science	1,375	1,597	1,796	1,844	1,473	7.1%
Pre-Engineering	21	39	18	33	42	100.0%
Psychology	5,097	5,027	5,230	5,967	6,177	21.2%
Respiratory Therapy	279	279	390	612	812	191.0%
Russian	21	54	36	69	78	271.4%
Social Science	15	9	9	6	6	-60.0%
Social Work	1,824	2,176	1,824	2,683	2,731	49.7%
Sociology	1,728	1,770	1,878	1,722	1,713	-0.9%
Spanish	985	1,107	1,068	1,221	1,289	30.9%
Theatre	561	597	645	881	708	26.2%
TOTALS	85,778	88,910	88,403	91,379	93,253	8.7%

NOTE: The programs in Public School Administration, Master of Arts in Teaching, and Physical Education, Teacher Education have been in existence longer than the years shown above. The student credit hours for these programs had been included with other Education programs previously. Similarly, Finance, Management and Marketing were formerly concentrations or tracks under Business Administration or Economics. They are now full degree programs.

Table 7: Analysis of Annualized FTES, FY 1995 through Fall 2005
Full-Time Equivalent Students and Total Headcount by Course Level

AY 1994-1995 through Fall 2005						
Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1994	2,863.7	1,939.8	4,803.5	228	5,031	6,048
Spring 1995	2,569.1	2,082.7	4,651.8	230	4,881	5,909
Ratio, Fall to Spring	52.7/47.3	48.2/51.8	50.8/49.2	49.8/50.2	50.8/49.2	
Annualized AY 1994-95	2,716.4	2,011.3	4,727.7	229	4,956	
Fall 1995	2,737.1	1,995.8	4,732.9	229	4,962	6,010
Spring 1996	2,424.7	2,128.7	4,553.4	234	4,788	5,763
Ratio, Fall to Spring	53.0/47.0	48.4/51.6	51.0/49.0	49.4/50.6	50.9/49.1	
Annualized AY 1995-96	2,580.9	2,062.3	4,643.2	232	4,875	
Fall 1996	2,749.3	1,988.8	4,738.1	238	4,976	5,947
Spring 1997	2,487.8	2,040.6	4,528.4	240	4,768	5,775
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
Annualized AY 1996-97	2,618.6	2,014.7	4,633.3	239	4,872	
Fall 1997	2,850.9	1,950.4	4,801.3	233	5,035	6,022
Spring 1998	2,545.2	2,032.0	4,577.2	215	4,792	5,711
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
Annualized AY 1997-98	2,698.1	1,991.2	4,689.3	224	4,914	
Fall 1998	3,017.4	1,909.7	4,927.1	195	5,122	6,080
Spring 1999	2,757.4	2,019.3	4,776.7	199	4,976	5,887
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
Annualized AY 1998-99	2,887.4	1,964.5	4,851.9	197	5,049	
Fall 1999	3,064.5	1,925.7	4,990.2	191	5,181	6,060
Spring 2000	2,721.2	2,176.2	4,897.4	187	5,084	5,926
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 1999-00	2,892.9	2,051.0	4,943.8	189	5,133	
Fall 2000	3,123.7	2,191.1	5,314.8	204	5,519	6,421
Spring 2001	2,956.2	2,284.9	5,241.1	204	5,445	6,244
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized AY 2000-01	3,040.0	2,238.0	5,277.9	204	5,482	
Fall 2001	3,341.7	2,177.4	5,519.1	249	5,768	6,682
Spring 2002	3,047.6	2,323.4	5,371.0	238	5,609	6,434
Ratio, Fall to Spring	52.3/47.7	48.4/51.6	50.7/49.3	51.2/48.8	50.7/49.3	
Annualized AY 2001-02	3,194.7	2,250.4	5,445.1	244	5,689	
Fall 2002	3,398.3	2,298.7	5,697.1	288	5,985	6,851
Spring 2003	3,065.4	2,419.8	5,485.2	293	5,778	6,613
Ratio, Fall to Spring	52.6/47.4	48.7/51.3	50.9/49.1	49.5/50.5	50.9/49.1	
Annualized AY 2002-03	3,231.9	2,359.3	5,591.1	290	5,882	
Fall 2003	3,490.9	2,177.6	5,668.5	281	5,950	6,816
Spring 2004	3,106.6	2,412.9	5,519.5	290	5,809	6,598
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2003-04	3,298.8	2,295.3	5,594.0	286	5,880	
Fall 2004	3,438.3	2,421.3	5,859.6	290.5	6,150	6,942
Spring 2005	3,158.2	2,545.9	5,704.1	302.0	6,006	6,677
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
Annualized AY 2004-05	3,298.3	2,483.6	5,781.9	297	6,078	
Fall 2005	3,477.2	2,499.9	5,977.1	299.7	6,277	7,009
Spring 2006	N/A	N/A	N/A	N/A	N/A	
Annualize AY 2005-06	N/A	N/A	N/A	N/A	6,190 est.	

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

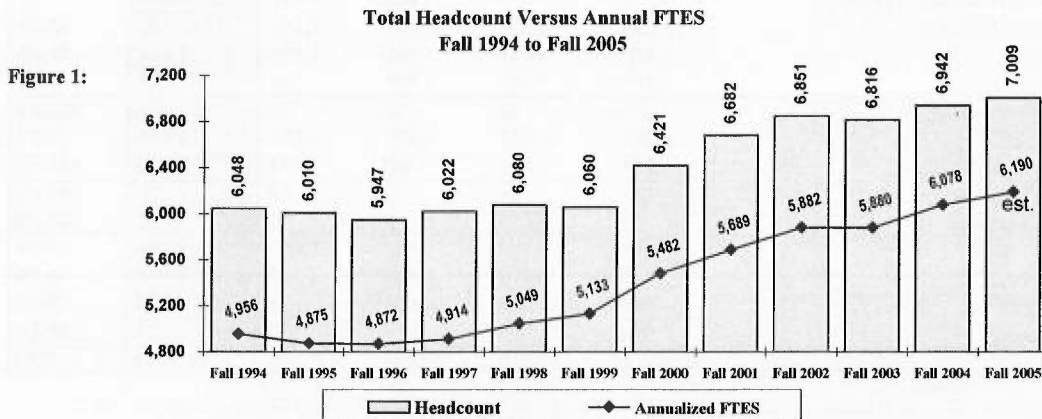


Table 8: Annual Student Credit Hour Production by School, Discipline & Level, Academic Year 2000-01 through 2004-05

Discipline	2000-01				2001-02				2002-03				2003-04				2004-05			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																				
Anthropology	759	111	3	873	621	60	-	681	765	72	-	837	567	132	-	699	660	105	-	765
Art	3,387	2,225	2	5,614	3,783	2,019	-	5,802	4,554	2,224	-	6,778	4,293	2,225	29	6,547	4,440	2,282	18	6,740
Communication Arts	7,114	2,927	3	10,044	6,641	2,821	-	9,462	6,589	3,174	-	9,763	6,552	2,964	-	9,516	6,387	3,161	-	9,548
Conflict Resolution	-	-	-	-	261	108	-	369	645	258	-	903	696	483	-	1,179	705	417	-	1,122
English	8,058	4,621	507	13,186	8,502	4,046	504	13,052	8,100	4,796	549	13,445	7,818	5,271	441	13,530	7,770	5,262	418	13,450
Environmental Issues	-	-	-	-	-	-	-	-	-	-	-	-	72	-	-	72	75	-	-	75
French	267	168	-	435	294	228	3	525	333	118	3	454	270	207	12	489	354	157	3	514
German	139	33	-	172	124	48	-	172	130	54	-	184	157	49	-	206	147	45	-	192
History	10,740	3,471	270	14,481	10,719	3,522	174	14,415	10,608	4,266	285	15,159	10,755	3,998	273	15,026	11,274	3,873	214	15,361
Honors	-	-	-	-	567	270	-	837	462	303	-	765	495	273	-	768	456	224	-	680
Interdisciplinary Studies	1,098	194	-	1,292	819	42	-	861	885	21	-	906	600	9	82	691	703	30	9	742
Latin	90	-	-	90	90	-	-	90	90	-	-	90	-	-	-	-	-	-	-	-
Modern Foreign Language	330	-	-	330	306	-	-	306	279	-	-	279	213	-	-	213	279	-	-	279
Music	1,202	269	-	1,471	1,039	253	-	1,292	752	113	-	865	885	269	-	1,154	1,443	330	8	1,781
Music, Applied	561	209	5	775	462	238	17	717	409	181	9	599	410	169	14	593	338	125	5	468
Philosophy	1,920	1,218	6	3,144	2,196	1,691	-	3,887	2,148	1,390	-	3,538	1,677	1,423	-	3,100	2,202	1,350	-	3,552
Political Science	1,857	1,263	-	3,120	1,812	985	12	2,809	1,818	1,232	-	3,050	2,079	1,454	-	3,533	2,406	1,278	-	3,684
Psychology	3,528	6,697	147	10,372	3,393	7,038	24	10,455	3,201	7,460	9	10,670	3,339	7,125	-	10,464	3,591	7,682	-	11,273
Russian	36	-	-	36	21	-	-	21	69	-	-	69	57	-	-	57	99	-	-	99
Social Science	-	33	-	33	-	21	-	21	-	27	-	27	-	24	-	24	-	33	-	33
Sociology	2,274	1,147	-	3,421	2,322	1,197	-	3,519	2,238	1,036	-	3,274	2,295	1,269	3	3,567	2,223	1,132	-	3,355
Spanish	1,158	802	-	1,960	1,083	776	6	1,865	1,302	879	1	2,182	1,050	1,014	3	2,067	1,323	1,047	9	2,379
Theatre	-	-	-	-	891	270	-	1,161	867	334	-	1,201	1,015	335	13	1,363	1,013	449	12	1,474
Totals	44,518	25,388	943	70,849	45,946	25,633	740	72,319	46,244	27,938	856	75,038	45,295	28,693	870	74,858	47,888	28,982	696	77,566
Percent of Total	48.8%	37.8%	19.2%	43.4%	47.9%	38.0%	12.7%	42.7%	47.8%	39.5%	12.3%	43.0%	45.8%	41.7%	12.7%	42.9%	48.4%	38.9%	9.8%	43.0%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Biology	8,701	2,974	40	11,715	9,231	3,099	84	12,414	9,101	3,079	42	12,222	9,404	2,737	46	12,187	9,979	3,062	124	13,165
Chemistry	4,527	641	-	5,168	4,843	701	-	5,544	4,839	559	-	5,398	4,730	532	4	5,266	5,133	535	24	5,692
Computer Science	2,088	489	-	2,577	2,116	502	-	2,618	1,787	549	-	2,336	2,203	247	-	2,450	1,412	594	-	2,006
Environmental Health	87	402	-	489	132	375	-	507	219	329	-	548	189	410	-	599	225	278	2	505
Geography	4,746	837	-	5,583	4,662	852	-	5,514	4,548	721	-	5,269	4,990	891	6	5,887	4,596	994	-	5,590
Geology	-	-	-	-	504	-	-	504	672	-	-	672	372	-	-	372	392	57	-	449
Mathematics	7,819	905	51	8,775	8,519	1,056	186	9,761	8,570	1,317	228	10,115	9,216	1,207	184	10,607	9,497	1,410	239	11,146
Medical Technology	17	446	-	463	16	456	-	472	49	329	-	378	75	439	-	514	61	489	-	550
Nursing	-	2,981	337	3,318	-	2,914	309	3,223	-	3,577	276	3,853	-	4,052	216	4,268	-	4,188	305	4,493
Pre-engineering	-	-	-	-	78	27	-	105	120	-	-	120	75	15	-	90	108	-	-	108
Physics	2,283	474	-	2,757	2,143	454	-	2,597	2,505	498	-	3,003	2,484	397	18	2,899	2,348	427	21	2,796
Respiratory Therapy	24	548	-	572	36	535	-	571	39	597	-	636	-	844	-	844	90	1,046	-	1,136
Totals	30,292	10,697	428	41,417	32,280	10,971	579	43,830	32,449	11,555	546	44,550	33,738	11,771	474	45,983	33,841	13,080	715	47,636
Percent of Total	33.2%	15.9%	8.7%	25.4%	33.7%	16.3%	9.9%	25.9%	33.5%	16.3%	7.8%	25.5%	34.1%	17.1%	6.9%	26.3%	34.2%	17.6%	10.1%	26.4%

Annual Student Credit Hour Production by School, Discipline, & Level cont.

Table 8 cont.

Page 2 of 2

Discipline	2000-01				2001-02				2002-03				2003-04				2004-05			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																				
Accounting	1,968	1,212	150	3,330	1,863	1,167	219	3,249	3,090	1,467	195	4,752	3,153	1,488	162	4,803	3,141	2,067	186	5,394
Business Administration	2,844	10,585	734	14,163	3,300	10,871	846	15,017	795	551	217	1,563	345	220	60	625	363	339	42	744
Economics	2,559	348	123	3,030	2,640	276	126	3,042	2,787	243	180	3,210	2,676	349	150	3,175	2,538	426	141	3,105
Finance	-	-	-	-	-	-	-	-	168	2,040	108	2,316	195	1,878	111	2,184	219	2,370	108	2,697
Information Systems	1,323	1,721	-	3,044	1,134	1,889	-	3,023	2,340	2,383	168	4,891	2,504	2,269	221	4,994	2,394	2,226	165	4,785
Management	-	-	-	-	-	-	-	-	-	4,011	285	4,296	-	4,001	423	4,424	-	4,359	354	4,713
Marketing	-	-	-	-	-	-	-	-	-	3,417	327	3,744	-	3,368	233	3,601	-	3,360	186	3,546
Totals	8,694	13,866	1,007	23,567	8,937	14,203	1,191	24,331	9,180	14,112	1,480	24,772	8,873	13,573	1,360	23,806	8,655	15,147	1,182	24,984
Percent of Total	9.5%	20.7%	20.5%	14.4%	9.4%	21.0%	20.4%	14.4%	9.5%	19.9%	21.2%	14.2%	9.0%	19.7%	19.8%	13.6%	8.7%	20.3%	16.6%	13.8%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Applied Health Physiology	-	-	195	195	-	-	279	279	-	-	288	288	-	-	207	207	-	-	252	252
Athletic Trainer	-	-	-	-	-	-	-	-	-	376	3	379	187	275	-	462	176	401	-	577
Dance	503	87	-	590	531	52	-	583	766	8	-	774	635	22	3	660	674	18	3	695
Education, Administration	-	-	330	330	-	-	324	324	-	-	288	288	-	-	207	207	-	-	246	246
Early Childhood Education	-	-	-	-	-	-	-	-	48	48	-	96	84	132	-	216	189	474	-	663
Education, Elementary	-	6,330	-	6,330	-	6,609	-	6,609	-	6,567	-	6,567	-	5,145	-	5,145	-	5,139	-	5,139
Education, General	885	3,590	1,773	6,248	1,335	2,977	1,749	6,061	1,095	2,589	1,606	5,290	1,026	2,349	1,513	4,888	927	2,572	1,406	4,905
Education, Master of Arts	-	-	195	195	-	-	264	264	-	-	231	231	-	-	252	252	-	-	447	447
Education, Reading	-	-	-	-	-	-	63	63	-	-	270	270	-	-	306	306	-	-	273	273
Education, Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, Secondary	-	672	-	672	-	810	-	810	-	1,581	-	1,581	-	1,305	6	1,311	-	1,530	3	1,533
Exercise Science	-	-	-	-	-	-	-	-	105	611	-	716	105	387	-	492	201	699	-	900
General Studies	78	537	22	637	86	322	3	411	66	471	5	542	33	-	-	33	32	-	-	32
Health	475	105	-	580	455	195	-	650	828	423	-	1,251	788	603	-	1,391	798	630	1	1,429
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	18	13	-	31	11	24	-	35	-	22	-	22	-	6	-	6	-	6	-	6
Physical Education	5,231	3,134	6	8,371	5,736	3,181	9	8,926	5,503	2,034	3	7,540	7,610	1,798	6	9,414	5,254	1,825	2	7,081
Phys. Educ., Teacher Ed.	-	-	-	-	-	-	-	-	-	-	-	-	-	856	-	856	-	920	3	923
Social Work	504	2,721	6	3,231	522	2,535	644	3,701	477	2,444	1,396	4,317	588	1,943	1,649	4,180	312	3,085	1,880	5,277
Totals	7,694	17,189	2,527	27,410	8,676	16,705	3,335	28,716	8,888	17,174	4,090	30,152	11,056	14,821	4,149	30,026	8,563	17,299	4,516	30,378
Percent of Total	8.4%	25.6%	51.5%	16.8%	9.1%	24.7%	57.1%	17.0%	9.2%	24.3%	58.7%	17.3%	11.2%	21.5%	60.5%	17.2%	8.7%	23.2%	63.5%	16.8%
Grand Totals	91,198	67,140	4,905	163,243	95,839	67,512	5,845	169,196	96,761	70,779	6,972	174,512	98,962	68,858	6,853	174,673	98,947	74,508	7,109	180,564

LD=100 & 200 level; UD=300 & 400 level; Grad=400G & above.

NOTES:

Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

Table 9: Annual Student Credit Hour Production by School, Discipline, and Semester, 2000-01 through 2004-05

Discipline	2000-01			2001-2002			2002-03			2003-04			2004-05		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS															
Anthropology	444	429	873	348	333	681	480	357	837	309	390	699	453	312	765
Art	2,728	2,886	5,614	2,877	2,925	5,802	3,391	3,387	6,778	3,249	3,298	6,547	3,334	3,406	6,740
Communication Arts	4,852	5,192	10,044	4,655	4,807	9,462	4,969	4,794	9,763	4,632	4,884	9,516	4,747	4,801	9,548
Conflict Resolution	-	-	-	201	168	369	396	507	903	561	618	1,179	576	546	1,122
English	6,798	6,388	13,186	6,581	6,471	13,052	6,744	6,701	13,445	6,705	6,825	13,530	6,751	6,699	13,450
Environmental Issues	-	-	-	-	-	-	-	-	-	-	72	72	-	75	75
French	237	198	435	278	247	525	229	225	454	183	306	489	286	228	514
German	109	63	172	114	58	172	131	53	184	114	92	206	122	70	192
History	7,491	6,990	14,481	7,530	6,885	14,415	7,863	7,296	15,159	7,763	7,263	15,026	8,127	7,234	15,361
Honors	-	-	-	415	422	837	379	386	765	414	354	768	371	309	680
Interdisciplinary Studies	706	586	1,292	427	434	861	509	397	906	321	370	691	354	388	742
Latin	60	30	90	63	27	90	75	15	90	-	-	-	-	-	-
Modern Foreign Language	252	78	330	222	84	306	180	99	279	72	141	213	102	177	279
Music	790	681	1,471	662	630	1,292	471	394	865	538	616	1,154	744	1,037	1,781
Music, Applied	397	378	775	392	325	717	320	279	599	300	293	593	252	216	468
Philosophy	1,455	1,689	3,144	1,958	1,929	3,887	1,872	1,666	3,538	1,629	1,471	3,100	1,866	1,686	3,552
Political Science	1,472	1,648	3,120	1,375	1,434	2,809	1,597	1,453	3,050	1,796	1,737	3,533	1,844	1,840	3,684
Psychology	5,160	5,212	10,372	5,097	5,358	10,455	5,027	5,643	10,670	5,230	5,234	10,464	5,967	5,306	11,273
Russian	27	9	36	21	-	21	54	15	69	36	21	57	69	30	99
Social Science	3	30	33	15	6	21	9	18	27	9	15	24	6	27	33
Sociology	1,752	1,669	3,421	1,728	1,791	3,519	1,770	1,504	3,274	1,878	1,689	3,567	1,722	1,633	3,355
Spanish	1,093	867	1,960	985	880	1,865	1,107	1,075	2,182	1,068	999	2,067	1,221	1,158	2,379
Theatre	-	-	-	561	600	1,161	597	604	1,201	645	718	1,363	881	593	1,474
Totals	35,826	35,023	70,849	36,505	35,814	72,319	38,170	36,868	75,038	37,452	37,406	74,858	39,795	37,771	77,566
Percent of Total	43.6%	43.2%	43.4%	42.6%	42.9%	42.7%	42.9%	43.1%	43.0%	42.4%	43.4%	42.9%	43.5%	42.4%	43.0%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Biology	6,000	5,715	11,715	6,591	5,823	12,414	6,274	5,948	12,222	6,228	5,959	12,187	6,662	6,503	13,165
Chemistry	2,738	2,430	5,168	3,082	2,462	5,544	2,818	2,580	5,398	2,641	2,625	5,266	2,883	2,809	5,692
Computer Science	1,370	1,207	2,577	1,465	1,153	2,618	1,162	1,174	2,336	1,587	863	2,450	1,047	959	2,006
Environmental Health	209	280	489	220	287	507	269	279	548	277	322	599	252	253	505
Geography	2,802	2,781	5,583	2,830	2,684	5,514	2,712	2,557	5,269	3,008	2,879	5,887	2,927	2,663	5,590
Geology	-	-	-	200	304	504	280	392	672	180	192	372	192	257	449
Mathematics	4,513	4,262	8,775	4,951	4,810	9,761	5,281	4,834	10,115	5,470	5,137	10,607	5,860	5,286	11,146
Medical Technology	199	264	463	231	241	472	161	217	378	227	287	514	212	338	550
Nursing	1,731	1,587	3,318	1,659	1,564	3,223	1,972	1,881	3,853	2,230	2,038	4,268	2,322	2,171	4,493
Pre-engineering	-	-	-	21	84	105	39	81	120	18	72	90	33	75	108
Physics	1,501	1,256	2,757	1,122	1,475	2,597	1,491	1,512	3,003	1,530	1,369	2,899	1,258	1,538	2,796
Respiratory Therapy	267	305	572	279	292	571	279	357	636	390	454	844	612	524	1,136
Totals	21,330	20,087	41,417	22,651	21,179	43,830	22,738	21,812	44,550	23,786	22,197	45,983	24,260	23,376	47,636
Percent of Total	26.0%	24.8%	25.4%	26.4%	25.4%	25.9%	25.5%	25.5%	25.5%	26.9%	25.7%	26.3%	26.5%	26.2%	26.4%

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Annual Student Credit Hour by School, Discipline, and Semester cont.

Table 9 cont.

Discipline	2000-01			2001-02			2002-03			2003-04			2004-05		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS															
Accounting	1,809	1,521	3,330	1,734	1,515	3,249	2,436	2,316	4,752	2,511	2,292	4,803	2,799	2,595	5,394
Business Administration	6,859	7,304	14,163	7,686	7,331	15,017	993	570	1,563	283	342	625	342	402	744
Economics	1,632	1,398	3,030	1,607	1,435	3,042	1,704	1,506	3,210	1,615	1,560	3,175	1,686	1,419	3,105
Finance	-	-	-	-	-	-	1,170	1,146	2,316	1,074	1,110	2,184	1,317	1,380	2,697
Information Systems	1,412	1,632	3,044	1,539	1,484	3,023	2,351	2,540	4,891	2,446	2,548	4,994	2,391	2,394	4,785
Management	-	-	-	-	-	-	1,818	2,478	4,296	2,117	2,307	4,424	2,256	2,457	4,713
Marketing	-	-	-	-	-	-	1,935	1,809	3,744	1,831	1,770	3,601	1,857	1,689	3,546
Totals	11,712	11,855	23,567	12,566	11,765	24,331	12,407	12,365	24,772	11,877	11,929	23,806	12,648	12,336	24,984
Percent of Total	14.3%	14.6%	14.4%	14.6%	14.1%	14.4%	13.9%	14.5%	14.2%	13.4%	13.8%	13.6%	13.8%	13.8%	13.8%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Applied Health Physiology	87	108	195	117	162	279	138	150	288	99	108	207	132	120	252
Athletic Trainer	-	-	-	-	-	-	376	3	379	210	252	462	275	302	577
Dance	197	393	590	213	370	583	366	408	774	310	350	660	353	342	695
Early Childhood Education	-	-	-	-	-	-	48	48	96	84	132	216	306	357	663
Education, Administration	198	132	330	207	117	324	147	141	288	129	78	207	126	120	246
Education, Elementary	3,168	3,162	6,330	3,321	3,288	6,609	3,501	3,066	6,567	2,475	2,670	5,145	2,571	2,568	5,139
Education, General	3,089	3,159	6,248	2,958	3,103	6,061	2,750	2,540	5,290	2,407	2,481	4,888	2,497	2,408	4,905
Education, Master of Arts	78	117	195	147	117	264	66	165	231	81	171	252	135	312	447
Education, Reading	-	-	-	-	63	63	135	135	270	144	162	306	138	135	273
Education, Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, Secondary	270	402	672	318	492	810	507	1,074	1,581	327	984	1,311	384	1,149	1,533
Exercise Science	-	-	-	-	-	-	345	371	716	219	273	492	318	582	900
General Studies	274	363	637	244	167	411	319	223	542	33	-	33	-	32	32
Health	159	421	580	154	496	650	504	747	1,251	543	848	1,391	641	788	1,429
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	14	17	31	18	17	35	10	12	22	-	6	6	3	3	6
Physical Education	4,127	4,244	8,371	4,535	4,391	8,926	4,329	3,211	7,540	6,001	3,413	9,414	3,742	3,339	7,081
PE, Teacher Ed.	-	-	-	-	-	-	-	-	-	402	454	856	372	551	923
Social Work	1,645	1,586	3,231	1,824	1,877	3,701	2,176	2,141	4,317	1,824	2,356	4,180	2,683	2,594	5,277
Totals	13,306	14,104	27,410	14,056	14,660	28,716	15,717	14,435	30,152	15,288	14,738	30,026	14,676	15,702	30,378
Percent of Total	16.2%	17.4%	16.8%	16.4%	17.6%	17.0%	17.7%	16.9%	17.3%	17.3%	17.1%	17.2%	16.1%	17.6%	16.8%
Grand Totals	82,174	81,069	163,243	85,778	83,418	169,196	89,032	85,480	174,512	88,403	86,270	174,673	91,379	89,185	180,564

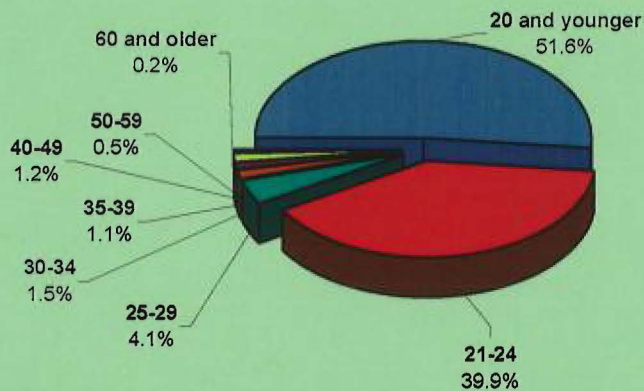
LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

NOTES:

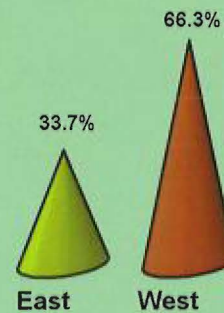
Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

Undergraduate Enrollment & Demographics

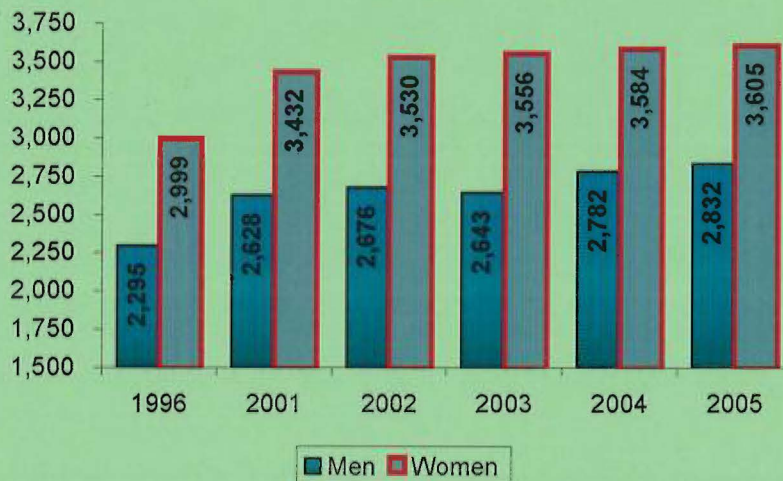
Undergraduate Age Distribution: Fall 2005



Fall 2005 Total MD
UG Residents:
Eastern/Western Shores



Fall 2001 - Fall 2005 Undergraduate Enrollment
by Sex





MEMORANDUM

February 2, 2006

TO: Select Administrative and Academic Staff

FROM: Bryan Price
Director

RE: Salisbury University Fact Book 2005-2006

I am pleased to present to you your complimentary copy of the **Salisbury University Fact Book 2005-2006**. Additionally, you may access a web version of the Fact Book at <http://www.salisbury.edu/iara/FactBook2005-06/home.htm> . Web data become available weeks and, in some cases, months sooner than the published version of the Fact Book. On the web, you are able to access specific pages of the Fact Book via the Table of Contents or download the entire document for printing. Additionally, in order to provide you a higher degree of flexibility in using and presenting data in formats that are most conducive to your needs, the web presents data in Adobe Acrobat, Microsoft Excel, and/or Microsoft Word files. When using the tables, please be mindful to cite your source.

Because of the popularity of the printed bound copies, we are reintroducing those as the primary publication. If you prefer the loose-leaf copies, you can print them directly from the web or, if you prefer, we can do it for you. Please contact June Dysart at 36025 to discuss delivery options and costs if you require additional or alternate copies.

Providing reliable, detailed, and timely information to the Salisbury University administration and faculty remain central outcomes of the Office of Institutional Research, Assessment, & Accountability. If you have suggestions for improving the Fact Book and the information we provide, please contact me with specific comments at 36023 or rbprice@salisbury.edu.

Table 1:

Total *UNDERGRADUATE* Fall Enrollment: 1996, 2001 - 2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,294	6,060	6,206	6,199	6,366	6,437
% Annual Growth	-0.8%	3.0%	2.4%	-0.1%	2.7%	1.1%
Total Men	2,295	2,628	2,676	2,643	2,782	2,832
% Men	43.4%	43.4%	43.1%	42.6%	43.7%	44.0%
Total Women	2,999	3,432	3,530	3,556	3,584	3,605
% Women	56.6%	56.6%	56.9%	57.4%	56.3%	56.0%
F.T.E.S.	4,738	5,519	5,697	5,668	5,860	5,977
% Annual Growth	0.1%	3.8%	3.2%	-0.5%	3.4%	2.0%
Full-Time Students	4,386	5,280	5,439	5,434	5,648	5,798
Men	1,895	2,295	2,378	2,332	2,466	2,546
Women	2,491	2,985	3,061	3,102	3,182	3,252
% Full-Time	82.8%	87.1%	87.6%	87.7%	88.7%	90.1%
Average Age Student, FT Students	N/A	20.8	20.8	20.7	20.8	20.8
Part-Time Students	908	780	767	765	718	639
Men	400	333	298	311	316	286
Women	508	447	469	454	402	353
% Part-Time	17.2%	12.9%	12.4%	12.3%	11.3%	9.9%
Average Age Student, PT Students	N/A	28.8	29.0	27.0	26.7	26.9
Average Student Age	N/A	21.8	21.8	21.5	21.4	21.4

Figure 1:

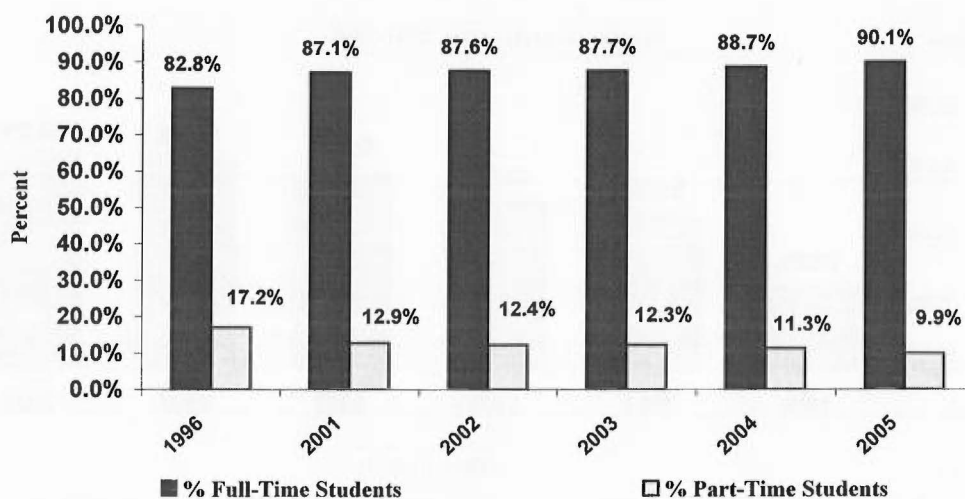
Percent Full-time and Part-Time UG Enrollment,
Fall 1996, Fall 2001-Fall 2005

Table 2: Total Undergraduate Demographics: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,294	6,060	6,206	6,199	6,366	6,437
Total Residing on Campus	1,715	1,681	1,645	1,669	1,704	1,690
Total Commuters	3,579	4,379	4,561	4,530	4,662	4,747
% Residing On Campus	32.4%	27.7%	26.5%	26.9%	26.8%	26.3%
MD Residents	4,034	4,942	5,126	5,255	5,457	5,525
% MD Residents	76.2%	81.6%	82.6%	84.8%	85.7%	85.8%
Out-of-State	1,224	1,074	1,026	891	876	875
International	34	39	49	52	31	34
Other ¹	2	5	5	1	2	3
African-American	406	450	495	507	621	645
American Indian	20	20	19	20	20	20
Asian/Pacific Islander	68	118	127	161	167	167
Hispanic	57	83	108	124	146	160
International	34	39	49	52	31	34
White	4,709	5,059	5,123	4,922	5,019	5,110
Unknown	-	291	285	413	362	301
% Known Minority	10.4%	11.6%	12.6%	14.0%	15.9%	16.2%
% Minority + International	11.1%	12.3%	13.5%	14.9%	16.4%	16.7%
% Unknown	0.0%	4.8%	4.6%	6.7%	5.7%	4.7%
Average Age of all students	N/A	21.8	21.8	21.5	21.4	21.4

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 2: Percent In-State: 1996, 2001-2005

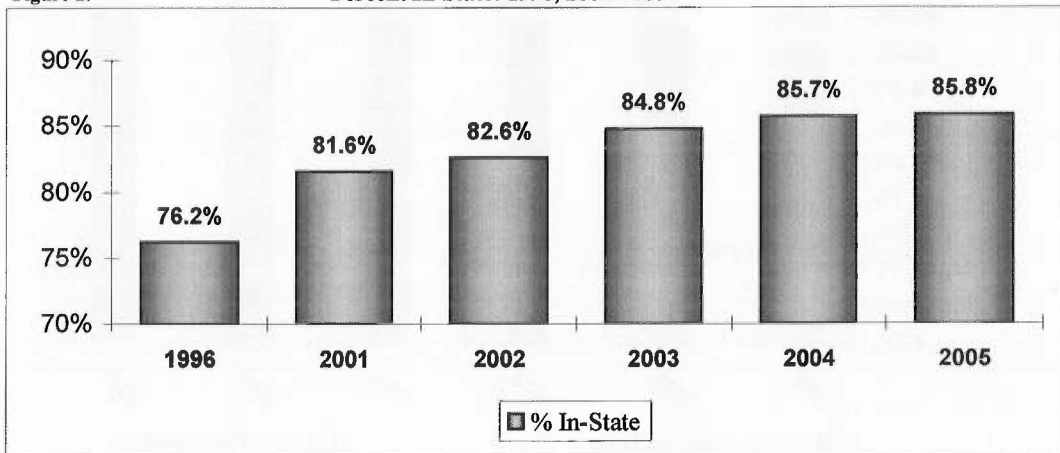


Figure 2.1

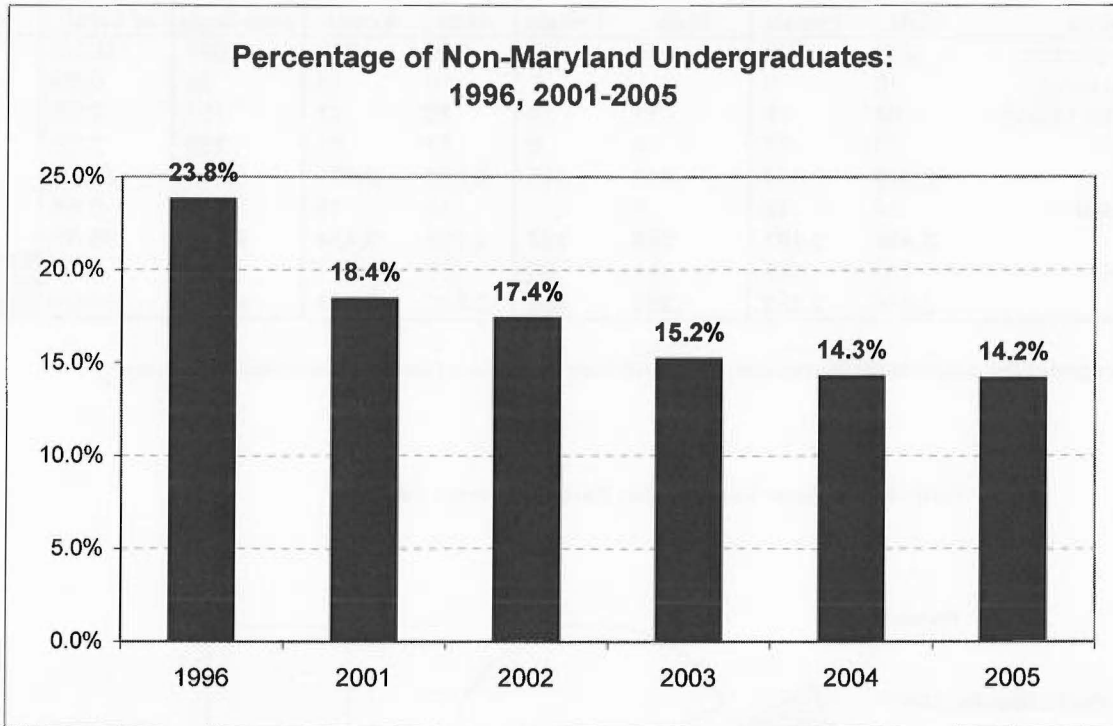


Figure 2.2

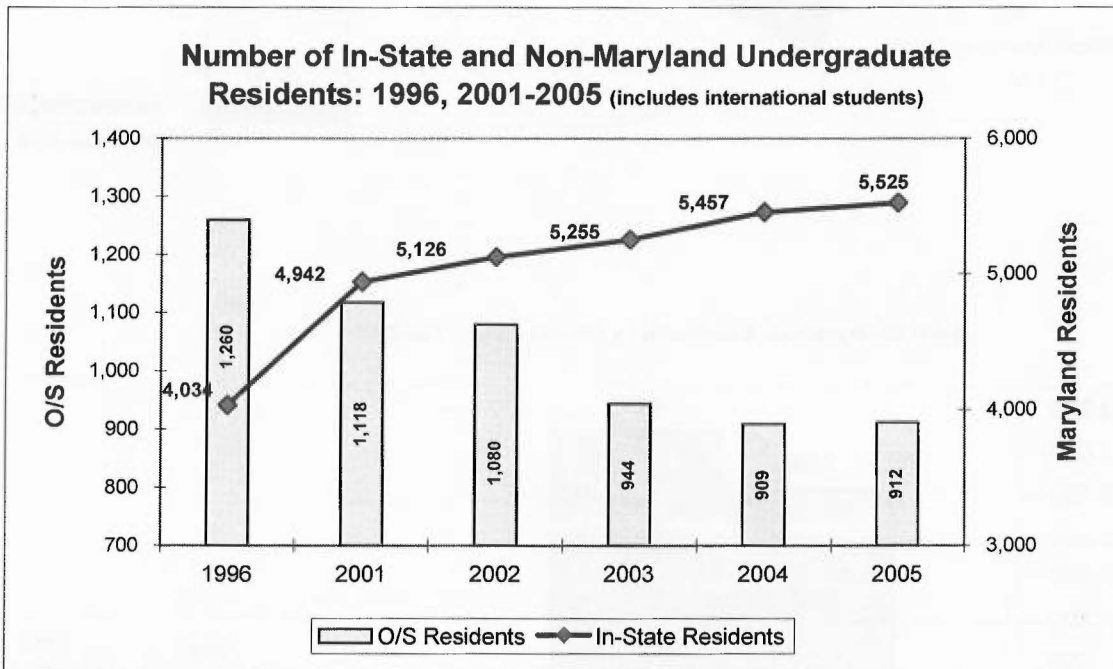


Table 3: Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2005

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	247	268	39	91	286	359	645	10.0%	10.5%
American Indian	10	9	-	1	10	10	20	0.3%	0.3%
Asian/Pacific Islander	64	78	11	14	75	92	167	2.6%	2.7%
Hispanic	73	77	4	6	77	83	160	2.5%	2.6%
White	2,029	2,656	210	215	2,239	2,871	5,110	79.4%	83.3%
International	14	19	1	-	15	19	34	0.5%	0.6%
Subtotal	2,437	3,107	265	327	2,702	3,434	6,136	95.3%	100.0%
Unknown	109	145	21	26	130	171	301	4.7%	
TOTAL	2,546	3,252	286	353	2,832	3,605	6,437	100.0%	

¹Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 3: Total Undergraduate Enrollment by Race & Ethnicity: Fall 2005

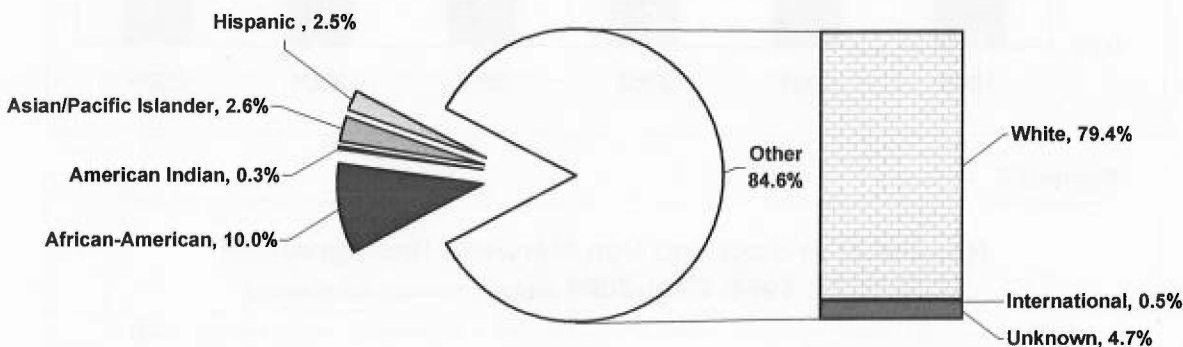


Figure 4: Total Undergraduate Enrollment by Sex and Status: Fall 2005

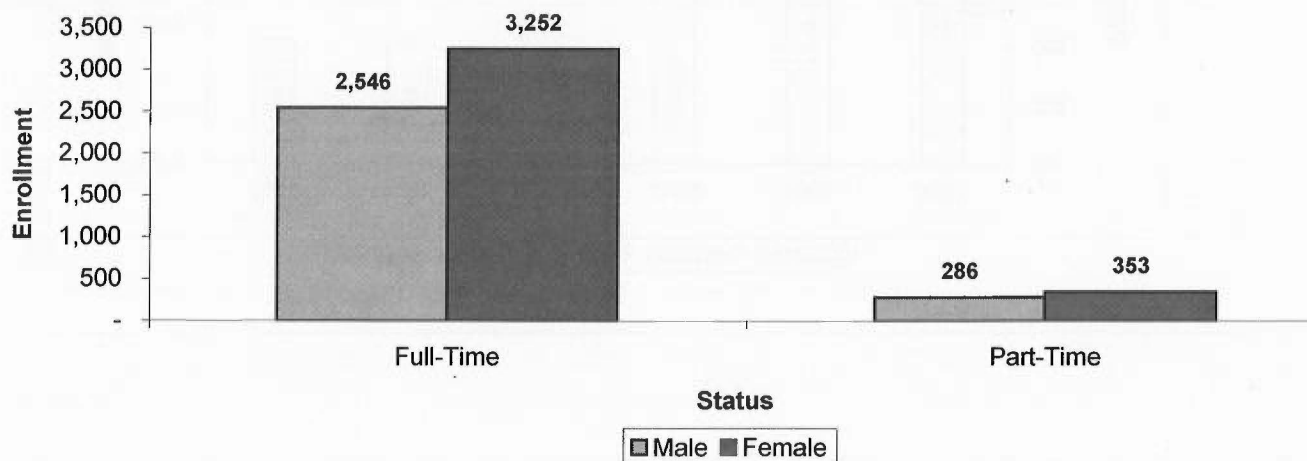


Figure 5:

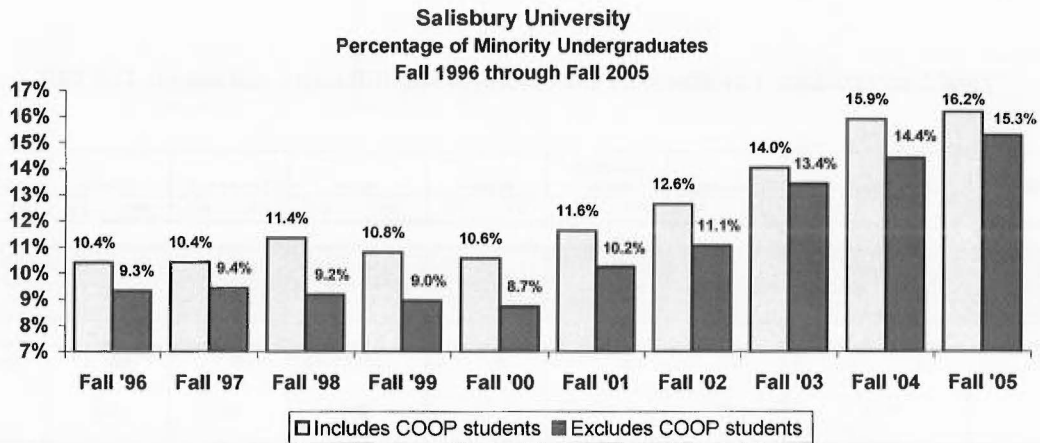


Figure 6:

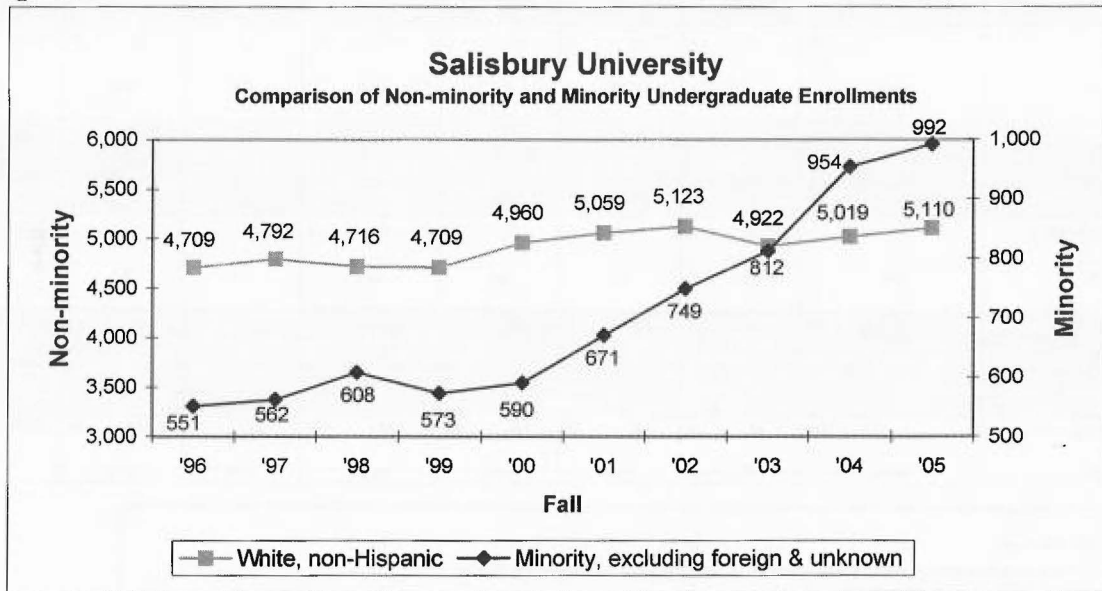
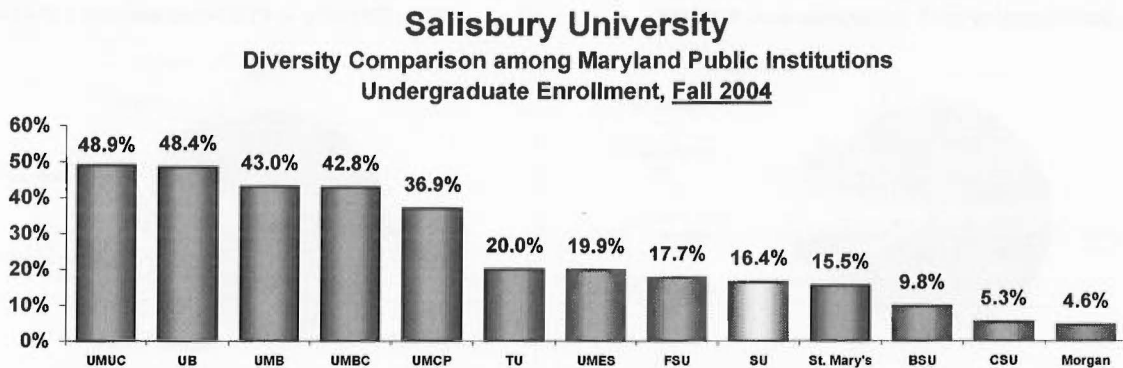


Figure 7:



Minority enrollment percentages are reported above. Minority is defined as those that are not the majority population on campus. International students, and students reporting their race/ethnicity as unknown are excluded in all cases.

Source: MHEC "Trends in Enrollment by Race and Gender", May 2005

Table 4:

Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2005

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unknown		ALL STUDENTS		TOTAL	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
First-Time Freshmen ¹	94		-	3	-	22	-	25	-	790	2	5	-	17	-	956	2	958
%	10.0			0.3		2.3		2.7		84.2		0.0		1.8				
Undergraduates																		
Freshmen	174		3	5	-	33	-	38	-	1,267	11	10	-	35	1	1,562	15	1,677
%	11.5			0.3		2.1		2.6		82.9		0.0		2.2				
Sophomores	122		7	4	-	30	3	41	2	1,154	50	6	-	78	6	1,435	68	1,603
%	9.1			0.3		2.3		3.0		84.8		0.0		5.2				
Juniors	130		13	7	-	44	2	41	-	1,107	67	4	-	83	8	1,416	90	1,606
%	10.1			0.6		3.3		2.9		83.0		0.0		5.6				
Seniors	84		13	2	1	35	4	27	2	1,096	118	6	-	53	8	1,303	148	1,449
%	7.0			0.2		2.8		2.1		87.6		0.0		3.7				
Second Bachelor's	5		1	1	-	-	-	3	-	60	24	7	-	4	1	80	26	106
%	5.9			1.0		0.0		3.0		83.2		0.0		3.8				
Subtotal	515		37	19	1	142	9	160	4	4,684	270	33	-	253	24	5,796	345	6,141
Unclassified/ Non-Degree	-		93	-	-	-	16	-	6	1	155	-	1	1	23	2	294	296
Total Undergraduates	515		130	19	1	142	25	160	10	4,685	425	33	1	254	47	5,798	639	6,437
%	10.6%			0.3%		2.7%		2.6%		83.3%		0.6%		4.7%				

Notes:¹Included in freshmen figure.Percentage of African-American through White plus International are a percentage of the **known population**Percentage of Unknown is a percentage of the **total population**.

Figure 8:

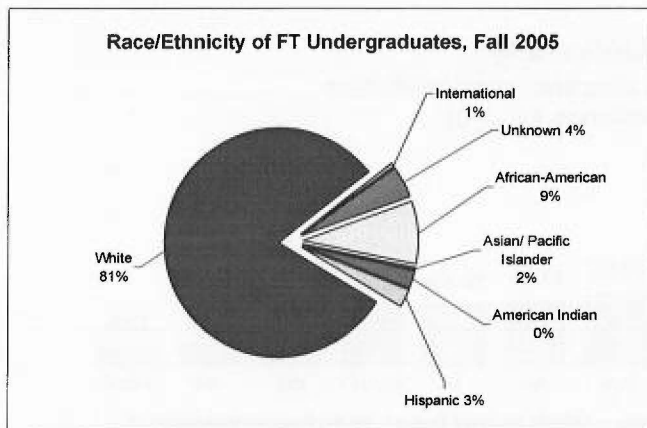


Figure 9:

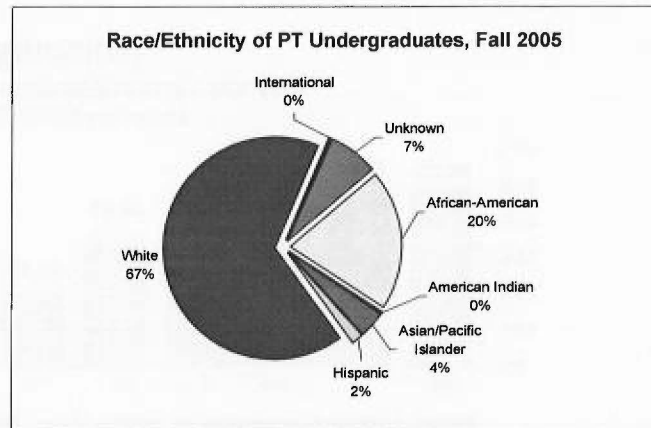


Table 5: Total Undergraduates by Age and Sex: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	5,294	6,060	6,206	6,199	6,366	6,437
Total 20 and Younger ¹	2,303	3,095	3,169	3,193	3,230	3,320
Men	922	1,251	1,293	1,277	1,340	1,430
Women	1,381	1,844	1,876	1,916	1,890	1,890
% 20 and Younger	43.5%	51.1%	51.1%	51.5%	50.7%	51.6%
Total 21-24 Yrs Old ²	2,040	2,295	2,343	2,395	2,557	2,571
Men	973	1,116	1,118	1,123	1,229	1,189
Women	1,067	1,179	1,225	1,272	1,328	1,382
% 21-24	38.5%	37.9%	37.8%	38.6%	40.2%	39.9%
Total 25-29 Yrs Old	438	268	292	285	268	263
Men	248	124	134	139	116	121
Women	190	144	158	146	152	142
% 25-29	8.3%	4.4%	4.7%	4.6%	4.2%	4.1%
Total 30-34 Yrs Old	202	126	124	114	124	94
Men	67	53	48	43	48	36
Women	135	73	76	71	76	58
% 30-34	3.8%	2.1%	2.0%	1.8%	1.9%	1.5%
Total 35-39 Yrs Old	130	102	98	72	70	72
Men	34	30	27	20	16	24
Women	96	72	71	52	54	48
% 35-39	2.5%	1.7%	1.6%	1.2%	1.1%	1.1%
Total 40-49 Yrs Old	139	126	126	102	76	75
Men	45	36	39	31	20	17
Women	94	90	87	71	56	58
% 40-49	2.6%	2.1%	2.0%	1.6%	1.2%	1.2%
Total 50-59 Yrs Old	26	25	35	29	29	32
Men	7	7	8	7	7	9
Women	19	18	27	22	22	23
% 50-59	0.5%	0.4%	0.6%	0.5%	0.5%	0.5%
Total 60 and older	16	23	19	9	12	10
Men	8	11	9	3	6	6
Women	8	12	10	6	6	4
% 60 and older	0.3%	0.4%	0.3%	0.1%	0.2%	0.2%
Average Age						
ALL STUDENTS	N/A	21.8	21.8	21.5	21.4	21.4
Men	N/A	21.7	21.7	21.4	21.3	21.3
Women	N/A	21.9	21.9	21.6	21.6	21.5

% 21 & Older

2004	2005
49.3%	48.4%

NOTES: ¹Prior to 2000, this category only accounted for students less than 20 years old

²Prior to 2000, this category accounted for students between the ages of 20 and 24 years old

Table 6: Total Undergraduate Enrollment by County of Residence: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005	% Change Since 2001
Total Headcount	5,294	6,060	6,206	6,199	6,366	6,437	6.2%
Allegany	10	9	13	11	10	10	-
Anne Arundel	405	497	526	511	563	602	21.1%
Baltimore	300	431	431	444	468	480	11.4%
Baltimore City	15	23	20	29	50	48	108.7%
Calvert	68	103	121	132	166	175	69.9%
Caroline	88	92	96	88	89	110	19.6%
Carroll	113	190	184	191	191	200	5.3%
Cecil	89	125	140	132	132	123	-1.6%
Charles	104	107	117	116	127	125	16.8%
Dorchester	130	142	132	121	120	118	-16.9%
Frederick	150	244	261	261	223	248	1.6%
Garrett	6	9	8	7	8	6	-
Harford	214	264	254	261	301	292	10.6%
Howard	147	275	284	311	330	343	24.7%
Kent	23	14	16	27	34	42	200.0%
Montgomery	249	469	511	547	570	607	29.4%
Prince George's	255	253	269	278	299	326	28.9%
Queen Anne's	69	76	89	122	118	98	28.9%
St. Mary's	69	114	107	86	85	78	-31.6%
Somerset	113	127	111	113	110	90	-29.1%
Talbot	85	94	94	97	94	87	-7.4%
Washington	51	109	108	96	126	124	13.8%
Wicomico	902	854	893	916	882	837	-2.0%
Worcester	379	321	341	358	361	356	10.9%
Unknown	-	-	-	-	-	-	-
Total for MD	4,034	4,942	5,126	5,255	5,457	5,525	11.8%
Out-of-State	1,224	1,074	1,026	891	876	875	-18.5%
International	34	39	49	52	31	34	-12.8%
Other Foreign	2	5	5	1	2	3	-

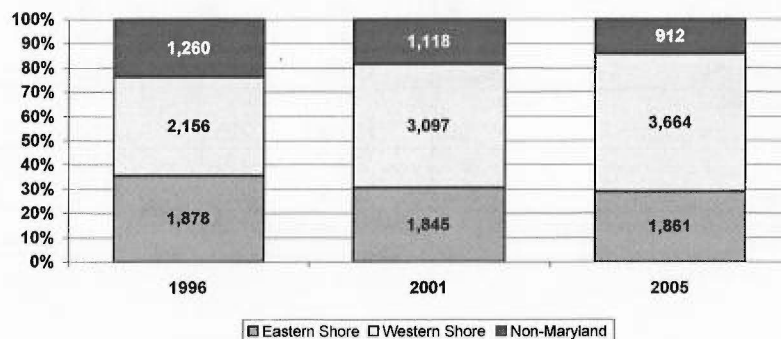
NOTES: Percent change is not reported for counties sending less than 20 students.

See Glossary for additional details

Primary Feeder Counties & Percentages based on MD Total	
Wicomico	15.1%
Montgomery	11.0%
Anne Arundel	10.9%
Baltimore	8.7%
Worcester	6.4%
Howard	6.2%
Prince George's	5.9%
Harford	5.3%
Frederick	4.5%
Carroll	3.6%

Region	1996		2001		2005	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	1,878	35.5%	1,845	30.4%	1,861	28.9%
Western Shore	2,156	40.7%	3,097	51.1%	3,664	56.9%
Non-Maryland	1,260	23.8%	1,118	18.4%	912	14.2%

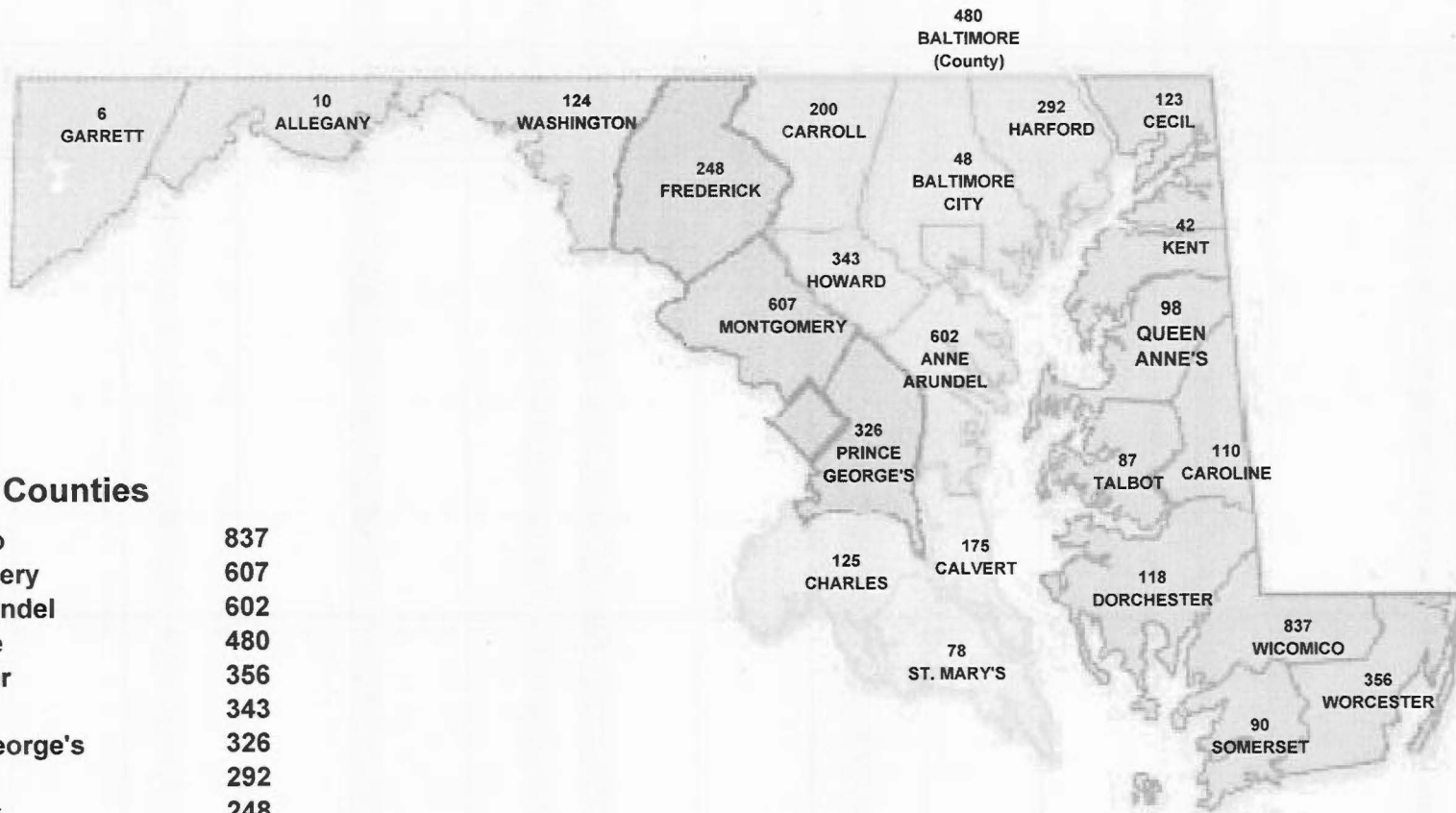
Figure 10: Undergraduate Enrollment by County of Residence, 1996, 2001, 2005



Maryland Undergraduate Enrollment by County (5,525) Fall 2005 Maryland Map

Figure 11:

D-8.0



Top 10 Counties

Wicomico	837
Montgomery	607
Anne Arundel	602
Baltimore	480
Worcester	356
Howard	343
Prince George's	326
Harford	292
Frederick	248
Carroll	200

Table 7: Total Undergraduate Enrollment by State: 1996, 2001-2005

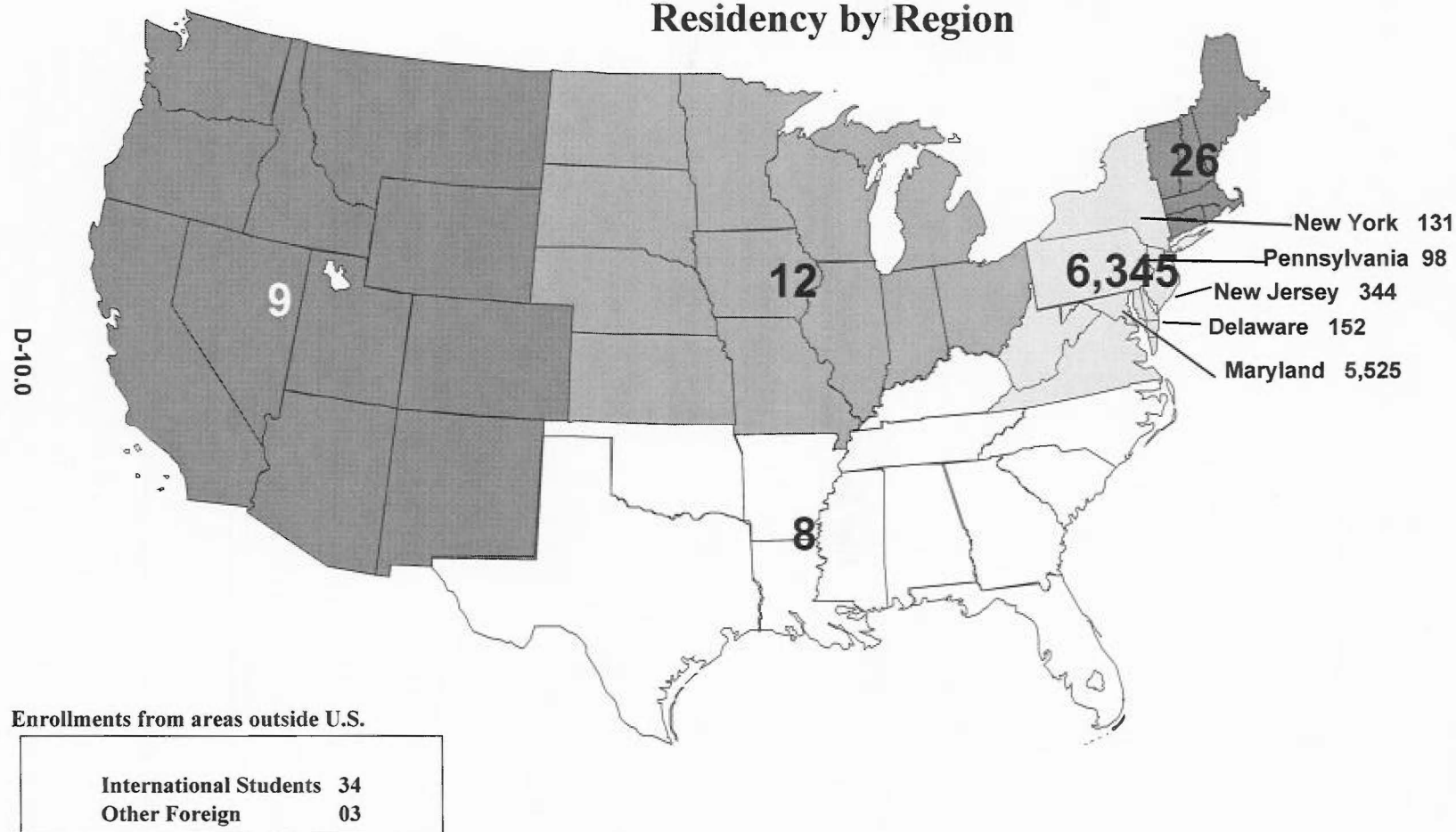
Fall Semesters	1996	2001	2002	2003	2004	2005	Top Feeder States	% Change Since 2001
Total Headcount	5,294	6,060	6,206	6,199	6,366	6,437		6.2%
Alabama	-	-	-	1	1	-		
Arizona	1	-	-	-	-	-		
Arkansas	-	1	-	-	-	-		
California	2	1	10	8	9	5		
Colorado	1	1	1	-	-	2		
Connecticut	22	20	19	13	15	14		
Delaware	222	170	171	144	137	152	2.4%	-10.6%
District of Columbia	6	8	5	8	13	11		
Florida	2	5	5	3	4	4		
Georgia	1	1	-	-	1	-		
Hawaii	-	3	2	-	-	1		
Illinois	1	5	5	2	2	1		
Indiana	-	-	-	-	-	-		
Iowa	1	-	-	1	-	-		
Kansas	-	2	-	-	-	-		
Kentucky	1	-	-	1	-	-		
Louisiana	-	-	-	-	-	-		
Maine	1	2	2	3	5	3		
Maryland	4,034	4,942	5,126	5,255	5,457	5,525	85.8%	11.8%
Massachusetts	7	6	7	6	6	5		
Michigan	4	3	1	1	2	3		
Minnesota	-	4	3	3	2	2		
Mississippi	1	-	-	-	-	-		
Missouri	-	2	2	1	1	1		
Montana	-	-	-	1	1	-		
Nebraska	-	-	1	1	1	1		
New Hampshire	4	6	6	3	2	2		
New Jersey	420	370	361	334	329	344	5.3%	-7.0%
New Mexico	1	1	-	-	-	-		
New York	273	228	206	165	146	131	2.0%	-42.5%
North Carolina	1	2	1	3	2	3		
North Dakota	1	3	4	-	-	-		
Ohio	4	2	2	3	2	2		
Oklahoma	2	1	1	-	-	-		
Oregon	1	-	-	-	1	-		
Pennsylvania	121	115	111	90	110	98	1.5%	-14.8%
Rhode Island	-	2	-	-	-	-		
South Carolina	2	1	1	-	1	1		
South Dakota	2	2	-	-	-	-		
Tennessee	1	1	3	-	1	-		
Texas	2	2	3	1	1	-		
Vermont	-	1	4	3	3	2		
Virginia	110	99	81	85	73	81	1.3%	-18.2%
Washington	-	-	3	1	-	-		
West Virginia	2	3	2	3	3	3		
Wisconsin	-	1	3	3	2	2		
Wyoming	-	-	-	-	-	1		
Puerto Rico	1	-	-	-	-	-		
Virgin Islands	2	-	-	-	-	-		
International Countries	34	39	49	52	31	34	0.5%	-12.8%
Other Foreign	2	5	5	1	2	3		

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 12

FALL 2005
Undergraduate Enrollment (6,437)
Residency by Region

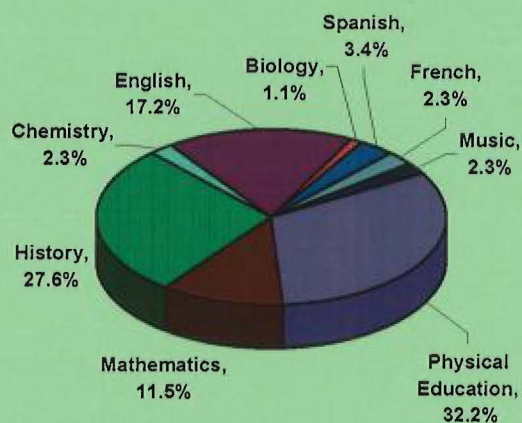


Top five states of residence highlighted. State totals are included in respective regional totals.

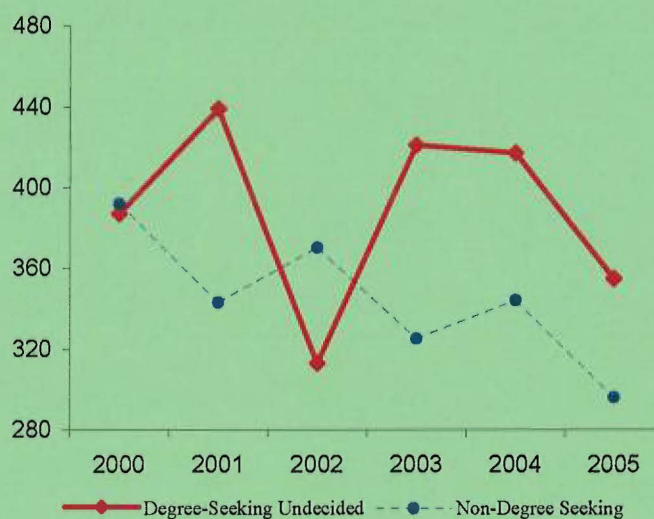
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Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

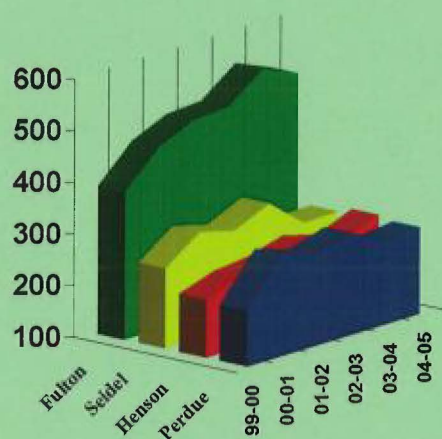
Percentage of Undergraduate Degrees Awarded with
Secondary Education Track: 2004-2005



Undergraduate Enrollment:
Degree- Seeking Undecided
and
Non-Degree Seeking
Fall 2000 - Fall 2005



UG Degrees Awarded by School
1999-00 through 2004-05



	99-00	00-01	01-02	02-03	03-04	04-05
Perdue	206	294	272	295	256	266
Henson	211	235	242	263	244	273
Seidel	254	304	286	318	260	262
Fulton	385	452	483	488	541	512

Table 1:

Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2005

Program	Freshman		Sophomore		Junior		Senior		Second Bachelor		Unclassified		Total	Total	Total	% of School		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Full-Time	Part-Time	Enrollment			
Fulton School of Liberal Arts																		
Art	8	-	35	-	30	1	32	2	2	2			107	5	112	6.2%		
Art (Fine)	25	-	17	1	17	3	28	-	1	1			88	5	93	5.1%		
Communication Arts	76	-	119	4	122	3	107	10	-	-			424	17	441	24.4%		
Conflict Resolution	6	-	9	2	9	-	7	-	-	-			31	2	33	1.8%		
English	45	-	39	1	45	4	30	6	2	2			161	13	174	9.6%		
Environmental Issues	3	-	1	-	2	-	3	-	-	-			9	0	9	0.5%		
French	-	-	1	-	2	-	2	-	-	-			5	0	5	0.3%		
History	43	-	37	1	64	4	54	6	2	2			200	13	213	11.8%		
Interdisciplinary Studies	4	-	7	1	39	3	24	11	-	-			74	15	89	4.9%		
International Studies	10	-	10	-	13	1	3	-	-	-			36	1	37	2.0%		
Liberal Studies	-	-	-	-	-	-	-	1	-	-			-	1	1	0.1%		
Music	9	-	5	-	5	1	9	-	-	-			28	1	29	1.6%		
Philosophy	7	-	10	-	8	-	10	2	-	-			35	2	37	2.0%		
Political Science	29	1	33	1	29	1	25	3	1	-			117	6	123	6.8%		
Psychology	66	-	79	3	81	4	56	7	-	-			282	14	296	16.4%		
Sociology	14	1	8	-	9	2	7	-	-	-			38	3	41	2.3%		
Spanish	4	1	10	-	16	1	9	3	1	1			40	6	46	2.5%		
Theatre	10	-	6	-	6	-	7	-	-	-			29	0	29	1.6%		
Subtotal	359	3	426	14	497	28	413	51	9	8			1,704	104	1,808	100.0%		
Henson School of Science & Technology																		
Biology	122	2	76	13	86	8	87	11	1	2			372	36	408	30.4%		
Chemistry	22	-	17	1	16	1	7	3	-	-			62	5	67	5.0%		
Computer Science	35	-	14	-	15	2	17	6	-	-			81	8	89	6.6%		
Environmental Health	2	-	5	-	3	1	3	3	-	-			13	4	17	1.3%		
Geography	13	-	14	-	23	1	21	3	-	-			71	4	75	5.6%		
Mathematics	23	-	24	1	30	3	23	1	-	-			100	5	105	7.8%		
Medical Technology	10	1	5	-	13	-	5	1	3	1			36	3	39	2.9%		
Nursing	103	3	124	5	68	1	72	3	46	3			413	15	428	31.8%		
Physics	20	-	18	1	9	1	10	3	-	-			57	5	62	4.6%		
Respiratory Therapy	2	-	7	1	25	-	18	-	1	-			53	1	54	4.0%		
Subtotal	352	6	304	22	288	18	263	34	51	6			1,258	86	1,344	100.0%		
Perdue School of Business																		
Accounting	44	-	38	5	44	6	64	8	4	7				194	26	220	15.3%	
Business Administration	272	2	208	7	75	3	15	5	-	-				570	17	587	40.9%	
Economics	7	-	5	-	4	-	5	2	-	-				21	2	23	1.6%	
Finance	12	-	16	-	36	6	59	5	2	2				125	13	138	9.6%	
Information Systems	7	-	15	-	24	3	27	3	-	1				73	7	80	5.6%	
Management	23	-	20	-	68	1	76	7	-	-				187	8	195	13.6%	
Marketing	45	-	33	1	56	1	50	5	-	-				184	7	191	13.3%	
Subtotal	410	2	335	13	307	20	296	35	6	10				1,354	80	1,434	100.0%	
Seidel School of Education and Professional Studies																		
Athletic Training	42	1	20	-	7	-	14	-	1	-				84	1	85	7.1%	
Early Childhood Education	20	-	24	1	33	1	38	-	-	-				115	2	117	9.8%	
Elementary Education	87	-	108	4	120	8	158	9	7	1				480	22	502	41.8%	
Exercise Science	22	-	41	1	45	2	32	5	1	-				141	8	149	12.4%	
Health Education	3	-	7	2	6	-	6	-	-	-				22	2	24	2.0%	
Physical Education	30	-	36	2	41	1	47	5	1	-				155	8	163	13.6%	
Social Work	15	1	35	4	52	12	34	7	-	-				136	24	160	13.3%	
Subtotal	219	2	271	14	304	24	329	26	10	1				1,133	67	1,200	100.0%	
Undeclared major ¹	222	2	99	5	20	-	2	-	4	1				347	8	355		
Unclassified ²													2	294	2	294	296	
TOTAL	1,562	15	1,435	68	1,416	90	1,303	146	80	26			2	294	5,798	639	6,437	

¹ Degree-Seeking Students who have not declared a major.² Non-Degree Seeking Students³ "n/a" indicates percentages of zero or percentages rounded to zero.

Table 2:

Undergraduate Enrollment by School & Discipline: Fall 1996, Fall 2001 to Fall 2005

School and Degree Program	Fall 1996	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change 2001-2005	1 Year Change	5 Year ³ Average
Fulton School of Liberal Arts									
Art	95	156	191	179	179	112	-28.2%	-37.4%	163
Art (Fine)	4	6	9	19	22	93	1450.0%	322.7%	30
Communication Arts	279	482	483	446	451	441	-8.5%	-2.2%	461
Conflict Resolution	-	6	18	26	20	33	450.0%	65.0%	21
English	137	136	163	165	168	174	27.9%	3.6%	161
Environmental Issues	-	-	-	-	2	9			6
French	8	11	11	6	8	5			8
History	169	193	241	267	240	213	10.4%	-11.3%	231
Interdisciplinary Studies	-	19	71	92	84	89	368.4%	6.0%	71
International Studies	-	-	2	17	27	37		37.0%	21
Liberal Studies	121	90	19	9	2	1			24
Music	41	32	27	23	29	29	-9.4%	0.0%	28
Philosophy	31	49	39	39	35	37	-24.5%	5.7%	40
Political Science	91	114	129	126	126	123	7.9%	-2.4%	124
Psychology	238	292	300	289	292	296	1.4%	1.4%	294
Sociology	46	33	33	46	42	41	24.2%	-2.4%	39
Spanish	14	32	30	29	41	46	43.8%	12.2%	36
Theatre	-	12	13	22	35	29	141.7%	-17.1%	22
Subtotal	1,274	1,663	1,779	1,800	1,803	1,808	8.7%	0.3%	1,771
Henson School of Science & Technology									
Biology	610	437	438	386	391	408	-6.6%	4.3%	412
Chemistry	46	56	50	51	70	67	19.6%	-4.3%	59
Computer Science	-	114	139	142	113	89	-21.9%	-21.2%	119
Environmental Health	49	41	37	36	25	17	-58.5%	-32.0%	31
Geography	70	72	63	60	80	75	4.2%	-6.3%	70
Mathematics	118	104	99	107	113	105	1.0%	-7.1%	106
Medical Technology	35	31	24	27	35	39	25.8%	11.4%	31
Nursing	180	247	305	341	403	428	73.3%	6.2%	345
Physics	41	74	81	76	70	62	-16.2%	-11.4%	73
Respiratory Therapy	71	24	28	32	43	54	125.0%	25.6%	36
Subtotal	1,220	1,200	1,264	1,258	1,343	1,344	12.0%	0.1%	1,282
Perdue School of Business									
Accounting	258	151	172	196	202	220	45.7%	8.9%	188
Business Administration	639	842	898	675	527	587	-30.3%	11.4%	706
Economics	24	15	13	13	25	23	53.3%	-8.0%	18
Finance	-	-	14	71	111	138		24.3%	84
Information Systems	80	186	159	119	97	80	-57.0%	-17.5%	128
Management	-	-	3	64	155	195		25.8%	104
Marketing	-	-	9	98	164	191		16.5%	116
Subtotal	1,001	1,194	1,268	1,236	1,281	1,434	20.1%	11.9%	1,283
Seidel School of Education & Professional Studies									
Athletic Training	-	3	67	71	80	85	27	6.3%	61
Early Childhood Education	-	-	3	41	90	117		30.0%	63
Elementary Education	631	738	710	623	538	502	-32.0%	-6.7%	622
Exercise Science	-	-	37	85	98	149		52.0%	92
Health Education	-	3	9	17	20	24	700.0%	20.0%	15
Physical Education	258	332	232	181	182	163	-50.9%	-10.4%	218
Social Work	188	145	154	141	170	160	10.3%	-5.9%	154
Subtotal	1,077	1,221	1,212	1,159	1,178	1,200	-1.7%	1.9%	1,194
Undecided ¹	273	439	313	421	417	355	-19.1%	-14.9%	389
Unclassified ²	445	343	370	325	344	296	-13.7%	-14.0%	336
Subtotal	718	782	683	746	761	651	-16.8%	-14.5%	725
TOTAL	5,290	6,060	6,206	6,199	6,366	6,437	6.2%	1.1%	6,254

¹Degree-seeking students only.²Non-degree seeking students.³For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3: Secondary Education Track Enrollment
By Major and Classification

Fall 2005						
Major	FR	SO	JR	SR	USB	Total
Biology	2	5	4	6	1	18
English	9	8	12	10	3	42
French	-	-	-	1	-	1
Health	-	2	1	3	-	6
History	15	17	27	20	1	80
Math	10	13	19	9	-	51
Music	2	1	4	6	-	13
Physical Education	28	33	38	46	-	145
Physics	-	1	1	-	-	2
Spanish	1	4	3	2	-	10
Total	67	84	109	103	5	368

Figure 1:

Secondary Education Enrollments: Fall 2005

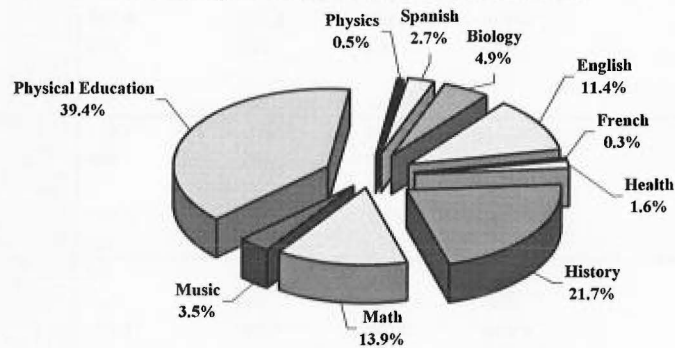


Table 3.1:

Secondary Education Track Enrollment
By Major and Classification
Fall 2000 - Fall 2005

	2000	2001	2002	2003	2004	2005
Art	3	7	2	-	-	-
Biology	25	19	17	23	25	18
Chemistry	6	7	4	5	3	-
English	47	51	63	57	48	42
French	4	4	6	3	4	1
Health	-	-	1	-	-	6
History	51	81	115	142	106	80
Math	42	49	48	59	57	51
Music	20	17	14	9	15	13
Physical Education	128	140	120	151	159	145
Physics	-	-	-	2	2	2
Spanish	10	11	11	11	14	10
Total	336	386	401	462	433	368

Table 4:

Undergraduate Student Credit Hours by Discipline
Fall Enrollment 2001-2005

Discipline	2001	2002	2003	2004	2005	% Change 2001-2005
Accounting	1,623	2,334	2,403	2,694	2,742	68.9%
Anthropology	348	480	309	453	477	37.1%
Applied Health Physiology	-	-	-	-	-	-
Art	2,877	3,391	3,232	3,319	3,558	23.7%
Athletic Trainer	-	254	210	275	210	-
Biology	6,519	6,232	6,182	6,566	6,981	7.1%
Business Administration	7,281	885	283	342	324	-95.6%
Chemistry	3,082	2,818	2,641	2,859	2,920	-5.3%
Communication Arts	4,655	4,969	4,632	4,747	4,576	-1.7%
Computer Science	1,465	1,162	1,587	1,047	886	-39.6%
Conflict Analysis & Dispute Res	201	396	561	576	621	209.0%
Dance	213	366	310	350	376	76.5%
Economics	1,562	1,608	1,534	1,611	1,479	-5.3%
Education, Early Childhood	-	48	84	306	468	-
Education, Elementary	3,321	3,501	2,475	2,571	2,517	-24.2%
Education, General	2,022	1,874	1,704	1,802	1,677	-17.1%
Education, Secondary	318	507	324	384	306	-3.8%
English	6,314	6,552	6,552	6,588	6,588	4.3%
Environmental Health	220	269	277	250	230	4.5%
Environmental Issues	-	-	-	-	18	-
Exercise Science	-	345	219	318	696	-
Finance	-	1,170	1,074	1,311	1,407	-
French	275	226	174	286	321	16.7%
General Studies	244	319	33	-	44	-82.0%
Geography	2,830	2,712	3,005	2,927	3,244	14.6%
Geology	200	280	180	192	188	-6.0%
German	114	131	114	122	141	23.7%
Health	154	504	543	641	756	390.9%
History	7,437	7,737	7,622	8,022	7,689	3.4%
Honors	415	379	414	371	489	13.0%
Info. Systems	1,539	2,267	2,294	2,307	2,339	52.0%
Interdisciplinary Studies	427	509	315	351	427	-
Latin	63	75	-	-	-	-
Management	-	1,689	1,835	2,046	2,163	-
Marketing	-	1,713	1,667	1,719	1,740	-
Mathematics	4,888	5,185	5,388	5,785	5,668	13.9%
Medical Technology	231	161	227	212	286	23.4%
Military Science	18	10	-	3	6	-72.2%
Modern Languages	222	180	72	102	108	-51.4%
Music	662	471	538	743	1,120	69.2%
Music-Applied	380	314	293	249	259	-31.8%
Nursing	1,514	1,805	2,123	2,150	2,231	47.4%
Philosophy	1,958	1,872	1,629	1,866	1,761	-10.1%
Physical Education	4,526	4,329	5,998	3,741	3,932	-13.1%
Physical Education, Teacher Ed	-	-	402	372	470	-
Physics	1,122	1,491	1,530	1,258	1,443	28.6%
Political Science	1,375	1,597	1,796	1,844	1,473	7.1%
Pre-Engineering	21	39	18	33	42	100.0%
Psychology	5,073	5,027	5,230	5,967	6,177	21.8%
Respiratory Therapy	279	279	390	612	812	191.0%
Russian	21	54	36	69	78	271.4%
Science Education	-	-	-	-	-	-
Social Science	15	9	9	6	6	-60.0%
Social Work	1,491	1,457	981	1,713	1,606	7.7%
Sociology	1,728	1,770	1,875	1,722	1,713	-0.9%
Spanish	982	1,107	1,065	1,218	1,289	31.3%
Theatre	561	597	638	875	702	25.1%
TOTALS	82,786	85,466	85,027	87,893	89,657	8.3%
Total FTES	5,519.1	5,697.1	5,668.5	5,859.5	5,977.1	8.3%

Table 1:

UNDERGRADUATE Degrees Awarded by School and Honors
2000-01 through 2004-05

School	2000-2001		2001-2002		2002-03		2003-04		2004-05	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	27	2.0%	31	2.4%	37	2.7%	41	3.2%	27	2.1%
Art (Fine)	2	0.1%	2	0.2%	11	0.8%	15	1.2%	17	1.3%
Communication Arts	122	8.9%	129	10.1%	143	10.5%	135	10.4%	131	10.0%
Conflict Analysis/Dispute Res	-	-	4	0.3%	3	0.2%	11	0.8%	15	1.1%
English	42	3.1%	31	2.4%	38	2.8%	46	3.5%	45	3.4%
French	1	0.1%	3	0.2%	5	0.4%	1	0.1%	5	0.4%
History	33	2.4%	45	3.5%	52	3.8%	85	6.5%	72	5.5%
Interdisciplinary Studies	-	-	26	2.0%	53	3.9%	63	4.8%	55	4.2%
International Studies	-	-	-	-	-	-	-	-	1	0.1%
Liberal Studies	69	5.1%	52	4.1%	12	0.9%	2	0.2%	-	0.0%
Music	5	0.4%	8	0.6%	9	0.7%	2	0.2%	5	0.4%
Philosophy	9	0.7%	22	1.7%	16	1.2%	17	1.3%	4	0.3%
Political Science	33	2.4%	25	1.9%	25	1.8%	25	1.9%	31	2.4%
Psychology	85	6.2%	79	6.2%	58	4.3%	84	6.5%	78	5.9%
Sociology	16	1.2%	12	0.9%	7	0.5%	5	0.4%	10	0.8%
Spanish	8	0.6%	12	0.9%	13	1.0%	8	0.6%	11	0.8%
Theatre	-	-	2	0.2%	6	0.4%	1	0.1%	5	0.4%
Subtotal	452	33.1%	483	37.6%	488	35.8%	541	41.6%	512	39.0%
Henson School of Science & Technology										
Biology	92	6.7%	90	7.0%	104	7.6%	71	5.5%	82	6.2%
Chemistry	13	1.0%	12	0.9%	10	0.7%	7	0.5%	12	0.9%
Computer Science	1	0.1%	11	0.9%	6	0.4%	15	1.2%	15	1.1%
Environmental Health	13	1.0%	12	0.9%	10	0.7%	8	0.6%	10	0.8%
Geography	17	1.2%	22	1.7%	28	2.1%	13	1.0%	32	2.4%
Mathematics	27	2.0%	12	0.9%	22	1.6%	24	1.8%	22	1.7%
Medical Technology	5	0.4%	10	0.8%	7	0.5%	7	0.5%	8	0.6%
Nursing	55	4.0%	54	4.2%	56	4.1%	80	6.1%	78	5.9%
Physics	5	0.4%	8	0.6%	13	1.0%	8	0.6%	4	0.3%
Respiratory Therapy	7	0.5%	11	0.9%	7	0.5%	11	0.8%	10	0.8%
Subtotal	235	17.2%	242	18.9%	263	19.3%	244	18.8%	273	20.8%
Perdue School of Business										
Accounting	46	3.4%	30	2.3%	25	1.8%	32	2.5%	34	2.6%
Business Administration	181	13.3%	171	13.3%	168	12.3%	100	7.7%	29	2.2%
Economics	11	0.8%	2	0.2%	2	0.1%	3	0.2%	8	0.6%
Finance	0	0.0%	0	0.0%	23	1.7%	28	2.2%	42	3.2%
Information Systems	56	4.1%	69	5.4%	65	4.8%	36	2.8%	38	2.9%
Management	-	-	-	-	1	0.1%	20	1.5%	54	4.1%
Marketing	-	-	-	-	11	0.8%	37	2.8%	61	4.6%
Subtotal	294	21.6%	272	21.2%	295	21.6%	256	19.7%	266	20.3%
Seidel School of Education & Professional Studies										
Athletic Training	-	-	8	0.6%	9	0.7%	3	0.2%	7	0.5%
Early Childhood Education	-	-	0	0.0%	0	0.0%	0	0.0%	12	0.9%
Elementary Education	168	12.3%	169	13.2%	194	14.2%	145	11.1%	108	8.2%
Exercise Science	-	-	-	-	19	1.4%	18	1.4%	33	2.5%
Health Education	-	-	-	-	-	-	1	0.1%	7	0.5%
Physical Education	62	4.5%	63	4.9%	37	2.7%	38	2.9%	34	2.6%
Social Work	74	5.4%	46	3.6%	59	4.3%	55	4.2%	61	4.6%
Subtotal	304	22.3%	286	22.3%	318	23.3%	260	20.0%	262	20.0%
TOTAL	1,285	94.2%	1,283	100.0%	1,364	100.0%	1,301	100.0%	1,313	100.0%
Honor Degrees										
Cum Laude	216	51.4%	237	52.9%	285	52.6%	268	49.6%	146	45.5%
Magna Cum Laude	109	26.0%	114	25.4%	128	23.6%	137	25.4%	96	29.9%
Summa Cum Laude	90	21.4%	81	18.1%	107	19.7%	112	20.7%	60	18.7%
Bellavance Honors	5	1.2%	16	3.6%	22	4.1%	15	2.8%	9	2.8%
Bellavance Honors w/Distinction ¹	-	0.0%	-	0.0%	-	0.0%	8	1.5%	10	3.1%
TOTAL	420	100.0%	448	100.0%	542	100.0%	540	100.0%	321	100.0%
Honor Degrees as a Percent										
Total Undergraduate Degrees		32.7%		34.9%		39.7%		41.5%		24.4%

¹New designation beginning with degrees awarded in AY03-04.

Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1995-96, AY 2000-01 through 2004-05

	1995-96	2000-01	2001-02	2002-03	2003-04	2004-05
Grand Total Baccalaureate Degrees	1,091	1,285	1,283	1,364	1,301	1,313
Bachelor of Arts	354	423	441	434	501	471
% of Total	32.4%	32.9%	34.4%	31.8%	38.5%	35.9%
Bachelor of Science	677	786	794	859	730	764
% of Total	62.1%	61.2%	61.9%	63.0%	56.1%	58.2%
Bachelor of Arts in Social Work	59	74	46	60	55	61
% of Total	5.4%	5.8%	3.6%	4.4%	4.2%	4.6%
Bachelor of Fine Arts	1	2	2	11	15	17
% of Total	0.1%	0.2%	0.2%	0.8%	1.2%	1.3%

Figure 1:

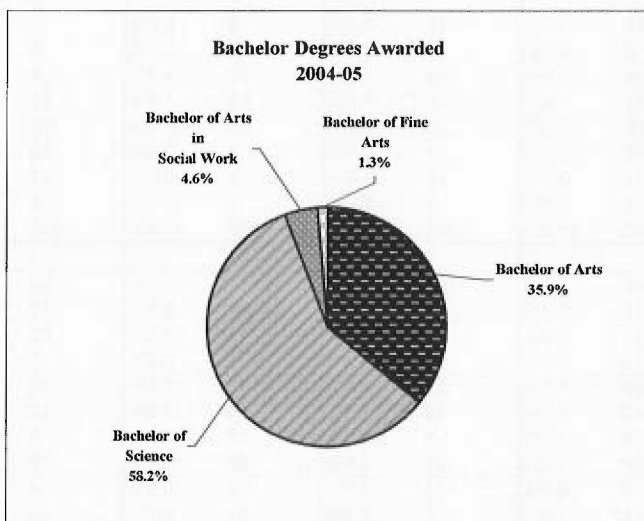


Table 3: Number of Undergraduate Students Graduating with a Secondary Education Track by Major: AY 1999-00 to AY 2004-05

Major	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Biology	2	3	-	7	2	1
Chemistry	2	2	1	-	1	2
English	9	9	6	11	12	15
French	1	-	1	2	-	2
History	15	7	13	19	23	24
Mathematics	4	7	3	8	8	10
Music	-	3	4	6	1	2
Physical Education	24	30	34	22	33	28
Spanish	1	1	4	2	2	3
Total	58	62	66	77	82	87
% of Total Undergraduate Baccalaureate Recipients	5.5%	4.8%	5.1%	5.6%	6.3%	6.6%

Table 4:

2004-05 Undergraduate Degrees Awarded by Track
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major	TOTAL	AANT	ACSC	AETH	AIPL	APPL	AWMS	BIOC	CELL	CLIN	CORP	DEVL	DUAL	ECOL	ENSC	ERTH	ESOL	HSRV	IGRP	INDV	GEINFO
Art	27																				
Biology	82								7					2	9						
Bus Admin.	29																			2	
CADR	15																		2		
Chemistry	12		2					6													
Comm Arts	131																				
English	45																3				
Exercise Science	33									5											
Finance	42										7										
French	5																				
Geography	32															3					9
History	72	2																			
Interdisc Studies	55	4		1				1													
Mathematics	22																				
Music	5																				
Nursing	78																				
Physical Education	34																				
Physics	4																				
Political Science	31					2															
Psychology	78											1						5			
Social Work	61				1									9							
Spanish	11																				
Theatre	5																				
Total	909	6	2	1	1	2	1	6	7	5	7	1	9	2	9	3	3	5	2	2	9

Key to Tracks

AANT: Anthropology	DUAL: UMES Dual Degree	INDV: Individualized	OED: Outdoor Education
ACSC: American Chemical Soc.	ECOL: Ecology/Evolutionary Biology	GEINFO: Geographic Information Sciences	PERF: Performance
APPL: Applied Politics	ECON: Economics	INTL: International	PLAN: Financial Planning
BIOC: Biochemistry	ENSC: Environmental/Marine Sciences	INTR: Interpersonal/Organizational	RHET: Writing and Rhetoric
BIOL: Biology	ENVI: Environmental Policy	INVS: Investments	RNBS: RN to BS Articulation
CELL: Cell/Molecular Biology/Biotech	ERTH: Earth/Atmospheric Sciences	IPRS: Interpersonal	RNSD: RN/Second Bachelor's Degree
CLIN: Clinical	ESOL: English as a Second Lang.	JRNL: Journalism/Public Relations	SCED: Secondary Education
COMP: Composition	EXSC: Exercise Science	MASS: Mass Media	SDBS: Second Bachelor's Degree
CORP: Corporate Finance	HSRV: Human Services	MICR: Microbiology	TCHR: Teacher Education
DEVL: Developmental Psychology	IGRP: Inter-Group		

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

Major	INTL	INTR	INVS	IPRS	JRNL	LBRL	MASS	MICR	OED	ORGN	PERF	PETC	PLAN	RHET	RNBS	SCED	SDBS	TCHR	THEA	No track
Art				1																26
Biology								3		1						1				59
Bus Admin.	8		1																	18
CADR	2			1																10
Chemistry																2				2
Comm Arts		56			35		38				1							1		-
English														9		15				18
Exercise Science																				28
Finance			5										17							13
French																2				3
Geography													8							12
History																24				46
Interdisc Studies																				49
Mathematics																10				12
Music						2												2		1
Nursing															1		17			60
Physical Education									5		1							28		-
Physics								1												3
Political Science																				29
Psychology																				72
Social Work																				51
Spanish																3				8
Theatre											2									3
Total	10	56	6	1	36	2	38	4	5	1	3	1	25	9	1	57	17	30	1	523

Table 5:

**2004-05 Degrees Awarded
By Major and Concentration**
(Covers only those programs where concentrations are offered)

Major	Computer Science	Creative Writing	Film	Finance	Folklore	Global Cultural Studies	Graphic Design/ Visual Communications	Linguistics	Literature	Management	Marketing	Statistics	Three Dimensional Studio	Two Dimensional Studio	Total
Art							18						2	3	23
Business Administration				1						6	11				18
Computer Science	1														1
English		7	1		1			1	8						18
International Studies						1									1
Mathematics	1											2			3
Total	2	7	1	1	1	1	18	1	8	6	11	2	2	3	64

Figure 2:

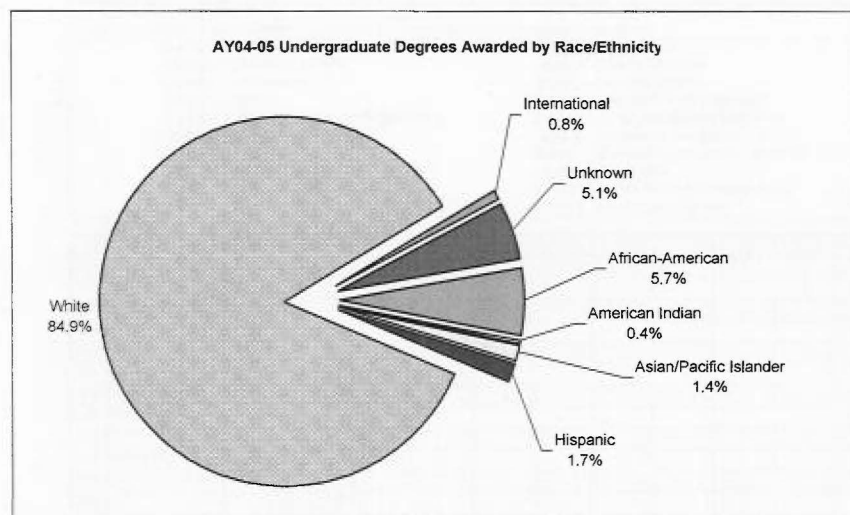
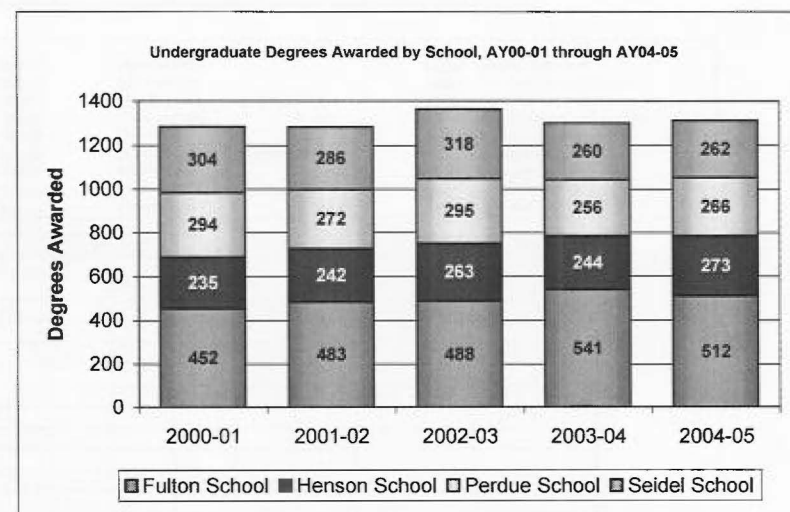
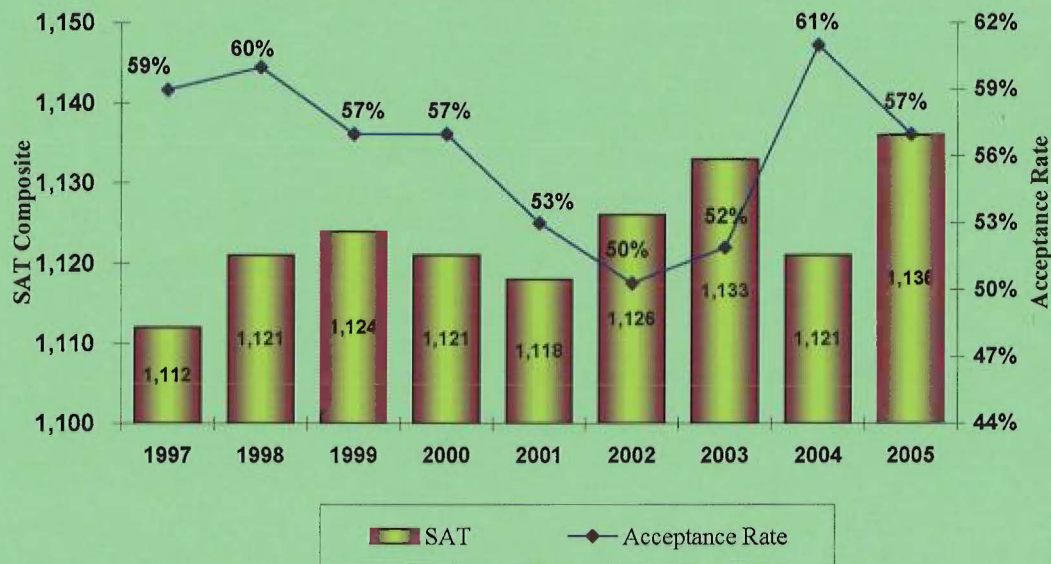


Figure 3:



Retention and Graduation Rates, Freshmen and Transfer Summaries

**Mean SAT Scores of SU First-time Freshmen
vs. SU Freshman Acceptance Rate**



**6-Year Graduation Rates of African-American
Students by Select USM Institutions**

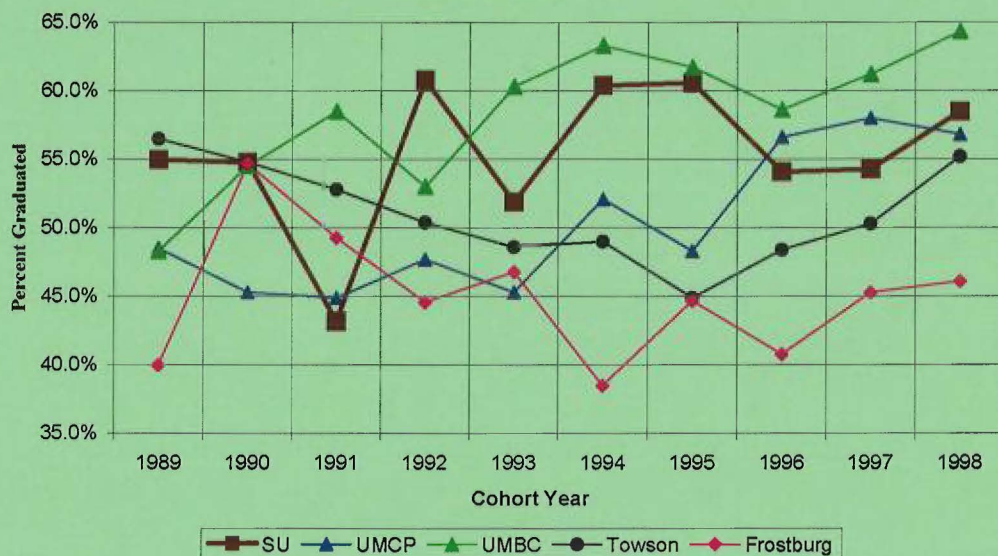




Table 1:

Salisbury University
Retention and Graduation Statistics for Freshman Class Cohorts
Fall 1985 through Fall 2004

Entering Fall	Cohort	Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate				
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads								
2004	982	910 92.7%	815 83.0%																											
2003	950	889 93.6%	771 81.2%	0 0.0%	731 76.9%	0 0.0%	683 71.9%																							
2002	900	822 91.3%	718 79.8%	0 0.0%	695 77.2%	0 0.0%	659 73.2%	0 0.0%	645 71.7%	4 0.4%	640 71.1%																			
2001	941	869 92.3%	765 81.3%	0 0.0%	725 77.0%	0 0.0%	687 73.0%	0 0.0%	683 72.6%	6 0.6%	668 71.0%	25 2.7%	636 67.6%	393 41.8%	214 22.7%									424 45.1%						
2000	929	873 94.0%	767 82.6%	0 0.0%	746 80.3%	0 0.0%	701 75.5%	1 0.1%	688 74.1%	6 0.6%	666 71.7%	19 2.0%	647 69.6%	445 47.9%	178 19.2%	83 8.9%	99 10.7%	58 6.2%	37 4.0%					471 50.7%	612 65.9%					
1999	856	795 92.9%	705 82.4%	0 0.0%	678 79.2%	0 0.0%	649 75.8%	0 0.0%	629 73.5%	7 0.8%	612 71.5%	36 4.2%	571 66.7%	389 45.4%	157 18.3%	86 10.0%	68 7.9%	49 5.7%	25 3%	5 0.6%	15 1.8%	6 0.7%	432 50.5%	567 66.2%	578 67.5%					
1998	915	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%	22 2.4%	613 67.0%	389 42.5%	224 24.5%	110 12.0%	115 12.6%	54 5.9%	25 2.7%	10 1.2%	18 2.1%	10 1.2%	411 44.9%	575 62.8%	595 65.0%					
1997	868	816 94.1%	711 82.0%	0 0.0%	684 78.9%	0 0.0%	629 72.5%	0 0.0%	626 72.2%	7 0.8%	606 69.9%	26 3.0%	571 65.9%	368 42.4%	200 23.1%	102 11.8%	106 12.2%	56 6.5%	54 6.2%	15 1.7%	53 6.1%	5 0.6%	401 46.2%	559 64.4%	579 66.7%					
1996	685	654 95.5%	580 84.7%	0 0.0%	553 80.7%	0 0.0%	514 75.0%	1 0.1%	502 73.3%	6 0.9%	464 67.7%	24 3.5%	443 64.7%	268 39.1%	148 21.6%	86 12.6%	72 10.5%	39 5.7%	37 5.4%	11 1.6%	29 5.6%	8 1.2%	299 43.6%	424 61.9%	443 64.7%					
1995	642	602 93.8%	536 83.5%	0 0.0%	508 79.1%	1 0.2%	486 75.7%	0 0.0%	475 74.0%	8 1.2%	454 70.7%	26 4.0%	430 67.0%	287 44.7%	129 20.1%	50 7.8%	71 11.1%	39 6.1%	31 4.8%	14 2.2%	23 3.6%	5 0.8%	322 50.2%	411 64.0%	430 67.0%					
1994	678	624 92.0%	539 79.5%	1 0.1%	508 74.9%	0 0.0%	469 69.2%	0 0.0%	471 69.5%	8 1.2%	449 66.2%	15 2.2%	428 63.1%	239 35.3%	130 19.2%	60 8.8%	71 10.5%	30 4.4%	28 4.1%	13 1.9%	19 2.8%	0 0.0%	263 38.8%	353 52.1%	366 54.0%					
1993	726	662 91.2%	571 78.7%	0 0.0%	535 73.7%	0 0.0%	488 67.2%	0 0.0%	480 66.1%	8 1.1%	460 63.4%	11 1.5%	449 61.8%	277 38.2%	158 21.8%	76 10.5%	80 11.0%	33 4.5%	36 5.0%	15 2.1%	25 3.4%	0 0.0%	296 40.8%	405 55.8%	420 57.9%					
1992	634		82.6%				71.3%				66.1%												41.6%	57.6%	59.2%					
1991	711		79.5%				68.5%				64.8%												40.2%	54.7%	56.8%					
1990	659		78.3%				67.4%				62.1%												40.2%	53.6%	57.2%					
1989	773		83.6%				70.1%				66.4%												38.4%	56.0%	59.2%					
1988	855		76.7%				66.4%				63.7%												32.3%	50.9%	53.9%					
1987	803		77.1%				67.5%				63.1%												36.6%	50.9%	55.4%					
1986	685		72.0%				57.5%				53.9%												27.4%	43.5%	48.0%					
1985	710		75.6%				57.7%				54.0%												27.9%	45.6%	48.9%					
Retention Rates 5-year average			Year 1 81.6%	Year 2 73.9%				Year 3 71.0%				Year 4				Year 5				Year 6				Graduation Rates 5-year average				4-year 47.5%	5-year 64.3%	6-year 66.2%

Note: Retention is reported as of the beginning of the semester.

Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

Semester by semester headcounts and percentages are not available prior to Fall 1993.

These rates will differ from those reported by the USM and the MHEC due to their use of expanded definitions.

Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

Source: SPSS Longitudinal Research Files

Table 2:

Salisbury University
Retention and Graduation Statistics for Freshman Class Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2004

Entering Fall Cohort		Year 1 Retention/Graduation																				4-year				5-year				6-year																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Year 2 Retention/Graduation					Year 3 Retention/Graduation					Year 4 Retention/Graduation					Year 5 Retention/Graduation					Year 6 Retention/Graduation					Graduation Rate	Graduation Rate	Graduation Rate																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Cohort		Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem

Table 2:

Salisbury University
Retention and Graduation Statistics for Freshman Class Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2004

Entering Fall Cohort		Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads					
1996 Full Cohort		685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443	
			95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%	
African-American		61	57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7	2	5	2	15	26	30	
			93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%	3.3%	8.2%	3.3%	24.6%	42.6%	49.2%	
White, non-Hispanic		609	583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30	9	24	6	280	390	405	
			95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.5%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%	1.5%	3.9%	1.0%	46.0%	64.0%	66.5%	
Other		15	14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0	0	0	0	4	8	8	
			93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	26.7%	53.3%	53.3%	
1995 Full Cohort		642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430	
			93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%	
African-American		34	29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21	
			85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%	
White, non-Hispanic		591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401	
			94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%	
Other		17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8	
			88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%	
1994 Full Cohort		678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366	
			92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%	
African-American		53	48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23	
			90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%	
White, non-Hispanic		609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338	
			92.3%	80.5%	0.2%	75.9%	0.0%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%	
Other		16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5	
			87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%	
1993 Full Cohort		726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420	
			91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%	
African-American		55	42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	3	1	0	14	22	25	
			76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	5.5%	1.8%	0.0%	25.5%	40.0%	45.5%	
White, non-Hispanic		654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385	
			92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.5%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%	
Other		17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	10	
			94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	0.0%	23.5%	52.9%	58.8%	
Retention Rates		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Graduation Rates		4-year		5-year		6-year							
5-year average-ALL		81.0%		73.9%		71.0%								Average-ALL		47.5%		64.3%		66.2%							
African-American		77.4%		66.9%		57.9%								African-American		25.2%		40.8%		47.8%							
White, non-hispanic		83.2%		75.1%		73.2%								White, non-hispanic		49.8%		66.5%		68.0%							
Other		72.2%		66.5%		59.5%								Other		33.7%		51.0%		51.1%							

Retention is reported as of the beginning of the semester.

Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

Semester by semester headcounts and percentages are not available prior to Fall 1993.

These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

Source: SPSS Longitudinal Research Files

Table 3:

Salisbury University
Retention and Graduation Statistics for Freshman Class Cohorts - BY GENDER
Fall 1993 through Fall 2004

Entering Fall Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
2004 982	910	815																						
	92.7%	83.0%																						
Male 446	405	359																						
	90.8%	80.5%																						
Female 536	505	456																						
	94.2%	85.1%																						
2003 950	889	771	0	731	0	683																		
	93.6%	81.2%	0.0%	76.9%	0.0%	71.9%																		
Male 417	390	331	0	316	0	285																		
	93.5%	79.4%	0.0%	75.8%	0.0%	68.3%																		
Female 533	499	440	0	415	0	398																		
	93.6%	82.6%	0.0%	77.9%	0.0%	74.7%																		
2002 900	822	718	0	695	0	659	0	645	4	640														
	91.3%	79.8%	0.0%	77.2%	0.0%	73.2%	0.0%	71.7%	0.4%	71.1%														
Male 375	339	279	0	268	0	247	0	243	2	237														
	90.4%	74.4%	0.0%	71.5%	0.0%	65.9%	0.0%	64.8%	0.5%	63.2%														
Female 525	483	439	0	427	0	412	0	402	2	403														
	92.0%	83.6%	0.0%	81.3%	0.0%	78.5%	0.0%	76.6%	0.4%	76.8%														
2001 941	869	765	0	725	0	687	0	683	6	668	25	636	393	214								424		
	92.3%	81.3%	0.0%	77.0%	0.0%	73.0%	0.0%	72.6%	0.6%	71.0%	2.7%	67.6%	41.8%	22.7%								45.1%		
Male 400	361	309	0	286	0	274	0	267	3	261	4	253	124	114								131		
	90.3%	77.3%	0.0%	71.5%	0.0%	68.5%	0.0%	66.8%	0.8%	65.3%	1.0%	63.3%	31.0%	28.5%								32.8%		
Female 541	508	456	0	439	0	413	0	416	3	407	21	383	269	100								293		
	93.9%	84.3%	0.0%	81.1%	0.0%	76.3%	0.0%	76.9%	0.6%	75.2%	3.9%	70.8%	49.7%	18.5%								54.2%		
2000 929	873	767	0	746	0	701	1	688	6	666	19	647	445	178	83	99	58	37				471	612	
	94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.7%	2.0%	69.6%	47.9%	19.2%	8.9%	10.7%	6.2%	4.0%				50.7%	65.9%	
Male 389	368	315	0	305	0	282	0	279	2	272	6	267	148	101	45	64	31	29				156	232	
	94.6%	81.0%	0.0%	78.4%	0.0%	72.5%	0.0%	71.7%	0.5%	69.9%	1.5%	68.6%	38.0%	26.0%	11.6%	16.5%	8.0%	7.5%				40.1%	59.6%	
Female 540	505	452	0	441	0	419	1	409	4	394	13	380	297	77	38	35	27	8				315	380	
	93.5%	83.7%	0.0%	81.7%	0.0%	77.6%	0.2%	75.7%	0.7%	73.0%	2.4%	70.4%	55.0%	14.3%	7.0%	6.5%	5.0%	1.5%				58.3%	70.4%	
1999 856	795	705	0	678	0	649	0	629	7	612	36	571	389	157	86	68	49	25	5	15	6	432	567	578
	92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.2%	66.7%	45.4%	18.3%	10.0%	7.9%	5.7%	2.9%	0.6%	1.8%	0.7%	50.5%	66.2%	67.5%
Male 337	307	274	0	268	0	246	0	237	1	236	7	223	133	78	42	35	26	13	0	9	4	141	209	213
	91.1%	81.3%	0.0%	79.5%	0.0%	73.0%	0.0%	70.3%	0.3%	70.0%	2.1%	66.2%	39.5%	23.1%	12.5%	10.4%	7.7%	3.9%	0.0%	2.7%	1.2%	41.8%	62.0%	63.2%
Female 519	488	431	0	410	0	403	0	392	6	376	29	348	256	79	44	33	23	12	5	6	2	291	358	365
	94.0%	83.0%	0.0%	79.0%	0.0%	77.6%	0.0%	75.5%	1.2%	72.4%	5.6%	67.1%	49.3%	15.2%	8.5%	6.4%	4.4%	2.3%	1.0%	1.2%	0.4%	56.1%	69.0%	70.3%
1998 915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25	10	18	10	411	575	595
	93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.0%	12.6%	5.9%	2.7%	1.1%	2.0%	1.1%	44.9%	62.8%	65.0%
Male 394	366	303	0	287	0	270	0	274	0	264	0	261	133	128	62	64	28	17	8	10	8	133	223	239
	92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%	0.0%	66.2%	33.8%	32.5%	15.7%	16.2%	7.1%	4.3%	2.0%	2.5%	2.0%	33.8%	56.6%	60.7%
Female 521	493	437	0	416	0	397	0	386	0	375	22	352	256	96	48	51	26	8	2	8	2	278	352	356
	94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%	4.2%	67.6%	49.1%	18.4%	9.2%	9.8%	5.0%	1.5%	0.4%	1.5%	0.4%	53.4%	67.6%	68.3%
1997 868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579
	94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%
Male 365	339	289	0	278	0	251	0	250	1	240	4	231	123	110	51	59	26	26	12	18	3	128	205	220
	92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	65.8%	1.1%	63.3%	33.7%	30.1%	14.0%	16.2%	7.1%	7.1%	3.3%	4.9%	0.8%	35.1%	56.2%	60.3%
Female 503	477	422	0	406	0	378	0	376	6	366	22	340	245	90	51	47	30	28	3	35	2	273	354	359
	94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%	10.1%	9.3%	6.0%	5.6%	0.6%	7.0%	0.4%	54.3%	70.4%	71.4%

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Table 3:

Salisbury University
Retention and Graduation Statistics for Freshman Class Cohorts - BY GENDER
Fall 1993 through Fall 2004

Entering Fall Cohort		Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads				
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443	
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%	
	Male 296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25	7	17	5	93	166	178	
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	65.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%	2.4%	5.7%	1.7%	31.4%	56.1%	60.1%	
Female 389	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12	4	12	3	206	258	265		
	95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%	1.0%	3.1%	0.8%	53.0%	66.3%	68.1%		
1995	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430	
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%	
	Male 230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146	
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%	
Female 412	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284		
	94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%		
1994	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366	
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%	
	Male 282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137	
		91.8%	78.4%	0.4%	74.5%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%	
Female 396	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229		
	92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%		
1993	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420	
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%	
	Male 321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160	
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%	
Female 405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260		
	92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%		
Retention Rates		Year 1						Year 2						Year 3						Graduation Rates				4-year	5-year	6-year
5-year average-ALL		81.6%						73.9%						71.0%						Average-ALL				47.5%	64.3%	66.2%
Male		78.5%						69.6%						67.1%						Male				36.7%	58.1%	61.6%
Female		83.8%						76.9%						73.9%						Female				55.2%	68.7%	69.4%

Note: Retention is reported as of the beginning of the semester.

Graduation rate is reported as of the end of the semester. August graduations are reported at the end of each Fall semester along with December and January graduations.

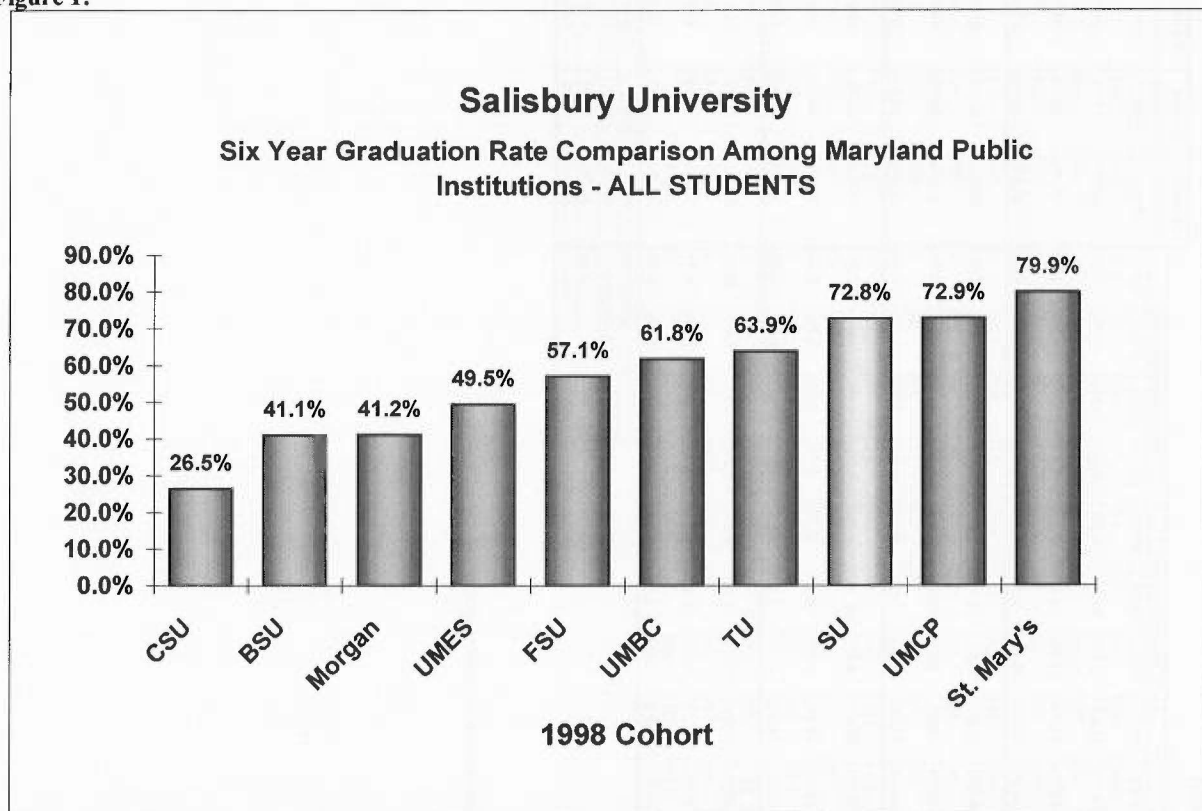
Semester by semester headcounts and percentages are not available prior to Fall 1993.

These rates will differ from those reported by the USM and the MHEC due their use of expanded definitions.

Average retention rates (above) and graduation rates (at right) are the average of the five most recent years presented.

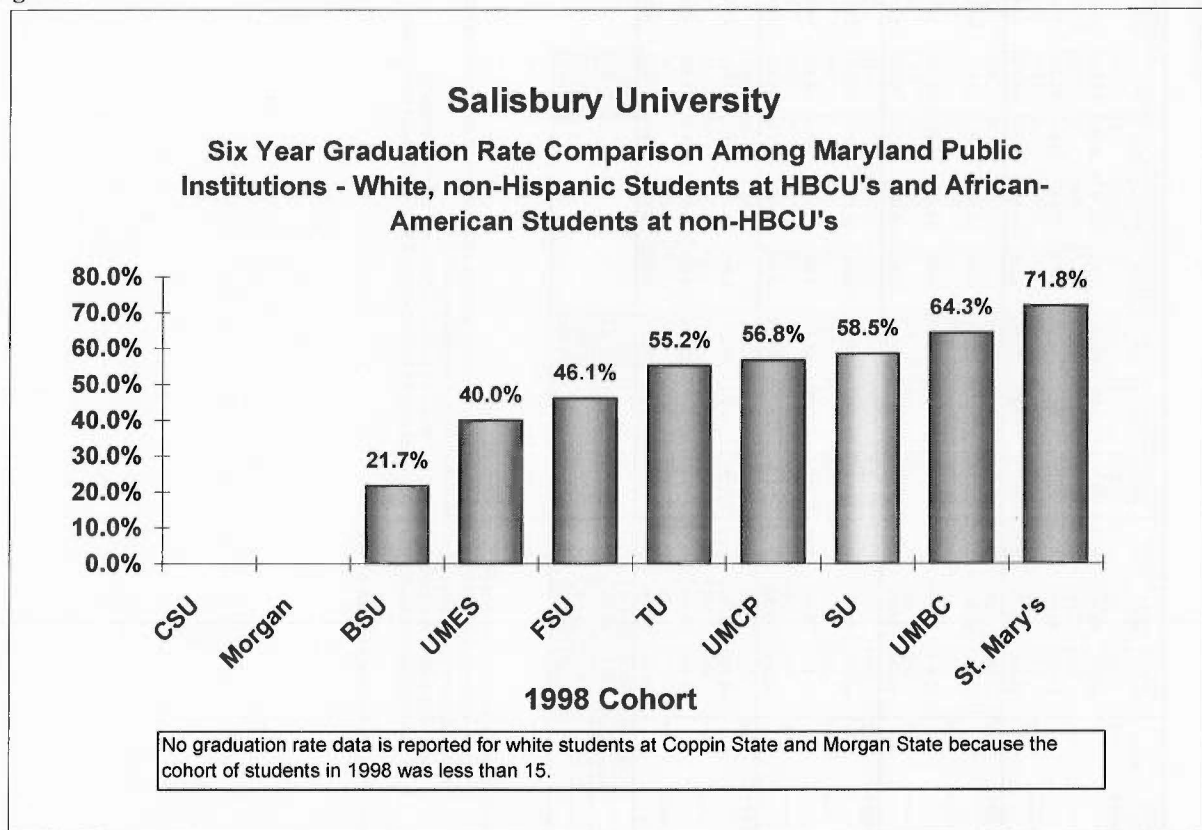
Source: SPSS Longitudinal Research Files

Figure 1:



Source: MHEC Retention and Graduation Rates at Maryland Public Four-Year Institutions dated May 2005.

Figure 2:



Source: MHEC Retention and Graduation Rates at Maryland Public Four-Year Institutions dated May 2005.

Comparison of 4, 5, and 6 Year Graduation Rates Among Selected USM Institutions
First-time, Full-time Degree-seeking Undergraduates
Graduating from any USM Institution by Institution of First Enrollment

Figure 3:

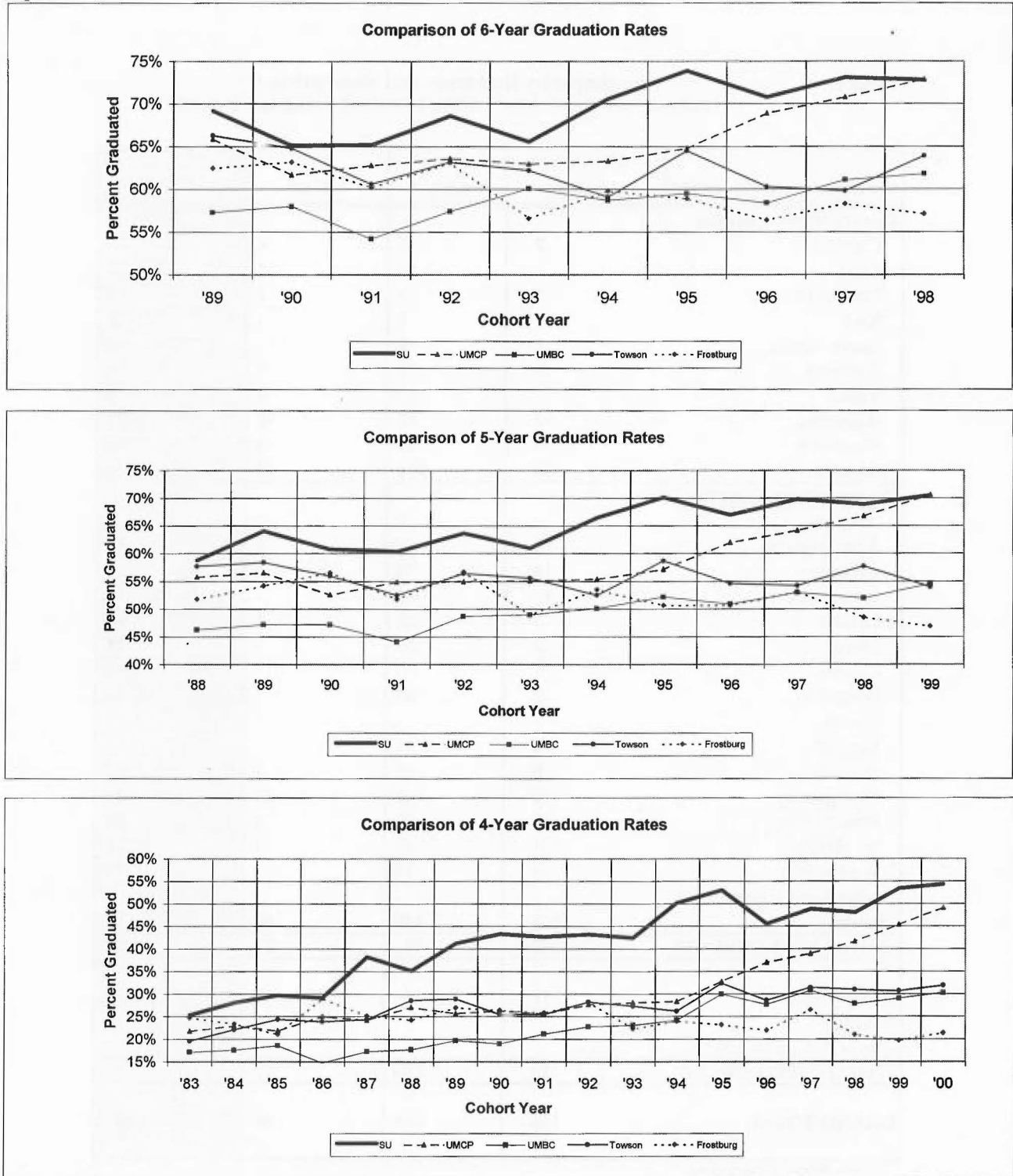


Table 4:

Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Undergraduates
Average of 1996, 1997, and 1998 Cohorts (for 6-year graduation rates)

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	22.4%	49.5%	57.3%
Salisbury	51.9%	69.7%	72.2%
Towson	31.2%	55.5%	61.3%
UMBC	29.1%	52.0%	60.4%
UMCP	45.4%	64.3%	70.9%

Source: MHEC report
"Retention and Graduation
Rates at Maryland Public
Four-Year Institutions",
May 2005.

Table 1:

Enrollment by Residence and Race/Ethnicity
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2005

MARYLAND COUNTIES	African-American	White	Other²	Total
Eastern Shore Counties				
Caroline	2	6	4	12
Cecil	-	19	1	20
Dorchester	1	12	2	15
Kent	1	7	-	8
Queen Anne's	1	8	-	9
Somerset	6	11	1	18
Talbot	-	11	2	13
Wicomico	18	87	15	120
Worcester	6	40	6	52
Subtotal	35	201	31	267
Western Shore Counties				
Allegany	-	2	-	2
Anne Arundel	4	63	4	71
Baltimore	18	78	7	103
Baltimore City	10	4	-	14
Calvert	3	22	1	26
Carroll	2	35	-	37
Charles	-	6	1	7
Frederick	2	42	1	45
Garrett	-	-	-	-
Harford	2	45	-	47
Howard	6	55	1	62
Montgomery	16	90	23	129
Prince George's	37	20	3	60
St. Mary's	1	17	1	19
Washington	4	11	-	15
Unknown County	-	-	-	-
Subtotal	105	490	42	637
TOTAL MD. RESIDENTS	140	691	73	904
OUT-OF-STATE	17	154	17	188
FOREIGN	1	-	5	6
UNKNOWN RESIDENCE	-	-	-	-
TOTAL NONRESIDENTS	18	154	22	194
GRAND TOTAL	158	845	95	1,098

¹Includes first-time non-degree students.²"Other" includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Table 1.1:

Enrollment by Residence and Race/Ethnicity Historical
(Full and Part-Time) NEW UNDERGRADUATE Students: Fall 2001-Fall 2005

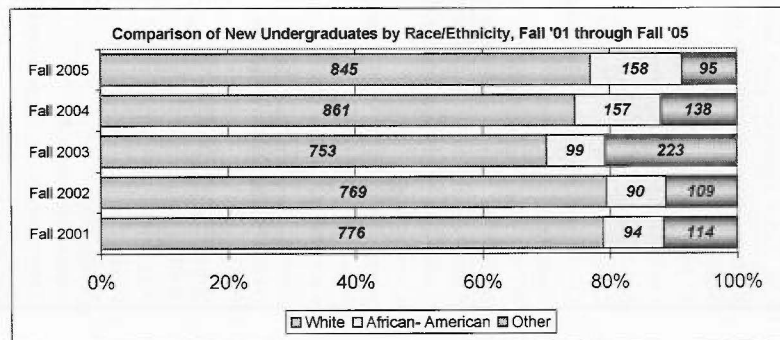
MARYLAND COUNTIES	Fall 2001				Fall 2002				Fall 2003				Fall 2004				Fall 2005			
	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total	African-American	White	Other ²	Total
Eastern Shore Counties																				
Caroline	-	11	-	11	-	13	1	14	-	6	2	8	-	9	-	9	2	6	4	12
Cecil	-	25	2	27	-	18	3	21	-	13	2	15	-	18	-	18	-	19	1	20
Dorchester	1	13	1	15	-	10	-	10	1	8	4	13	1	22	2	25	1	12	2	15
Kent	-	-	-	-	-	5	-	5	-	4	3	7	-	8	-	8	1	7	-	8
Queen Anne's	-	8	1	9	-	13	-	13	-	16	1	17	-	8	2	10	1	8	-	9
Somerset	2	9	-	11	4	12	1	17	2	7	6	15	2	11	3	16	6	11	1	18
Talbot	1	11	1	13	3	7	-	10	1	11	2	14	1	6	1	8	-	11	2	13
Wicomico	11	91	16	118	6	88	20	114	12	76	34	122	21	108	21	150	18	87	15	120
Worcester	2	26	4	32	3	39	4	46	1	31	11	43	7	34	5	46	6	40	6	52
Subtotal	17	194	25	236	16	205	29	250	17	172	65	254	32	224	34	290	35	201	31	267
Western Shore Counties																				
Allegany	-	-	-	-	-	1	-	1	-	1	-	1	1	-	-	1	-	2	-	2
Anne Arundel	1	72	5	78	3	65	8	76	5	61	9	75	4	89	8	101	4	63	4	71
Baltimore	16	67	5	88	10	67	3	80	7	82	18	107	27	81	8	116	18	78	7	103
Baltimore City	-	3	-	3	2	1	-	3	5	-	-	5	8	7	1	16	10	4	-	14
Calvert	-	20	3	23	-	20	2	22	1	12	-	13	1	29	2	32	3	22	1	26
Carroll	-	32	2	34	1	18	2	21	-	30	5	35	1	40	2	43	2	35	-	37
Charles	2	12	1	15	1	8	1	10	-	13	4	17	1	14	4	19	-	6	1	7
Frederick	-	43	1	44	1	34	4	39	1	35	5	41	2	27	6	35	2	42	1	45
Garrett	-	1	-	1	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-
Harford	1	39	8	48	2	42	4	48	3	39	5	47	2	38	8	48	2	45	-	47
Howard	2	45	11	58	4	52	6	62	3	53	11	67	7	55	10	72	6	55	1	62
Montgomery	7	75	19	101	14	69	15	98	9	58	37	104	9	62	17	88	16	90	23	129
Prince George's	38	25	4	67	25	22	8	55	39	21	14	74	39	17	4	60	37	20	3	60
St. Mary's	-	7	1	8	2	8	3	13	-	5	1	6	2	14	1	17	1	17	1	19
Washington	-	13	1	14	2	7	-	9	1	18	4	23	3	15	1	19	4	11	-	15
Unknown County	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	67	454	61	582	67	414	56	537	74	428	113	615	107	490	72	669	105	490	42	637
TOTAL MD. RESIDENTS	84	648	86	818	83	619	85	787	91	600	178	869	139	714	106	959	140	691	73	904
OUT-OF-STATE	10	127	21	158	7	150	18	175	8	153	32	193	18	146	27	191	17	154	17	188
FOREIGN COUNTRIES	-	1	7	8	-	-	6	6	-	-	13	13	-	1	5	6	1	-	5	6
UNKNOWN RESIDENCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NONRESIDENTS	10	128	28	166	7	150	24	181	8	153	45	206	18	147	32	197	18	154	22	194
GRAND TOTAL	94	776	114	984	90	769	109	968	99	753	223	1,075	157	861	138	1,156	158	845	95	1,098

¹Includes full-time non-degree students

²Other² includes Hispanic, Asian/Pacific Islander, American Indian, and unknown groups

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Figure 1:



**Table 2: Top Feeder High Schools to Salisbury University
Fall 2005**

Maryland High Schools	County	# of Freshmen	% of SU Freshman Class
Stephen Decatur High School	Worcester	22	2.3%
Bennett High School	Wicomico	21	2.2%
Parkside High School	Wicomico	20	2.1%
Damascus High School	Montgomery	17	1.8%
Mount Hebron High School	Howard	11	1.1%
Quince Orchard Sr. High School	Montgomery	11	1.1%
Wicomico Senior High School	Wicomico	11	1.1%
Severna Park High School	Anne Arundel	11	1.1%
Fallston High School	Harford	10	1.0%
Col. Zadok Magruder High School	Montgomery	10	1.0%
Eleanor Roosevelt High School	Prince George's	10	1.0%
Sherwood High School	Montgomery	10	1.0%
C. Milton Wright High School	Harford	9	0.9%
Gaithersburg High School	Montgomery	9	0.9%
South River High School	Anne Arundel	9	0.9%
Dematha Catholic High School	Prince George's	8	0.8%
Gov. Thomas Johnson High School	Frederick	8	0.8%
Hammond High School	Howard	8	0.8%
North Carroll High School	Carroll	8	0.8%
Baltimore Polytechnic Institute	Baltimore	7	0.7%
Calvert Hall College High School	Calvert	7	0.7%
Cambridge North Dorchester H.S.	Dorchester	7	0.7%
Catoctin High School	Frederick	7	0.7%
James Hubert Blake High School	Cecil	7	0.7%
John Carroll School	Carroll	7	0.7%
Leonardtown High School	St. Mary's	7	0.7%
Liberty High School	Carroll	7	0.7%
Northern High School-Owings	Calvert	7	0.7%
Perry Hall High School	Baltimore	7	0.7%
Snow Hill High School	Worcester	7	0.7%
Walkersville High School	Frederick	7	0.7%
Annapolis Senior High School	Anne Arundel	6	0.6%
Elizabeth Seton High School	Prince George's	6	0.6%
Elkton High School	Cecil	6	0.6%
Mercy High School	Baltimore	6	0.6%
North Caroline Sr. High School	Caroline	6	0.6%
Parkville High School	Baltimore	6	0.6%
TOTAL	37	343	35.8%
Out-of-State High Schools	State	# of Freshmen	% of SU Freshman Class
Egg Harbor Township High School	New Jersey	4	0.4%
Voorhees High School	New Jersey	4	0.4%
Cherokee High School	New Jersey	3	0.3%
James Madison High School	Virginia	3	0.3%
Lenape High School	New Jersey	3	0.3%
TOTAL	5	17	1.8%
Total First-Time Freshmen	All States/Counties		958

**Table 3: Applications/Acceptances/Enrollment
First-Time Freshmen, Fall 2001 to Fall 2005**

Applicants for 1st Time Freshman Admission	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Within County					
Applied	187	182	186	180	195
% of grand total	3.8%	3.4%	3.4%	3.6%	3.7%
Accepted	129	109	134	123	124
% of grand total	5.0%	4.1%	4.6%	4.0%	4.1%
Selectivity	69.0%	59.9%	72.0%	68.3%	63.6%
Enrolled	89	77	79	82	71
% of grand total	9.4%	8.6%	8.3%	8.3%	7.4%
Yield	69.0%	70.6%	59.0%	66.7%	57.3%
Outside County, In-State					
Applied	3,416	3,719	3,891	3,622	3,749
% of grand total	68.6%	70.2%	70.1%	71.5%	70.8%
Accepted	1,833	1,862	1,978	2,164	2,128
% of grand total	70.6%	69.6%	68.6%	69.7%	70.7%
Selectivity	53.7%	50.1%	50.8%	59.7%	56.8%
Enrolled	690	647	684	720	710
% of grand total	73.2%	71.9%	72.0%	73.0%	74.1%
Yield	37.6%	34.7%	34.6%	33.3%	33.4%
Outside State					
Applied	1,348	1,361	1,434	1,202	1,296
% of grand total	27.1%	25.7%	25.8%	23.7%	24.5%
Accepted	620	689	746	789	732
% of grand total	23.9%	25.8%	25.9%	25.4%	24.3%
Selectivity	46.0%	50.6%	52.0%	65.6%	56.5%
Enrolled	157	170	179	173	172
% of grand total	16.7%	18.9%	18.8%	17.5%	18.0%
Yield	25.3%	24.7%	24.0%	21.9%	23.5%
International					
Applied	27	36	38	63	56
% of grand total	0.5%	0.7%	0.7%	1.2%	1.1%
Accepted	16	15	26	29	27
% of grand total	0.6%	0.6%	0.9%	0.9%	0.9%
Selectivity	59.3%	41.7%	68.4%	46.0%	48.2%
Enrolled	6	6	8	11	5
% of grand total	0.6%	0.7%	0.8%	1.1%	0.5%
Yield	37.5%	40.0%	30.8%	37.9%	18.5%
GRAND TOTAL					
Applied	4,978	5,298	5,549	5,067	5,296
Accepted	2,598	2,675	2,884	3,105	3,011
Enrolled	942	900	950	986	958
Acceptance Rate	52%	50%	52%	61%	57%
Yield	36%	34%	33%	32%	32%

Figure 2:

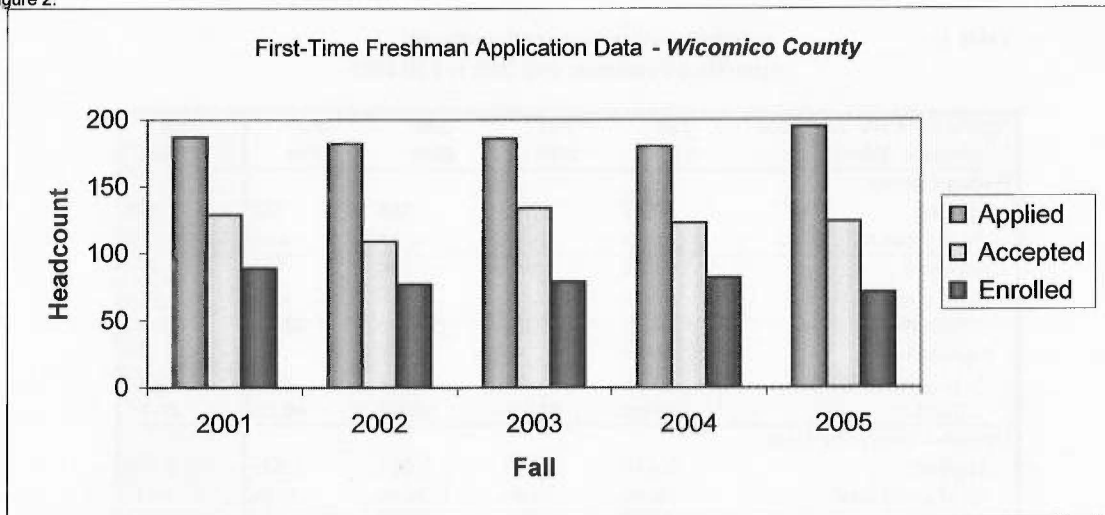


Figure 3:

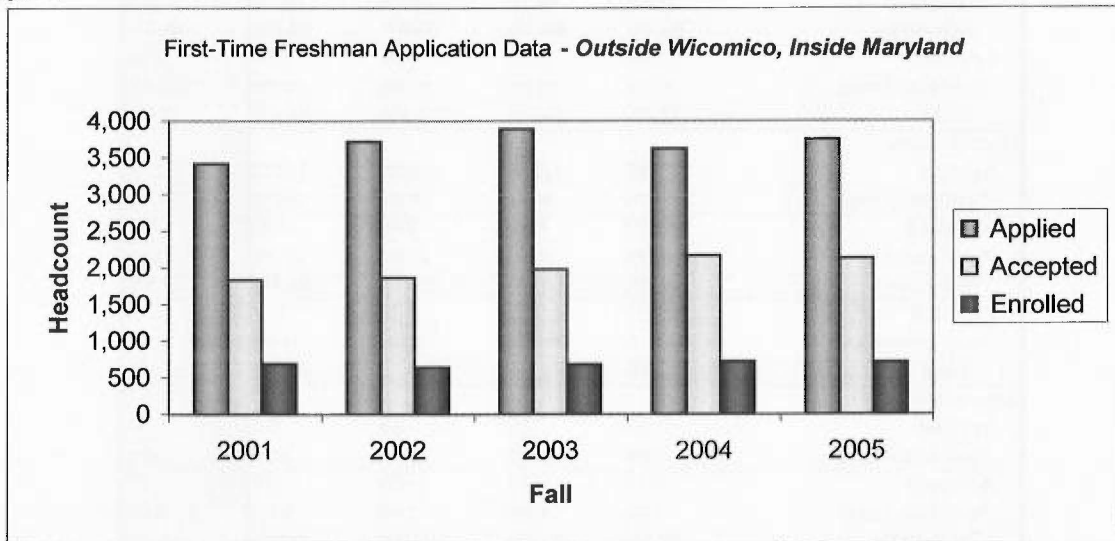
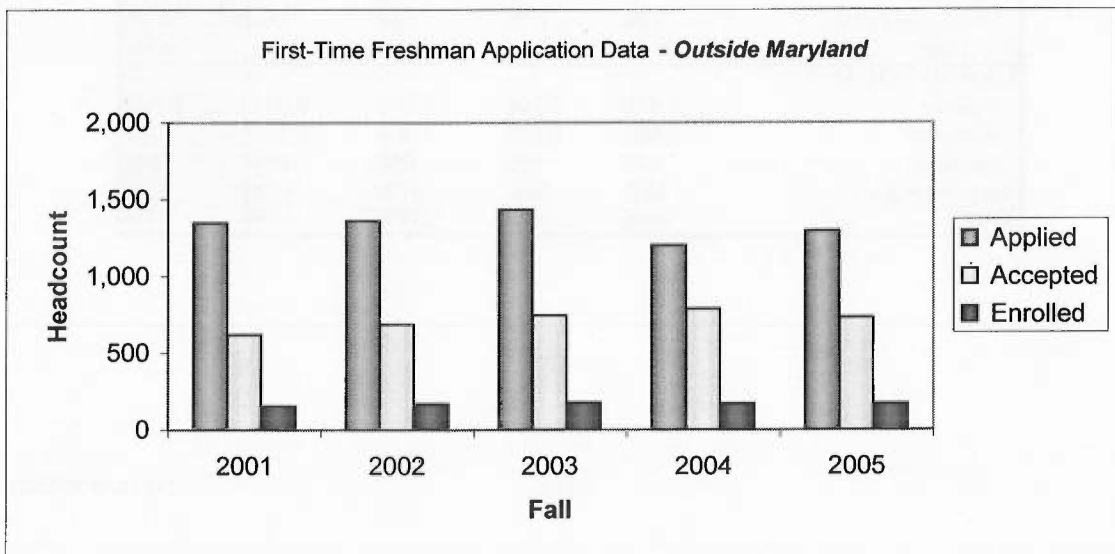


Figure 4:



**Table 4: Applications/Acceptances/Enrollment
Transfer Students, Fall 2001 to Fall 2005**

Applicants for Transfer From Other Institutions	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Within County					
Applied	107	150	198	170	168
% of grand total	9.9%	11.9%	14.8%	11.5%	10.7%
Accepted	88	129	171	149	143
% of grand total	11.2%	12.8%	16.2%	12.7%	11.7%
Selectivity	82.2%	86.0%	86.4%	87.6%	85.1%
Enrolled	73	105	129	114	102
% of grand total	12.7%	15.1%	19.1%	15.6%	14.2%
Yield	83.0%	81.4%	75.4%	76.5%	71.3%
Outside County, In-State					
Applied	712	823	912	1,032	1,114
% of grand total	65.7%	65.5%	68.4%	69.8%	71.0%
Accepted	535	677	727	822	883
% of grand total	68.2%	67.1%	68.8%	70.1%	72.5%
Selectivity	75.1%	82.3%	79.7%	79.7%	79.3%
Enrolled	412	483	466	521	537
% of grand total	71.4%	69.3%	69.0%	71.5%	75.0%
Yield	77.0%	71.3%	64.1%	63.4%	60.8%
Outside State					
Applied	254	247	207	243	242
% of grand total	23.4%	19.6%	15.5%	16.4%	15.4%
Accepted	159	184	151	182	169
% of grand total	20.3%	18.2%	14.3%	15.5%	13.9%
Selectivity	62.6%	74.5%	72.9%	74.9%	69.8%
Enrolled	91	94	77	89	66
% of grand total	15.8%	13.5%	11.4%	12.2%	9.2%
Yield	57.2%	51.1%	51.0%	48.9%	39.1%
International					
Applied	11	37	17	33	45
% of grand total	1.0%	2.9%	1.3%	2.2%	2.9%
Accepted	3	19	7	19	23
% of grand total	0.4%	1.9%	0.7%	1.6%	1.9%
Selectivity	27.3%	51.4%	41.2%	57.6%	51.1%
Enrolled	1	15	3	5	11
% of grand total	0.2%	2.2%	0.4%	0.7%	1.5%
Yield	33.3%	78.9%	42.9%	26.3%	47.8%
GRAND TOTAL					
Applied	1,084	1,257	1,334	1,478	1,569
Accepted	785	1,009	1,056	1,172	1,218
Enrolled	577	697	675	729	716
Acceptance Rate	72%	80%	79%	79%	78%
Yield	74%	69%	64%	62%	59%

Figure 5:

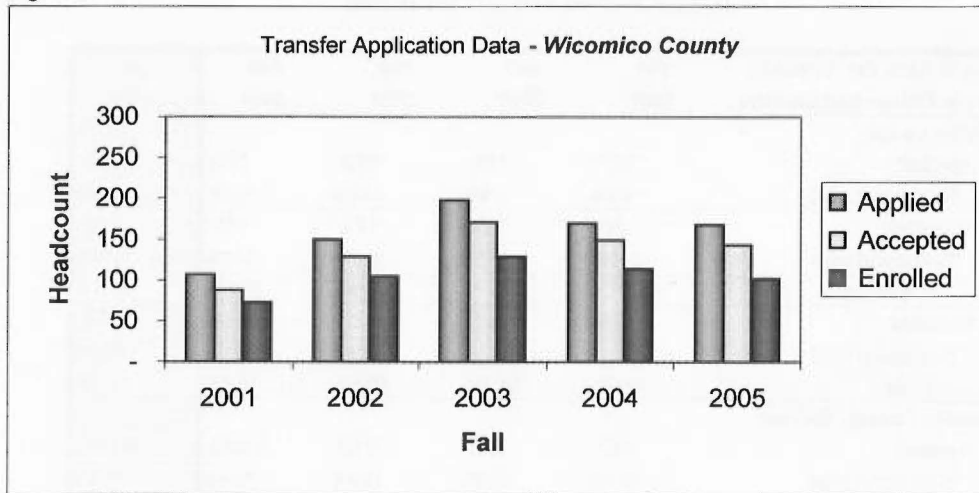


Figure 6:

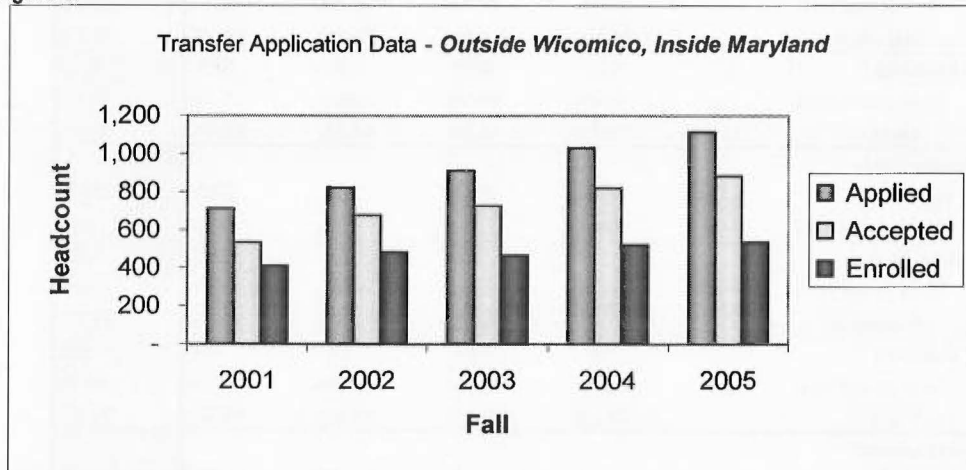


Figure 7:

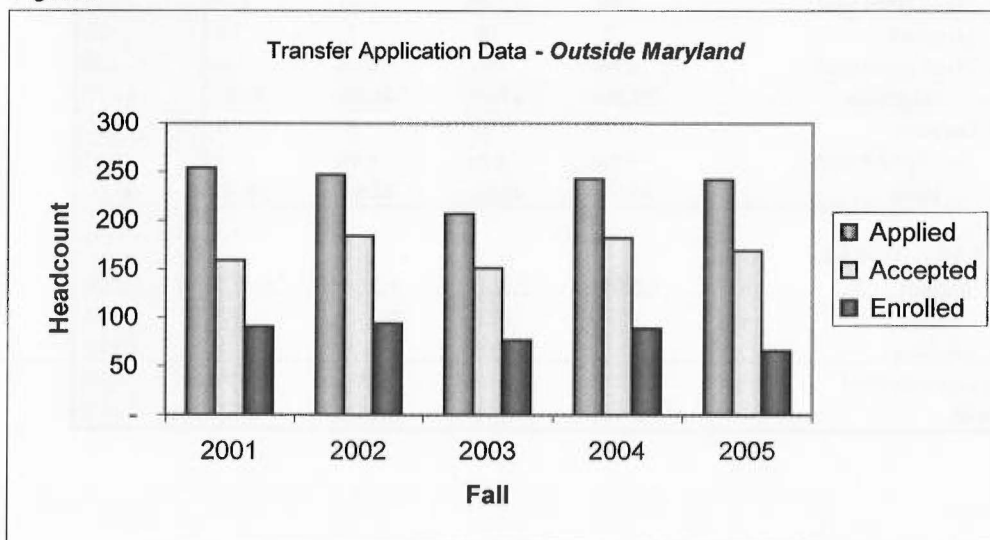


Table 5:

**Applications/Acceptances/Enrollment by Race/Ethnicity
First-Time Freshmen, Fall 2005**

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	25	-	14	6	147	3	195	3.7%
Accepted	11	-	10	5	96	2	124	4.1%
Enrolled	6	-	3	3	59	-	71	7.4%
Outside County, In-State								
Applied	594	15	118	122	2,809	91	3,749	70.8%
Accepted	243	8	84	77	1,670	46	2,128	70.7%
Enrolled	80	2	19	13	584	12	710	74.1%
Outside State								
Applied	111	4	21	42	1,068	50	1,296	24.5%
Accepted	34	3	12	25	631	27	732	24.3%
Enrolled	8	1	-	9	149	5	172	18.0%
International								
Applied	-	-	-	-	-	56	56	1.1%
Accepted	-	-	-	-	-	27	27	0.9%
Enrolled	-	-	-	-	-	5	5	0.5%
GRAND TOTAL								
Applied	730	19	153	170	4,024	200	5,296	
% applied by race/ethnicity	13.8%	0.4%	2.9%	3.2%	76.0%	3.8%		
Accepted	288	11	106	107	2,397	102	3,011	
% accepted by race/ethnicity	9.6%	0.4%	3.5%	3.6%	79.6%	3.4%		
Enrolled	94	3	22	25	792	22	958	
% enrolled by race/ethnicity	9.8%	0.3%	2.3%	2.6%	82.7%	2.3%		
Acceptance Rate	39.5%	57.9%	69.3%	62.9%	59.6%	51.0%	56.9%	
Yield	32.6%	27.3%	20.8%	23.4%	33.0%	21.6%	31.8%	

Table 6:

**Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students, Fall 2005**

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	25	1	12	4	121	5	168	10.7%
Accepted	22	1	10	4	101	5	143	11.7%
Enrolled	15	-	9	3	71	4	102	14.2%
Outside County, In-State								
Applied	151	4	33	23	873	30	1,114	71.0%
Accepted	95	3	23	19	726	17	883	72.5%
Enrolled	54	1	7	10	457	8	537	75.0%
Outside State								
Applied	28	2	6	7	184	15	242	15.4%
Accepted	15	1	4	5	133	11	169	13.9%
Enrolled	9	-	-	3	49	5	66	9.2%
International								
Applied	-	-	-	-	-	37	45	2.9%
Accepted	-	-	-	-	-	23	23	1.9%
Enrolled	-	-	-	-	-	11	11	1.5%
GRAND TOTAL								
Applied	204	7	51	34	1,178	87	1,569	
% applied by race/ethnicity	3.9%	0.1%	1.0%	0.6%	22.2%	1.6%		
Accepted	132	5	37	28	960	56	1,218	
% accepted by race/ethnicity	4.4%	0.2%	1.2%	0.9%	31.9%	1.9%		
Enrolled	78	1	16	16	577	28	716	
% enrolled by race/ethnicity	8.1%	0.1%	1.7%	1.7%	60.2%	2.9%		
Acceptance Rate	64.7%	71.4%	72.5%	82.4%	81.5%	64.4%	77.6%	
Yield	59.1%	20.0%	43.2%	57.1%	60.1%	50.0%	58.8%	

Table 6.1: NEW Student Enrollment: Undergraduate by School, Discipline & Admit Type, Fall 2005

Program	First-time Freshmen	% of total program enrollment	New Transfers	% of total program enrollment	All New Undergraduates	% of total program enrollment	Total Undergraduates by Program
Fulton School of Liberal Arts							
Art	4	3.6%	1	0.9%	5	4.5%	112
Art (Fine)	13	14.0%	13	14.0%	26	28.0%	93
Communication Arts	42	9.5%	32	7.3%	74	16.8%	441
Conflict Resolution	4	12.1%	2	6.1%	6	18.2%	33
English	28	16.1%	18	10.3%	46	26.4%	174
Environmental Issues	2	22.2%	-	0.0%	2	22.2%	9
French	-	0.0%	1	20.0%	1	20.0%	5
History	26	12.2%	26	12.2%	52	24.4%	213
Interdisciplinary Studies	2	2.2%	1	1.1%	3	3.4%	89
International Studies	9	24.3%	6	16.2%	15	40.5%	37
Liberal Studies	-	0.0%	-	0.0%	-	0.0%	1
Music	5	17.2%	2	6.9%	7	24.1%	29
Philosophy	4	10.8%	3	8.1%	7	18.9%	37
Political Science	15	12.2%	12	9.8%	27	22.0%	123
Psychology	41	13.9%	38	12.8%	79	26.7%	296
Sociology	7	17.1%	7	17.1%	14	34.1%	41
Spanish	3	6.5%	3	6.5%	6	13.0%	46
Theatre	4	13.8%	1	3.4%	5	17.2%	29
Subtotal	209	11.6%	166	9.2%	375	20.7%	1,808
Henson School of Science & Technology							
Biology	83	20.3%	24	5.9%	107	26.2%	408
Chemistry	19	28.4%	5	7.5%	24	35.8%	67
Computer Science	20	22.5%	5	5.6%	25	28.1%	89
Environmental Health	1	5.9%	1	5.9%	2	11.8%	17
Geography	5	6.7%	4	5.3%	9	12.0%	75
Mathematics	13	12.4%	10	9.5%	23	21.9%	105
Medical Technology	6	15.4%	7	17.9%	13	33.3%	39
Nursing	70	16.4%	86	20.1%	156	36.4%	428
Physics	12	19.4%	5	8.1%	17	27.4%	62
Respiratory Therapy	2	3.7%	3	5.6%	5	9.3%	54
Subtotal	231	17.2%	150	11.2%	381	28.3%	1,344
Perdue School of Business							
Accounting	33	15.0%	26	11.8%	59	26.8%	220
Business Administration	156	26.6%	89	15.2%	245	41.7%	587
Economics	2	8.7%	5	21.7%	7	30.4%	23
Finance	7	5.1%	11	8.0%	18	13.0%	138
Information Systems	4	5.0%	7	8.8%	11	13.8%	80
Management	16	8.2%	8	4.1%	24	12.3%	195
Marketing	26	13.6%	18	9.4%	44	23.0%	191
Subtotal	244	17.0%	164	11.4%	408	28.5%	1,434
Seidel School of Education and Professional Studies							
Athletic Training	36	42.4%	7	8.2%	43	50.6%	85
Early Childhood Education	10	8.5%	17	14.5%	27	23.1%	117
Elementary Education	57	11.4%	51	10.2%	108	21.5%	502
Exercise Science	10	6.7%	16	10.7%	26	17.4%	149
Health Education	1	4.2%	1	4.2%	2	8.3%	24
Physical Education	12	7.4%	13	8.0%	25	15.3%	163
Social Work	10	6.3%	27	16.9%	37	23.1%	160
Subtotal	136	11.3%	132	11.0%	268	22.3%	1,200
Undeclared major ¹	138	38.9%	104	29.3%	242	68.2%	355
Non-degree students					140	47.3%	296
TOTAL	958	14.9%	716	11.1%	1,814	28.2%	6,437

¹Degree-Seeking Students who have not declared a major.

Table 7:

SAT Score Ranges
New Freshmen¹
Fall 2001 - Fall 2005

	Fall 2001 #/ % of Total		Fall 2002 #/ % of Total		Fall 2003 #/ % of Total		Fall 2004 #/ % of Total		Fall 2005 #/ % of Total	
SAT-VERBAL										
Score Ranges										
700-800	18	1.9%	14	1.6%	22	2.3%	19	1.9%	24	2.5%
600-699	201	21.3%	206	22.9%	215	22.6%	204	20.7%	235	24.5%
500-599	510	54.1%	514	57.1%	552	58.1%	596	60.4%	543	56.7%
Sub-total		77.4%		81.6%		83.1%		83.1%		83.7%
400-499	166	17.6%	138	15.3%	141	14.8%	152	15.4%	119	12.4%
300-399	5	0.5%	2	0.2%	5	0.5%	4	0.4%	4	0.4%
200-299	1	0.1%	-	-	-	-	-	-	-	-
Others ²	41	4.4%	26	2.9%	15	1.6%	11	1.1%	33	3.4%
Total New Freshmen ¹	942	100%	900	100%	950	100.0%	986	100.0%	958	100.0%
MEAN Score	552		555		555		553		561	
SAT-MATH										
Score Ranges										
700-800	17	1.8%	31	3.4%	36	3.8%	23	2.3%	33	3.4%
600-699	269	28.6%	269	29.9%	323	34.0%	284	28.8%	302	31.5%
500-599	498	52.9%	486	54.0%	486	51.2%	557	56.5%	511	53.3%
Sub-total		83.2%		87.3%		88.9%		87.6%		88.3%
400-499	112	11.9%	85	9.4%	90	9.5%	108	11.0%	74	7.7%
300-399	5	0.5%	3	0.3%	-	-	3	0.3%	5	0.5%
200-299	-	-	-	-	-	-	-	-	-	-
Others ²	41	4.4%	26	2.9%	15	1.6%	11	1.1%	33	3.4%
Total New Freshmen	942	100%	900	100%	950	100.0%	986	100.0%	958	100.0%
MEAN Score	566		571		578		568		575	
SAT-COMBINED										
Score Ranges										
1500-1600	-	-	-	-	1	0.1%	-	-	2	0.2%
1400-1499	5	0.5%	6	0.7%	5	0.5%	8	0.8%	11	1.1%
1300-1399	41	4.4%	36	4.0%	63	6.6%	41	4.2%	47	4.9%
1200-1299	153	16.2%	151	16.8%	170	17.9%	150	15.2%	172	18.0%
Sub-total		21.1%		21.4%		25.2%		20.2%		24.2%
1100-1199	336	35.7%	353	39.2%	354	37.3%	376	38.1%	371	38.7%
1000-1099	273	29.0%	259	28.8%	280	29.5%	327	33.2%	266	26.7%
Sub-total		64.6%		68.0%		66.7%		71.3%		65.4%
900-999	73	7.7%	56	6.2%	53	5.6%	63	6.4%	55	5.7%
800-899	17	1.8%	13	1.4%	-	-	10	1.0%	11	1.1%
700-799	3	0.3%	-	-	-	-	-	-	-	-
600-699	-	-	-	-	-	-	-	-	-	-
500-599	-	-	-	-	-	-	-	-	-	-
Others ²	41	4.4%	26	2.9%	24	2.5%	11	1.1%	33	3.4%
Total New Freshmen	942	100%	900	100%	950	100%	986	100%	958	100%
MEAN Score	1,118	-	1,126	-	1,133	-	1,121	-	1,136	-

¹Total number includes full and part-time first-time freshmen.

²"Others" are freshmen without SAT scores.

Table 8:

**Comparison of MEAN SAT scores at Salisbury University, State-wide, and USA
Fall 2001-2005**

Year	Total Entering	Total w/ Scores	Salisbury University			Maryland			USA			High School GPA
			Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite	
2001	942	901	552	566	1118	508	510	1018	506	514	1020	3.37
2002	900	873	555	571	1126	507	513	1020	504	516	1020	3.42
2003	950	935	555	578	1133	509	515	1024	507	519	1026	3.47
2004	986	975	553	568	1121	511	515	1026	508	518	1026	3.45
2005	958	925	561	575	1136	511	515	1026	508	520	1028	3.46

Figure 8: Salisbury University First-Time Freshman MEAN SAT Scores, 2001-2005

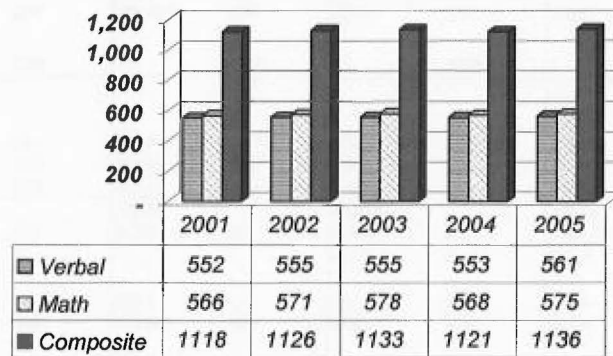


Figure 9:

2005 SAT Mean Scores: USA, State, & SU

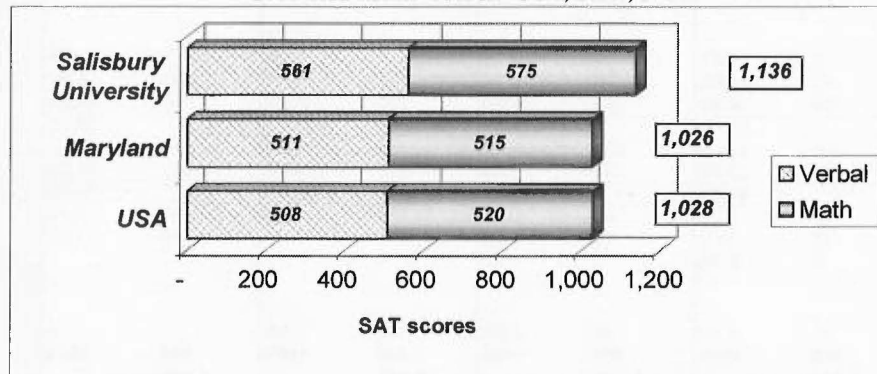


Table 9:

Comparison of 2005 SAT Scores by Percentiles for SU, State, and USA

	25th Percentile			50th Percentile			75th Percentile		
	Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite
Salisbury University	520	530	1050	560	570	1130	600	610	1210
Maryland ²	430	440	870	510	520	1030	580	600	1180
USA ²	430	440	870	510	520	1030	580	600	1180

¹Composite score is the total of the math and verbal scores in each category.²Source for USA and Maryland SAT scores is the College Board. SU scores are from SU database.

Table 1:

**Undergraduate Financial Aid Awards Summary
FY 2002 to FY 2005**

Type	FY 2002	FY 2003	FY 2004	FY 2005	% of FY '05 FTES*
GRANTS					
Federal Pell Grants	940	991	1,015	1,026	16.9%
Federal Supplemental Educational Opportunities Grants	220	295	282	257	-
Vocational Rehabilitation Grants	18	-	-	-	-
Grants from Private Sources	19	15	17	16	0.3%
Institutional Grants	134	198	550	675	11.1%
Other Federal Grants	134	827	35	70	1.2%
LOANS					
Federal Perkins Loans	152	133	125	135	2.2%
Federal Stafford Loans	2,910	3,770	3,823	4,023	66.2%
Federal PLUS Loans ¹	1,085	1,190	1,312	1,416	23.3%
From Private Sources	101	159	224	291	4.8%
SCHOLARSHIPS					
General State	774	767	810	837	13.8%
House of Delegates	199	269	264	312	5.1%
Senatorial	260	334	360	393	6.5%
State Distinguished	33	26	27	27	0.4%
All Other From Commission ²	586	571	433	373	6.1%
Other Race/Desegregation	-	-	-	-	-
Federal Scholarships	-	-	-	-	-
Institutional High Ability	168	-	-	-	-
Other Institutional Scholarships	80	263	295	333	5.5%
Private High Ability	311	-	-	-	-
Other Private Scholarships	492	724	740	766	12.6%
Tuition waivers for employee./dependents	247	272	518	283	4.7%
Tuition waivers for senior citizen./disabled	25	21	19	25	0.4%
Tuition waivers for students	235	263	20	214	3.5%
STUDENT EMPLOYMENT					
Federal College Work/Study	96	95	101	91	1.5%
Inst. Work-Study Student Employment	96	-	-	-	-
Recipients for ALL Types of Aid	4,305	4,555	4,464	4,544	74.8%
Total Dollar Amount of Aid*	\$29,941,007	\$29,941,007	\$35,948,312	\$38,889,011	
* FTES for FY '05 = 6,078					

¹PLUS is a program whereby parents take out loans on behalf of the education of their children.

²Commission indicates Maryland Higher Education Commission through the State Scholarship Board.

*Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Table 2:

Salisbury University
Financial Aid Comparison Among Select Maryland Public Institutions
FY 2004

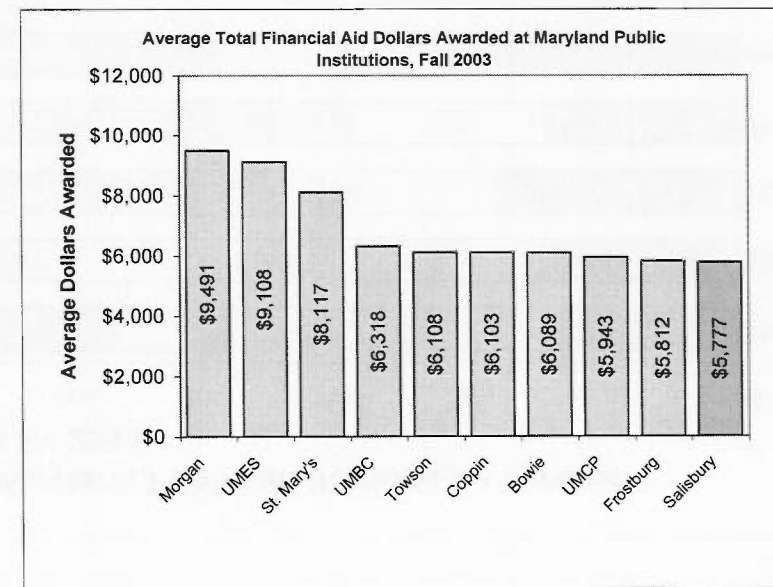
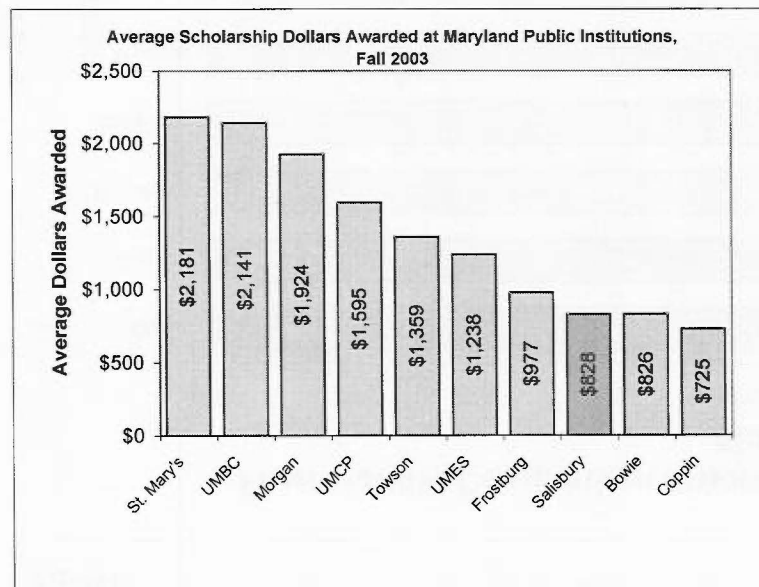
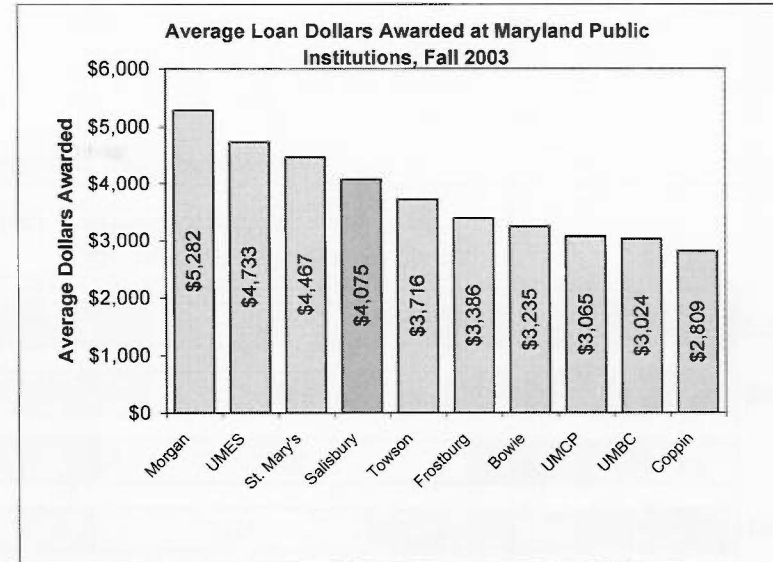
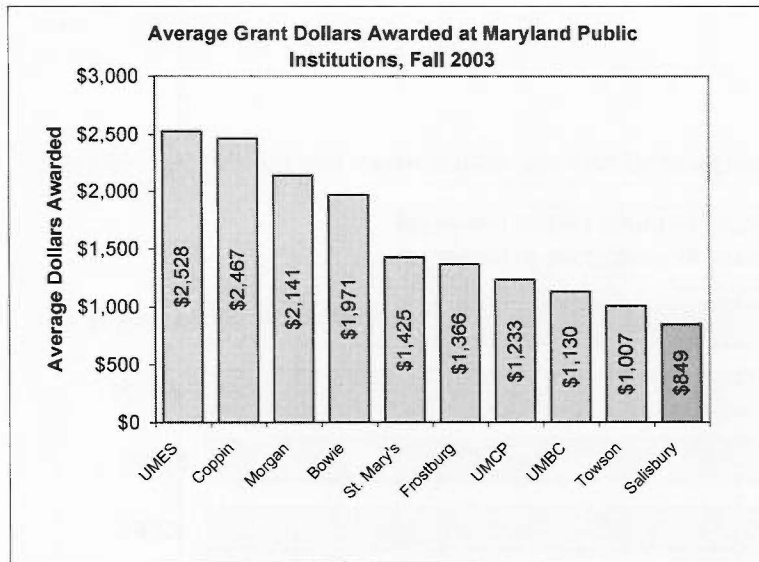
	Bowie	Coppin	Frostburg	Salisbury	Towson	UMBC	UMCP	UMES	Morgan	St. Mary's
# undergraduates, Fall 2003 ¹	3,988	3,232	4,588	6,199	13,981	9,646	25,446	3,326	6,005	1,922
Grants ²	\$ 7,860,078	\$ 7,972,374	\$ 6,267,030	\$ 5,265,007	\$ 14,076,339	\$ 10,903,952	\$ 31,375,788	\$ 8,408,436	\$ 12,859,692	\$ 2,739,747
Grants awarded	3,753	4,139	3,360	2,747	6,240	6,643	16,503	3,805	5,373	1,095
Unduplicated #	1,783	2,196	1,582	1,572	3,361	2,728	6,989	1,856	3,491	449
Average award per undergrad	\$ 1,971	\$ 2,467	\$ 1,366	\$ 849	\$ 1,007	\$ 1,130	\$ 1,233	\$ 2,528	\$ 2,141	\$ 1,425
Loans ²	\$ 12,901,873	\$ 9,078,780	\$ 15,533,242	\$ 25,262,241	\$ 51,946,439	\$ 29,165,144	\$ 77,995,499	\$ 15,743,599	\$ 31,720,205	\$ 8,585,596
Loans awarded	3,173	2,857	4,403	5,460	11,581	8,003	17,305	3,787	7,384	1,630
Unduplicated #	2,074	1,873	2,596	3,167	6,520	3,775	10,135	2,122	4,406	878
Average award per undergrad	\$ 3,235	\$ 2,809	\$ 3,386	\$ 4,075	\$ 3,716	\$ 3,024	\$ 3,065	\$ 4,733	\$ 5,282	\$ 4,467
Scholarships ²	\$ 3,293,988	\$ 2,342,895	\$ 4,483,520	\$ 5,130,784	\$ 18,997,405	\$ 20,652,075	\$ 40,598,184	\$ 4,118,261	\$ 11,555,055	\$ 4,192,060
Scholarships awarded	1,262	793	2,241	2,590	6,894	5,600	14,565	1,676	2,700	1,513
Unduplicated #	953	681	1,493	1,874	4,208	3,108	8,157	1,050	1,814	986
Average award per undergrad	\$ 826	\$ 725	\$ 977	\$ 828	\$ 1,359	\$ 2,141	\$ 1,595	\$ 1,238	\$ 1,924	\$ 2,181
Student Employment ²	\$ 225,645	\$ 330,315	\$ 380,887	\$ 152,908	\$ 374,834	\$ 225,347	\$ 1,264,255	\$ 2,023,208	\$ 856,912	\$ 83,372
Student Employment awarded	120	259	785	101	248	130	843	1,240	366	105
Unduplicated #	120	255	741	81	248	130	843	882	311	105
Average award per undergrad	\$ 57	\$ 102	\$ 83	\$ 25	\$ 27	\$ 23	\$ 50	\$ 608	\$ 143	\$ 43
Total financial aid awarded ²	\$ 24,281,584	\$ 19,724,364	\$ 26,664,679	\$ 35,810,940	\$ 85,395,017	\$ 60,946,518	\$ 151,233,726	\$ 30,293,504	\$ 56,991,864	\$ 15,600,775
Total financial aid awarded	8,308	8,048	10,789	10,898	24,963	20,376	49,216	10,508	15,823	4,343
Unduplicated #	4,930	5,005	6,412	6,694	14,337	9,741	26,124	5,910	10,022	2,418
Average award package per undergrad	\$ 6,089	\$ 6,103	\$ 5,812	\$ 5,777	\$ 6,108	\$ 6,318	\$ 5,943	\$ 9,108	\$ 9,491	\$ 8,117
Percent of aid offered as grants	32%	40%	24%	15%	16%	18%	21%	28%	23%	18%
Percent of aid offered as loans	53%	46%	58%	71%	61%	48%	52%	52%	56%	55%
Percent of aid offered as scholarships	14%	12%	17%	14%	22%	34%	27%	14%	20%	27%
Percent of other forms of aid	1%	2%	1%	-	0%	-	1%	7%	2%	-

Notes:

¹Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, May 2005"²Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2005

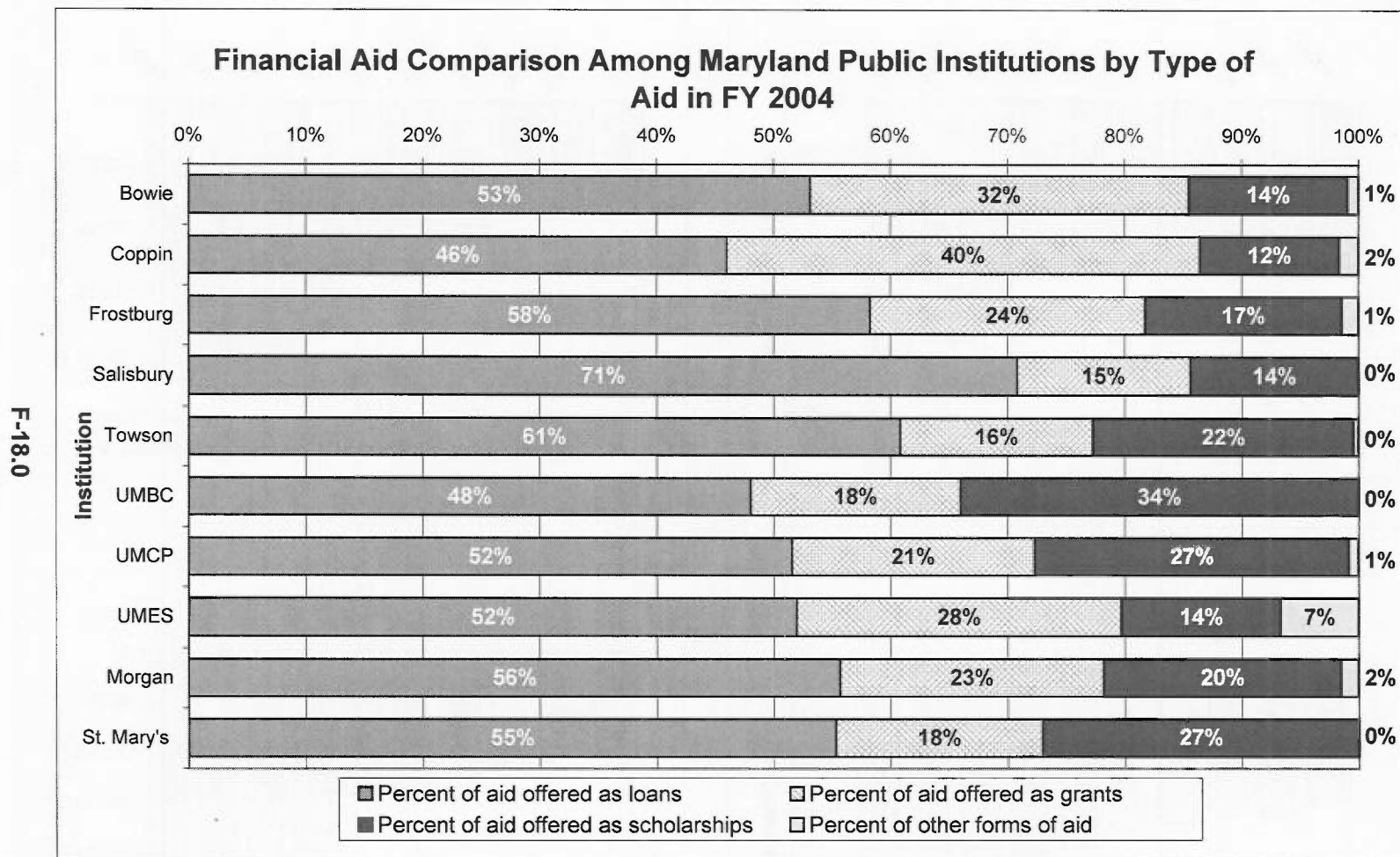
Figure 1:

Salisbury University
Select Financial Aid Comparisons Among Maryland Public Institutions
by Type of Aid in FY 2004



Sources: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated October 2005. Average is calculated using headcount data from MHEC's "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions" dated May 2005.

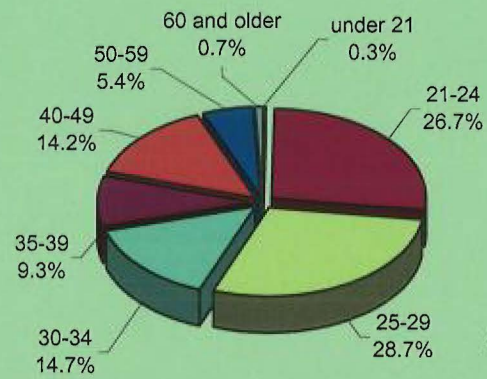
Figure 2:



Source: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated October 2004.

Graduate Enrollment & Demographics

Fall 2005: Graduate Student Age Distribution



**Total Graduate Non-Degree Headcount Enrollment:
1996-2005**

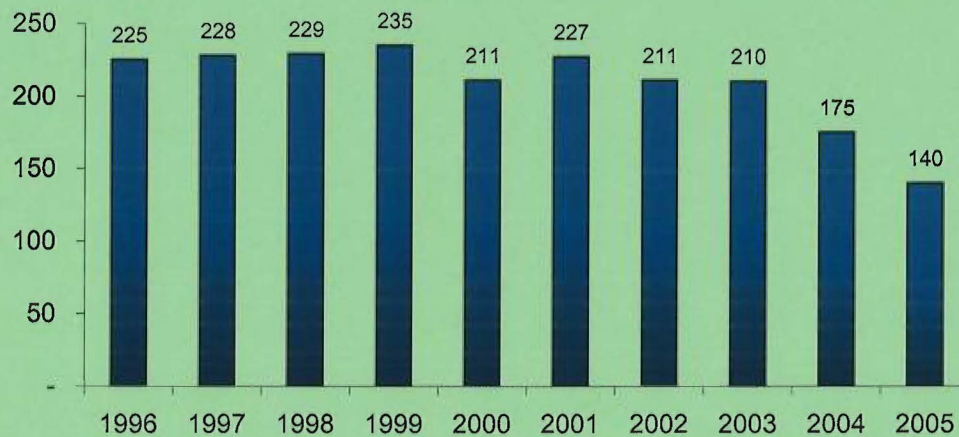


Table 1: Total Graduate Enrollment: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	653	622	645	617	576	572
% Annual Growth	-3.1%	15.6%	3.7%	-4.3%	-6.6%	-0.7%
Total Men	194	174	184	171	143	141
% Men	29.7%	28.0%	28.5%	27.7%	24.8%	24.7%
Total Women	459	448	461	446	433	431
% Women	70.3%	72.0%	71.5%	72.3%	75.2%	75.3%
F.T.E.S.	237.9	249.3	288.0	281.3	281.8	299.4
% Annual Growth	3.9%	22.0%	15.5%	-2.3%	0.2%	6.2%
Full-Time Students	153	118	154	154	167	184
Men	58	46	58	58	50	45
Women	95	72	96	96	117	139
% Full-Time	23.4%	19.0%	23.9%	25.0%	29.0%	32.2%
Average Age, FT Students	N/A	27.5	26.7	27.1	28.1	27.4
Part-Time Students	500	504	491	463	409	388
Men	136	128	126	113	93	96
Women	364	376	365	350	316	292
% Part-Time	76.6%	81.0%	76.1%	75.0%	71.0%	67.8%
Average Age, PT Students	N/A	34.3	34.9	34.0	34.2	33.7
Average Graduate Student Age	N/A	33.0	32.9	32.3	32.4	31.6

Figure 1: Full-Time and Part-Time Graduate Enrollment: 1996, 2001-2005

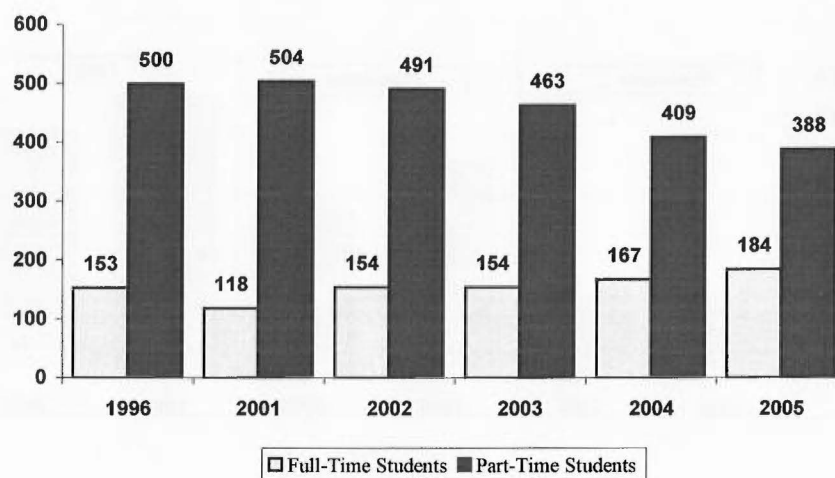


Table 2: Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2005

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	7	14	7	30	14	44	58	10.1%	10.6%
American Indian	-	-	-	-	-	-	-	0.0%	0.0%
Asian/Pacific Islander	-	3	2	1	2	4	6	1.0%	1.1%
Hispanic	1	2	-	3	1	5	6	1.0%	1.1%
White	31	110	84	245	115	355	470	82.2%	85.6%
International	4	4	1	-	5	4	9	1.6%	1.6%
Subtotal	43	133	94	279	137	412	549	96.0%	100.0%
Unknown	2	6	2	13	4	19	23	4.0%	
TOTAL	45	139	96	292	141	431	572	100.0%	

¹ Percentages reported above the subtotal line represent the race/ethnicity proportion of the known race/ethnicity population.

Figure 2: Total Graduate Enrollment by Race & Ethnicity, Fall 2005

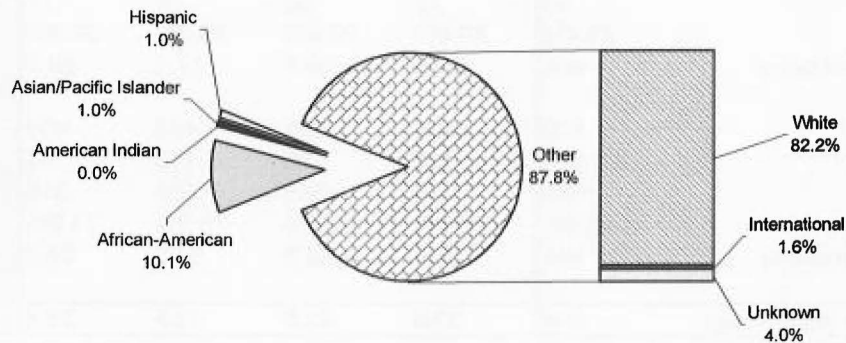


Figure 3: Graduate Enrollment Comparison by Sex and Status: Fall 1996 and Fall 2005

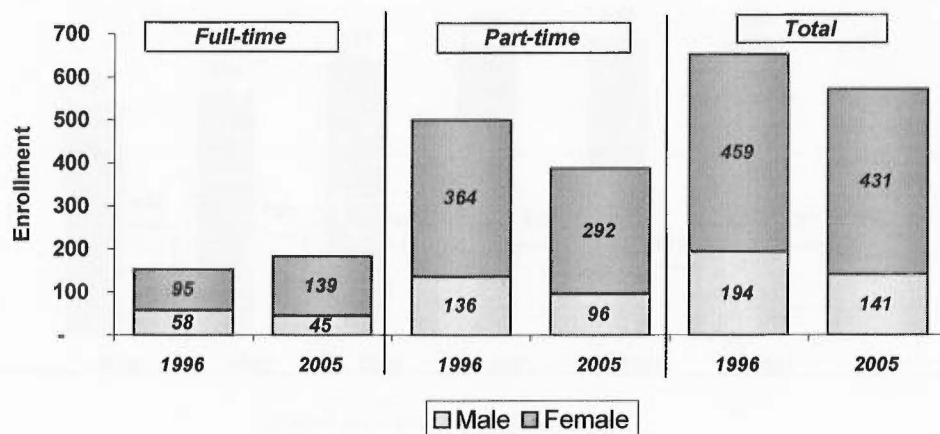


Table 3: Total Graduate Demographics: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	653	622	645	617	576	572
MD Residents	512	518	507	529	512	511
% MD Residents	78.4%	83.3%	78.6%	85.7%	88.9%	89.3%
Out-of-State	127	85	112	75	52	52
International	14	19	25	13	12	9
Other ¹	-	-	1	-	-	-
African-American	46	46	63	51	48	58
American Indian	-	2	-	1	1	-
Asian/Pacific Islander	5	4	6	3	3	6
Hispanic	2	5	6	5	8	6
International	13	19	25	13	12	9
White	587	517	506	493	471	470
Unknown	-	29	39	51	33	23
% Known Minority	8.1%	9.6%	12.4%	10.6%	11.0%	12.8%
% Minority + International	10.1%	12.8%	16.5%	12.9%	13.3%	14.4%
% Unknown	-	4.7%	6.0%	8.3%	5.7%	4.0%

NOTES: ¹Students with "OTHER" residence detailed on Glossary page.

Figure 4:

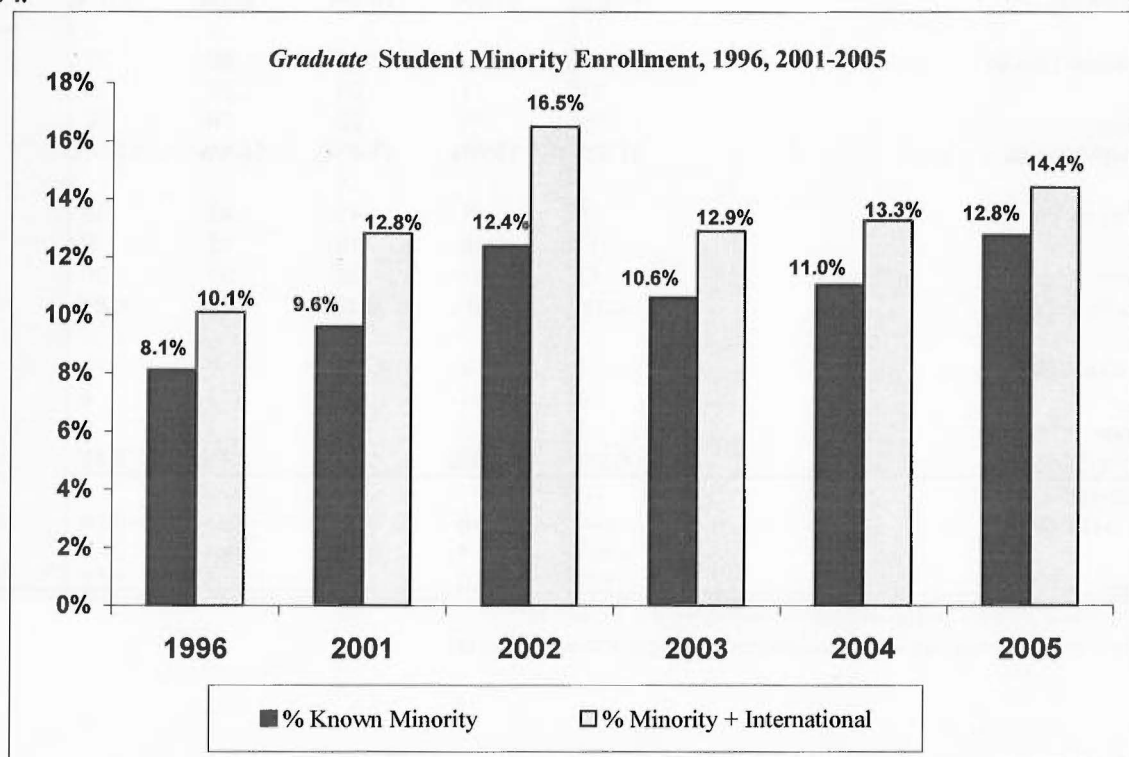


Table 4: Total Graduate Enrollments by Age and Sex: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	653	622	645	617	576	572
Total 20 and Younger ¹	-	-	-	-	-	2
Men	-	-	-	-	-	-
Women	-	-	-	-	-	2
% less than 20 years old	-	-	-	-	-	0.3%
Total 21-24 Yrs Old ²	108	106	143	146	142	153
Men	34	30	58	49	44	35
Women	74	76	85	97	98	118
% 21 - 24 yrs old	16.5%	17.0%	22.2%	23.7%	24.7%	26.7%
Total 25-29 Yrs Old	234	180	159	188	160	164
Men	74	48	39	56	44	46
Women	160	132	120	132	116	118
% 25-29 Yrs Old	35.8%	28.9%	24.7%	30.5%	27.8%	28.7%
Total 30-34 Yrs Old	98	124	119	87	95	84
Men	34	40	29	19	16	21
Women	64	84	90	68	79	63
% 30-34 Yrs Old	15.0%	19.9%	18.4%	14.1%	16.5%	14.7%
Total 35-39 Yrs Old	69	74	66	57	50	53
Men	17	19	21	13	10	16
Women	52	55	45	44	40	37
% 35-39 Yrs Old	10.6%	11.9%	10.2%	9.2%	8.7%	9.3%
Total 40-49 Yrs Old	115	93	112	89	78	81
Men	24	18	20	19	16	16
Women	91	75	92	70	62	65
% 40-49 Yrs Old	17.6%	15.0%	17.4%	14.4%	13.5%	14.2%
Total 50-59 Yrs Old	28	41	41	43	39	31
Men	11	18	15	12	9	6
Women	17	23	26	31	30	25
% 50-59 Yrs Old	4.3%	6.6%	6.4%	7.0%	6.8%	5.4%
Total 60 and Older	1	4	5	7	12	4
Men	0	1	2	3	4	1
Women	1	3	3	4	8	3
% 60 and Older	0.2%	0.6%	0.8%	1.1%	2.1%	0.7%
Average Age						
ALL STUDENTS	N/A	33.0	32.9	32.3	32.4	31.6
Men	N/A	33.1	32.1	31.4	31.6	31.3
Women	N/A	33.0	33.2	32.6	32.7	31.8

NOTES: ¹Prior to 2000, this category only included students less than 20 years old

²Prior to 2000, this category included students between the ages of 20 and 24 years old

Table 5:

Total Graduate Enrollment by State: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005	Top Feeder States	% Change Since 2001
Total Headcount	653	622	645	617	576	572		-8.0%
Alabama	1	-	-	-	-	-		
Alabama	1	-	-	-	-	-		
California	-	2	1	1	-	-		
Colorado	2	-	-	-	-	-		
Connecticut	1	1	3	-	1	1		
Delaware	53	25	53	43	17	19	3.3%	-24.0%
District of Columbia	-	-	-	1	1	1		
Florida	-	2	1	-	2	2		
Georgia	-	-	-	-	1	-		
Idaho	-	1	1	-	-	-		
Iowa	2	-	-	-	-	-		
Kentucky	-	1	-	-	-	-		
Maine	-	-	-	1	1	-		
Maryland	512	518	507	529	512	511	89.3%	-1.4%
Massachusetts	-	1	1	-	-	-		
New Jersey	5	9	11	8	8	7	1.2%	-22.2%
New York	14	15	7	4	7	6	1.0%	-60.0%
North Carolina	2	-	-	-	-	-		
North Dakota	1	3	2	-	-	-		
Ohio	-	1	-	1	1	-		
Oregon	1	-	-	-	-	-		
Oregon	1	-	-	-	-	-		
Pennsylvania	12	7	10	8	7	6	1.0%	-14.3%
Texas	-	-	-	-	-	1		
Utah	-	1	2	-	-	-		
Vermont	-	1	-	-	-	-		
Virginia	30	14	20	7	5	9	1.6%	-35.7%
West Virginia	1	1	-	1	1	-		
International	14	19	25	13	12	9	1.6%	-52.6%
Other	-	-	1	-	-	-		

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 5:

Total Graduate Enrollment by Residency

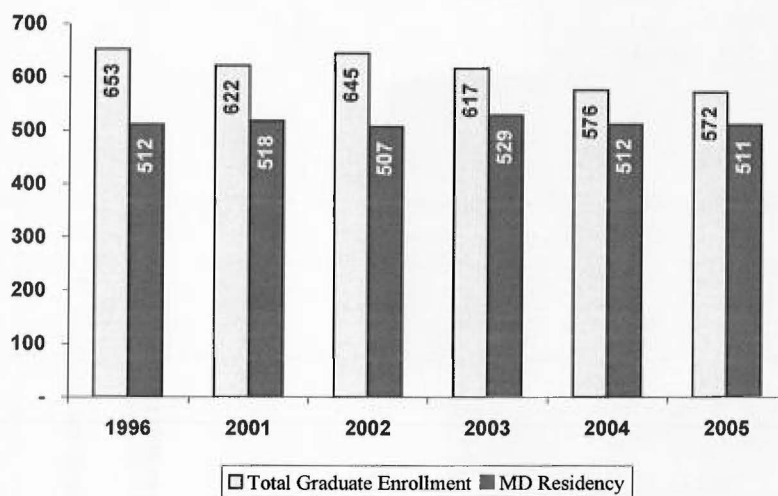
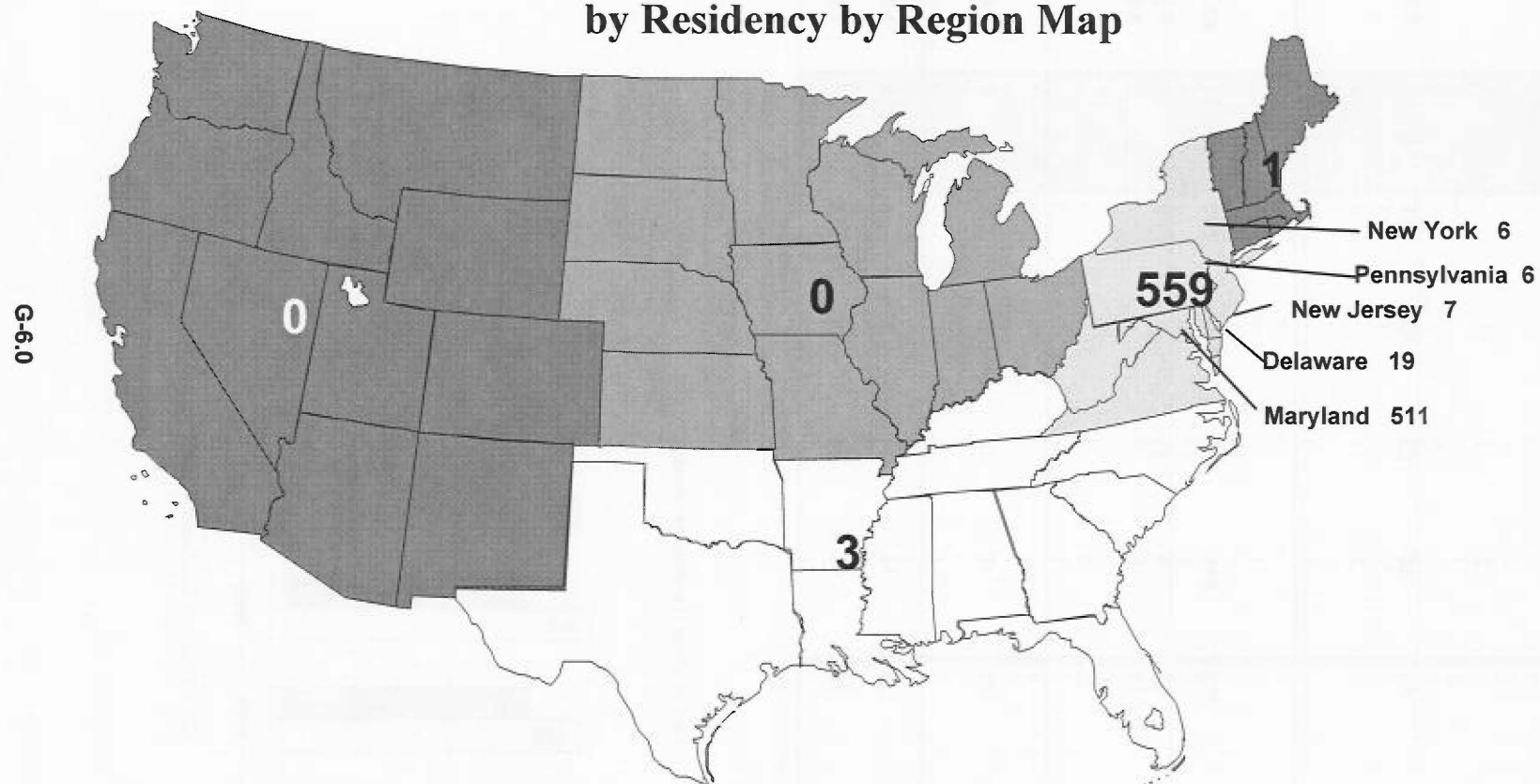


Figure 6:

FALL 2005 Graduate Enrollment (572) by Residency by Region Map



Enrollments from areas outside U.S.

International Students 9

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

Table 6: Total Graduate Enrollment by County of Residence: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005	Top Feeder Counties in Maryland
Total Headcount	653	622	645	617	576	572	
Allegany	1	1	1	-	-	-	
Anne Arundel	19	9	17	14	12	12	2.3%
Baltimore	11	13	12	12	6	8	
Baltimore City	1	1	1	1	-	1	
Calvert	1	-	1	1	1	2	
Caroline	27	33	25	27	15	24	4.7%
Carroll	4	4	6	4	5	4	
Cecil	4	5	4	3	1	1	
Charles	1	2	1	1	5	4	
Dorchester	40	34	28	42	41	41	8.0%
Frederick	1	6	6	8	8	5	
Garrett	-	-	-	-	-	-	
Harford	6	2	5	-	2	5	
Howard	3	1	7	7	5	9	
Kent	5	3	3	4	3	3	
Montgomery	13	6	6	8	7	10	
Prince George's	8	6	8	8	5	8	
Queen Anne's	13	16	7	3	6	7	
St. Mary's	3	-	2	1	2	2	
Somerset	24	36	35	27	28	27	5.3%
Talbot	32	30	32	24	25	33	6.5%
Washington	2	3	4	4	1	4	
Wicomico	205	216	213	246	255	240	47.0%
Worcester	88	91	83	84	79	61	11.9%
Unknown	-	-	-	-	-	-	
Total for MD	512	518	507	529	512	511	
Out-of-State	127	85	112	75	52	52	
International	14	19	25	13	12	9	
Other	-	-	1	-	-	-	

NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Highest Enrollments & Percentages		
Wicomico	240	42.0%
Worcester	61	10.7%
Dorchester	41	7.2%
Talbot	33	5.8%
Somerset	27	4.7%
Caroline	24	4.2%
Anne Arundel	12	2.1%
Subtotal	438	76.6%
Other MD Counties	73	12.8%
Outside MD	61	10.7%
Total	572	100.0%

Region	1996		2001		2005	
	Count	% of Total	Count	% of Total	Count	% of Total
Eastern Shore	438	67.1%	464	74.6%	437	76.4%
Western Shore	74	11.3%	54	8.7%	74	12.9%
Out-of-State	127	19.4%	85	13.7%	52	9.1%
International	14	2.1%	19	3.1%	9	1.6%

Figure 6.1:

Graduate Enrollment by County of Residence: 1996, 2001, 2005

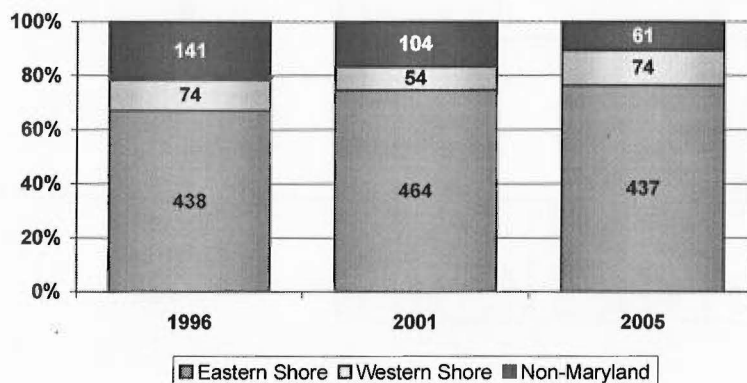


Table 7:

Graduate Enrollment by Program, Race, and Status: Fall 2005

Program	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	2	1	-	-	-	-	-	-	15	5	-	-	1	-	18	6	24
Business	1	2	-	-	1	1	-	-	27	28	8	1	2	1	39	33	72
Education	2	5	-	-	-	1	2	-	15	83	-	-	-	-	19	89	108
Education, MA in Teaching	-	1	-	-	1	-	-	-	1	10	-	-	-	2	2	13	15
Education, School Administration	1	2	-	-	-	-	-	1	1	18	-	-	-	-	2	21	23
Reading Specialist	-	1	-	-	-	-	-	1	-	18	-	-	-	1	-	21	21
Math Education	-	1	-	-	-	-	-	-	3	8	-	-	-	-	3	9	12
English	1	-	-	-	-	-	-	-	11	12	-	-	-	1	12	13	25
History	2	-	-	-	-	-	-	-	9	7	-	-	1	-	12	7	19
Nursing	1	-	-	-	-	-	-	-	2	16	-	-	1	-	4	16	20
Social Work	11	7	-	-	1	-	1	-	56	13	-	-	3	1	72	21	93
Undeclared	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-degree seeking	-	17	-	-	-	1	-	1	1	111	-	-	-	9	1	139	140
Total	21	37	-	-	3	3	3	3	141	329	8	1	8	15	184	388	572

**Graduate Enrollment by Race
Fall 2005**

Figure 7:

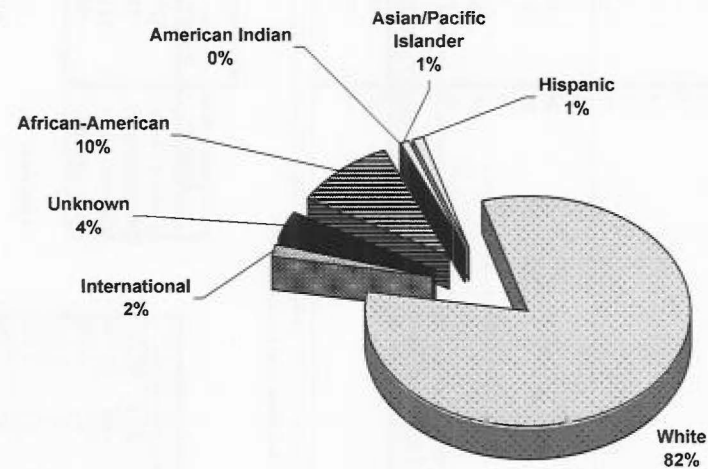


Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1996, 2001-2005

Department	1996	2001	2002	2003	2004	2005
Accounting	-	111	102	108	105	114
Applied Health Physiology	-	117	138	99	132	168
Art	3	-	-	17	15	7
Biology	18	72	42	46	96	37
Business Administration	471	405	108	-	-	-
Chemistry	3	-	-	-	24	-
Communication Arts	3	-	-	-	-	-
Dance	-	-	-	-	3	-
Economics	-	45	96	81	75	60
Education, Administration	-	207	147	129	126	141
Education, Elementary	21	-	-	-	-	3
Education, General	1,371	936	876	703	695	723
Education, Health	-	-	-	-	-	-
Education, Master of Arts in Teaching	-	66	66	81	135	108
Education, Reading	-	-	135	144	138	198
Education, Secondary	18	-	-	3	-	6
English	255	267	192	153	163	159
Environmental Health	-	-	-	-	2	-
Finance	-	-	-	9	6	18
French	-	3	3	-	-	3
General Studies	21	-	-	-	-	-
Geography	-	-	-	3	-	-
Health	-	-	-	-	-	-
History	54	93	126	141	105	148
Information Systems	-	-	84	152	84	90
Interdisciplinary Studies	-	-	-	6	3	-
Management	-	-	246	282	210	282
Marketing	-	-	105	164	138	51
Mathematics	97	63	96	82	75	46
Music	9	-	-	-	1	-
Music-Applied	4	12	6	7	3	2
Nursing	258	145	167	107	172	90
Philosophy	-	-	-	-	-	-
Physical Education	3	9	-	3	1	4
Physical Education, Teacher Education	-	-	-	-	-	7
Political Science	-	-	-	-	-	-
Psychology	240	24	-	-	-	-
Science Education	-	-	-	-	6	-
Social Work	6	333	719	843	970	1,125
Sociology	-	-	-	3	-	-
Spanish	-	3	-	3	3	-
Theatre	-	-	-	7	6	6
TOTALS	2,867	2,911	3,454	3,376	3,492	3,596
Total FTES	238.9	242.6	287.8	281.3	291.0	299.7

Table 9: Enrollment in Graduate Degree Programs by School and Discipline: Fall 1996, Fall 2001 to Fall 2005

School and Degree Program	Fall 1996	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Fulton School of Liberal Arts						
English	30	40	35	25	25	25
History	3	15	19	18	18	19
Psychology ¹	25	4	-	-	-	-
	58	59	54	43	43	44
Henson School of Science						
Applied Health Physiology ²	-	14	18	17	18	24
Nursing	58	38	29	19	27	20
	58	52	47	36	45	44
Perdue School of Business						
Business Administration	95	81	109	91	79	72
	95	81	109	91	79	72
Seidel School of Education						
Education	196	134	125	118	91	108
Education, MS in Math ²	-	-	-	4	10	12
Education, MA in Teaching ²	-	11	8	8	12	15
Education, Reading Specialist ²	-	-	-	2	10	21
Education, School Administration	21	29	21	27	19	23
Social Work ²	-	29	70	78	91	93
	217	203	224	237	233	272
Undeclared	-	-	-	-	1	-
Non-Degree Seeking	225	227	211	210	175	140
TOTAL	653	622	645	617	575	572

¹The graduate program in Psychology has been discontinued.

²The Applied Health Physiology program began in Fall 2000, and was moved from the Seidel School to the Henson School in AY 04-05.

The Master of Arts in Teaching program began in Fall 1998. The MS in Math Education and the MED, Reading Specialist programs began in Fall 2003. The Master in Social Work began Fall 2001.

Table 10: Graduate Degrees Awarded by Program: 1995-96, 2000-01 through 2004-05

Fiscal Year	1995-96	2000-01	2001-02	2002-03	2003-04	2004-05
Total Degrees	140	145	160	196	208	190
Applied Physiology MS	-	-	7	5	9	4
Business Administration MBA	32	35	39	46	51	37
Education MEd	87	51	49	70	52	51
MAT	-	11	13	13	15	11
Math Ed (MS)	-	-	-	1	3	7
Reading Specialist	-	-	-	-	1	-
Education, Administration MEd	-	8	15	11	16	9
English MA	7	15	23	17	22	27
History MA	6	8	4	6	3	6
Nursing MS	5	8	5	6	6	7
Psychology MA	3	9	5	2	1	-
Social Work MSW	-	-	-	19	29	31

Figure 8:

Degrees by Programs: AY 2004-05

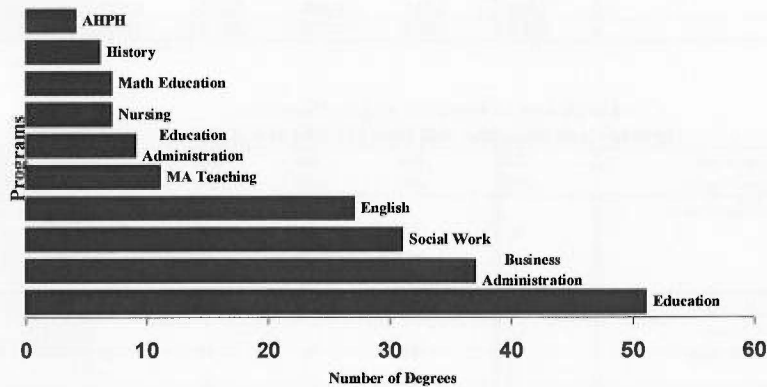


Figure 9:

Total Graduate Degrees: AY '95-'96, '00-'01 through '04-'05

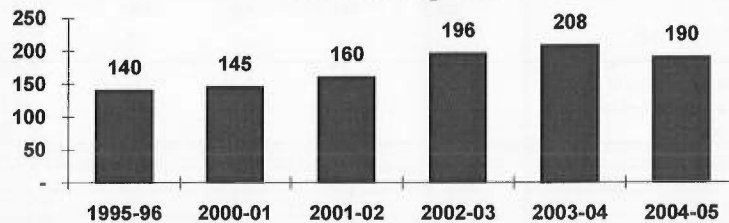


Table 11:

2004-05 Graduate Degrees Awarded

By Major and Track

(Reports only on those degree programs in which a degree recipient completed track requirements.)

Graduate Major	No track	ACCT	DECE	DELE	DPOS	DREA	DSCE	DTLT	GENL	HIGH	MIDD	MTSL	TOTAL
Applied Physiology	4												4
Business Admin, MBA	0	2							35				37
Education, Admin.	9												9
Education, MAT	11												11
Education, MEd	9		7	4	9	13	5	4					51
Education, MS in Math		3								1	3		7
Education, Reading													0
English	11											16	27
History	6												6
Nursing	7												7
Social Work	31												31
Total	88	5	7	4	9	13	5	4	35	1	4	16	190

ACCT: Accounting

DECE: Early Childhood Education

DELE: Elementary Education

DPOS: Post-Secondary Education

DREA: Reading

DSCE: Middle/Secondary Education

DTLT: Teaching/Learning with Technology

GENL: General Studies

HIGH: High School Level

MIDD: Middle School Level

MTSL: TESOL/ACE Accelerated

Table 12: Graduate Non-Degree Enrollment: 1996, 2001-2005

Fall Semesters	1996	2001	2002	2003	2004	2005
Total Headcount	225	227	211	210	175	140
% Annual Growth	-3.8%	7.6%	-7.0%	-0.5%	-16.7%	-20.0%
Total Men	69	60	50	48	30	31
% Men	30.7%	26.4%	23.7%	22.9%	17.1%	22.1%
Total Women	156	167	161	162	145	109
% Women	69.3%	73.6%	76.3%	77.1%	82.9%	77.9%
FTES	93.3	74.2	66.1	64.8	54.9	39.6
FTES % Annual Growth	-39.1%	0.0%	-10.9%	-2.0%	-15.2%	-27.9%
Full-time Students	41	15	12	9	9	1
Men	21	6	3	2	1	0
Women	20	9	9	7	8	1
% Full Time	18.2%	6.6%	5.7%	4.3%	5.1%	0.7%
Part-time Students	184	212	199	201	166	139
Men	48	54	47	46	29	31
Women	136	158	152	155	137	108
% Part Time	81.8%	93.4%	94.3%	95.7%	94.9%	100.0%

Figure 10:

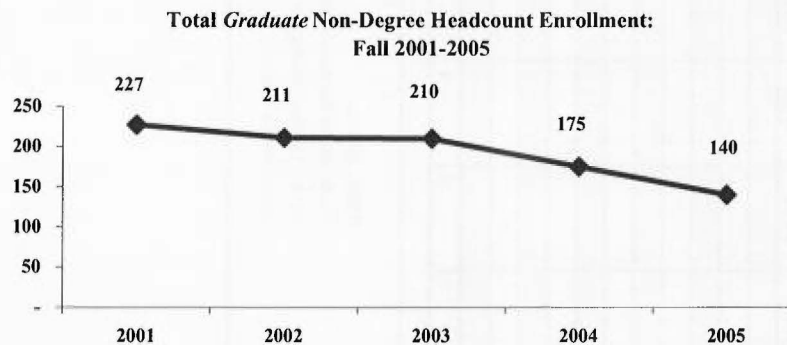


Figure 10.1:

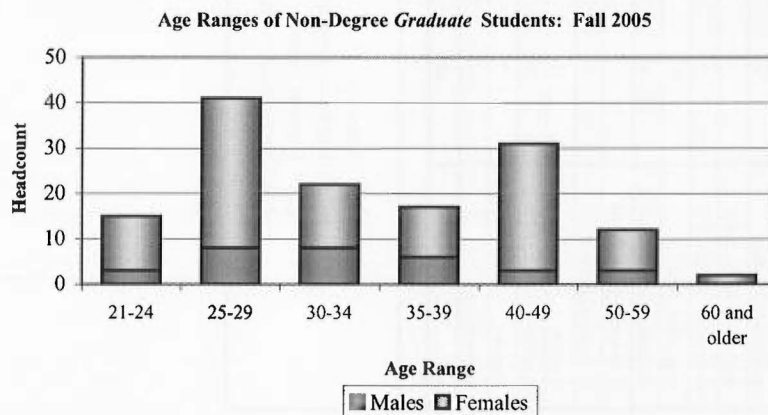


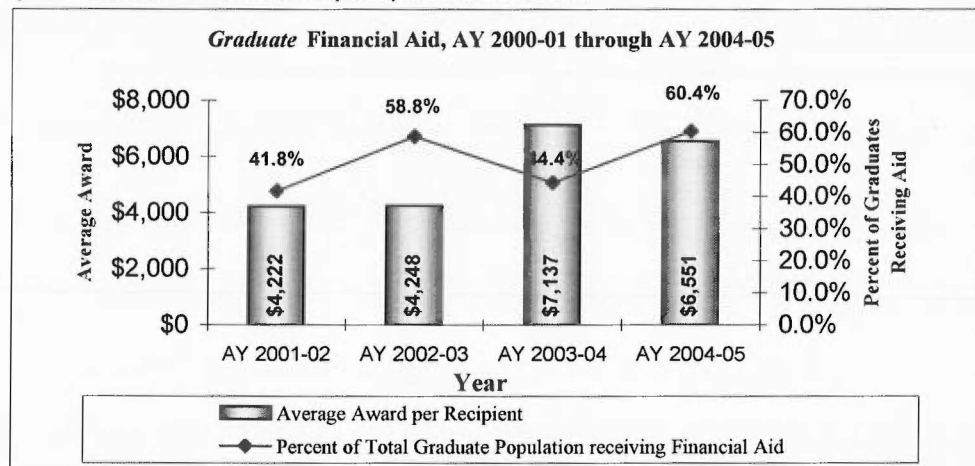
Table 13:

Graduate Financial Aid Awards Summary
Academic Year 2001-02 to 2004-05

Type	Number of Recipients			
	AY 2001-02	AY 2002-03	AY 2003-04	AY 2004-05
GRANTS (recipients unduplicated within grants)				
Federal Sources	10	18	13	34
Other Race/Desegregation Grants	4	9	-	-
State Scholarships from Maryland Higher Education Comm.	23	3	-	-
Tuition Waivers for Students	7	62	-	-
Tuition Waivers for employee/dependents	89	122	-	-
Tuition Waivers for Senior Citizen/Disabled	3	6	-	-
Institutional Sources	24	23	-	-
Private Sources	8	65	68	41
LOANS (recipients unduplicated within loans)				
Federal Stafford Loans (Guaranteed student loan)	88	126	201	260
Federal PLUS Loans (Parent loan for child's education)	101	59	-	-
Federal SLS & all other Federal (Supplemental loans to student)	-	-	-	-
Private Sources	-	1	1	3
STUDENT EMPLOYMENT				
Student Assistantships	36	27	35	34
SCHOLARSHIPS				
Developmental	-	-	10	7
Delegate Scholarship	-	-	7	6
Senatorial Scholarship	-	-	5	6
MD Teacher Scholarships	-	-	5	1
State Nursing Scholarship	-	-	2	2
Diversity Grants	-	-	5	3
Tuition Waivers to Employees/Dependents	-	-	60	71
Tuition Waivers/Sr Citizens and Disabled	-	-	6	7
Tuition Waiver/Students	-	-	48	66
Total Number of Awards (recipients duplicated)	393	521	466	597
Total Number of Recipients	260	379	274	348
Total Dollar Amount of Aid	\$1,097,777	\$1,610,022	\$1,955,611	\$2,279,663
Percent of Total Graduate Population receiving Financial Aid	41.8%	58.8%	44.4%	60.4%
Average Award per Recipient	\$4,222	\$4,248	\$7,137	\$6,551

Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

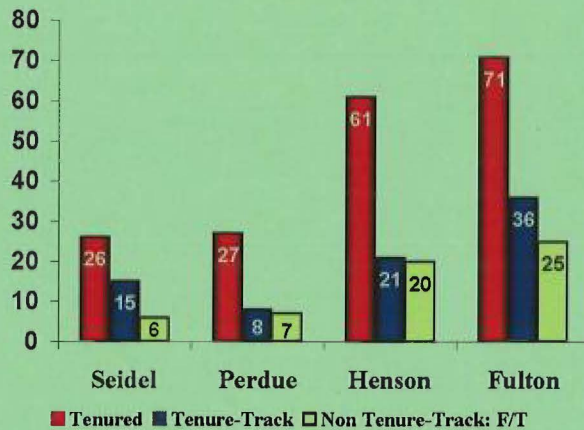
Figure 11:



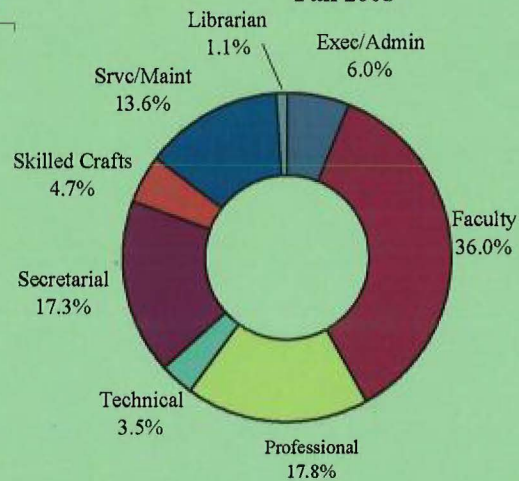
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Employees

**Faculty Contract by School:
Fall 2005**



**Full-time Employees by Category:
Fall 2005**



Full-Time Faculty by Rank & Sex: Fall 2005

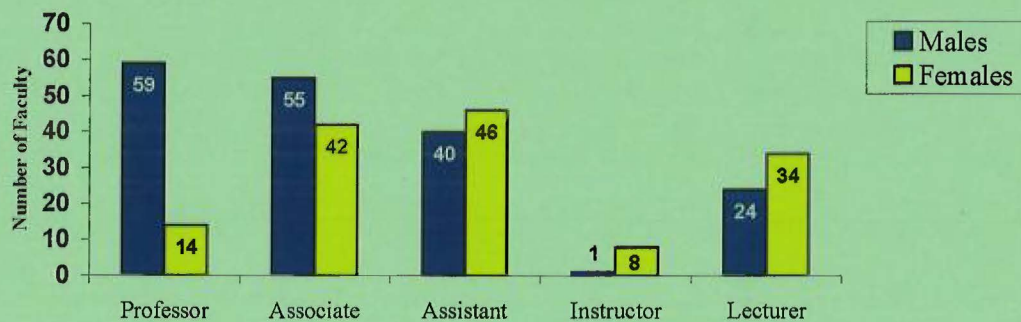


Table 1:

Summary of Faculty Characteristics
Includes Full-Time, Non-Tenure Track Faculty, Fall 2001 - Fall 2005

Characteristic	2001		2002		2003		2004		2005	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	241	82.8%	254	85.2%	258	86.3%	265	84.4%	265	82.0%
Non-tenure track	50	17.2%	44	14.8%	41	13.7%	49	15.6%	58	18.0%
Total	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
SCHOOL										
Fulton School of Liberal Arts	113	38.8%	117	39.3%	118	39.5%	126	40.1%	132	40.9%
Henson School of Science & Technology	98	33.7%	95	31.9%	95	31.8%	102	32.5%	102	31.6%
Perdue School of Business	37	12.7%	41	13.8%	41	13.7%	41	13.1%	42	13.0%
Seidel School of Education & Professional Studies	43	14.8%	45	15.1%	45	15.1%	45	14.3%	47	14.6%
Total	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
RACE/ETHNICITY										
African-American	13	4.5%	13	4.4%	12	4.0%	14	4.3%	15	4.6%
White	266	91.4%	270	90.6%	272	91.0%	290	89.8%	288	89.2%
Other	12	4.1%	15	5.0%	15	5.0%	19	5.9%	20	6.2%
Total	291	100.0%	298	100.0%	299	100.0%	323	100.0%	323	100.0%
SEX										
Male	179	61.5%	180	60.4%	173	57.9%	178	56.7%	179	55.4%
Female	112	38.5%	118	39.6%	126	42.1%	136	43.3%	144	44.6%
Total	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
HIGHEST DEGREE										
Doctorate	218	74.9%	229	76.8%	235	78.6%	244	77.7%	249	77.1%
Masters	54	18.6%	53	17.8%	49	16.4%	50	15.9%	51	15.8%
Bachelors	10	3.4%	6	2.0%	6	2.0%	6	1.9%	6	1.9%
Terminal Masters ¹	9	3.1%	10	3.4%	9	3.0%	14	4.5%	17	5.3%
Total	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
RANK										
Professor	73	30.3%	73	28.7%	72	27.9%	70	26.4%	73	27.5%
Associate Professor	70	29.0%	78	30.7%	80	31.0%	98	37.0%	97	36.6%
Assistant Professor	87	36.1%	91	35.8%	95	36.8%	87	32.8%	86	32.5%
Instructor	11	4.6%	12	4.7%	11	4.3%	10	3.8%	9	3.4%
Total Ranked	241	100.0%	254	100.0%	258	100.0%	265	100.0%	265	100.0%
Non-tenure track/Unranked ²	50	17.2%	44	14.8%	41	13.7%	49	15.6%	58	18.0%
TOTAL FACULTY	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
% TENURED BY RANK										
Professor	72	98.6%	72	98.6%	72	100.0%	69	98.6%	72	98.6%
Associate Professor	65	92.9%	71	91.0%	74	92.5%	94	95.9%	97	100.0%
Assistant Professor	19	21.8%	17	18.7%	22	23.2%	19	21.8%	16	18.6%
Instructor	1	9.1%	1	8.3%	1	9.1%	-	-	-	-
Total Tenured	157	65.1%	161	63.4%	169	65.5%	182	68.7%	185	69.8%
Tenure-Track	84	34.9%	93	36.6%	89	34.5%	83	31.3%	80	30.2%
Total Tenured/Tenure-Track	241	100.0%	254	100.0%	258	100.0%	265	100.0%	265	100.0%
F/T Non-tenure track/Unranked	50		44		41		49		58	
TOTAL FACULTY	291		298		299		314		323	

¹ MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

² Formerly referred to as full-time Contractual Faculty

³ USM policy reclassified librarians as faculty in 2003.

LIBRARY FACULTY DATA³										
Sex	2001		2002		2003		2004		2005	
	#	%	#	%	#	%	#	%	#	%
Male	-	-	-	-	4	44.4%	3	33.3%	1	10.0%
Female	-	-	-	-	5	-	6	66.7%	9	90.0%
Total	-	-	-	-	9	100.0%	9	100.0%	10	100.0%
Race/Ethnicity										
African-American	-	-	-	-	1	11.1%	1	11.1%	1	10.0%
White	-	-	-	-	8	88.9%	8	88.9%	9	90.0%
Other	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	9	100.0%	9	100.0%	10	100.0%
Highest Degree										
Doctorate	-	-	-	-	-	-	-	-	-	-
Master's	-	-	-	-	9	100.0%	9	100.0%	10	100.0%
Bachelor's	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	9	100.0%	9	100.0%	10	100.0%

Table 1.1:

Race and Gender Summary of Full-time Faculty Characteristics

Fall 2000 - Fall 2005

(Includes Full-Time, Non-Tenure Track Faculty)

Characteristic		2000		2001		2002		2003		2004		2005	
		#	%	#	%	#	%	#	%	#	%	#	%
Full-time Faculty by Tenure Status													
Tenured or Tenure-Track		227.5	82.7%	241	82.8%	254	85.2%	258	86.3%	265	84.4%	265	82.0%
Non-Tenure Track		47.5	17.3%	50	17.2%	44	14.8%	41	13.7%	49	15.6%	58	18.0%
Total		275	100.0%	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
Full-time Faculty by Race/Ethnicity													
African-American		10	3.6%	13	4.5%	13	4.4%	12	4.0%	13	4.1%	15	4.6%
American Indian		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Asian		8	2.9%	10	3.4%	12	4.0%	12	4.0%	12	3.8%	11	3.4%
Hispanic		1	0.4%	2	0.7%	3	1.0%	3	1.0%	2	0.6%	3	0.9%
White		256	93.1%	266	91.4%	270	90.6%	272	91.0%	282	89.8%	288	89.2%
International		-	0.0%	-	0.0%	-	0.0%	-	0.0%	5	1.6%	6	1.9%
Total		275	100.0%	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
Full-time Faculty by Minority Status and School													
Fulton (total/ % of total)		104	37.8%	113	38.8%	117	39.3%	118	39.5%	126	40.1%	132	40.9%
# Minority Faculty/ % of School		5	4.8%	9	8.0%	12	10.3%	11	9.3%	10	7.9%	12	9.1%
Henson (total/ % of total)		94	34.2%	98	33.7%	95	31.9%	95	31.8%	102	32.5%	102	31.6%
# Minority Faculty/ % of School		4	4.3%	4	4.1%	5	5.3%	5	5.3%	7	6.9%	7	6.9%
Perdue (total/ % of total)		37	13.5%	37	12.7%	41	13.8%	41	13.7%	41	13.1%	42	13.0%
# Minority Faculty/ % of School		6	16.2%	7	18.9%	6	14.6%	6	14.6%	5	12.2%	5	11.9%
Seidel (total/ % of total)		40	14.5%	43	14.8%	45	15.1%	45	15.1%	45	14.3%	47	14.6%
# Minority Faculty/ % of School		4	10.0%	5	11.6%	5	11.1%	5	11.1%	5	11.1%	5	10.6%
Total Faculty		275	100.0%	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
Total Minority Faculty		19	6.9%	25	8.6%	28	9.4%	27	9.0%	27	8.6%	29	9.0%
Full-time Faculty by Sex													
Male		174	63.3%	179	61.5%	180	60.4%	173	57.9%	178	56.7%	179	55.4%
Female		101	36.7%	112	38.5%	118	39.6%	126	42.1%	136	43.3%	144	44.6%
Total		275	100.0%	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%
Full-time Faculty by Sex and School													
Fulton	Male	71	68.3%	73	64.6%	75	64.1%	72	61.0%	77	61.1%	80	60.6%
	Female	33	31.7%	40	35.4%	42	35.9%	46	39.0%	49	38.9%	52	39.4%
Henson	Male	55	58.5%	58	59.2%	54	56.8%	51	53.7%	54	52.9%	53	52.0%
	Female	39	41.5%	40	40.8%	41	43.2%	44	46.3%	48	47.1%	49	48.0%
Perdue	Male	30	81.1%	29	78.4%	31	75.6%	30	73.2%	30	73.2%	28	66.7%
	Female	7	18.9%	8	21.6%	10	24.4%	11	26.8%	11	26.8%	14	33.3%
Seidel	Male	18	45.0%	19	44.2%	20	44.4%	20	44.4%	17	37.8%	18	38.3%
	Female	22	55.0%	24	55.8%	25	55.6%	25	55.6%	28	62.2%	29	61.7%
Total Males		174	63.3%	179	61.5%	180	60.4%	173	57.9%	178	56.7%	179	55.4%
Total Females		101	36.7%	112	38.5%	118	39.6%	126	42.1%	136	43.3%	144	44.6%
Grand Total		275	100.0%	291	100.0%	298	100.0%	299	100.0%	314	100.0%	323	100.0%

Figure 1:

% of Total F/T Faculty Who Are Tenured/Tenure-Track: 2001-2005

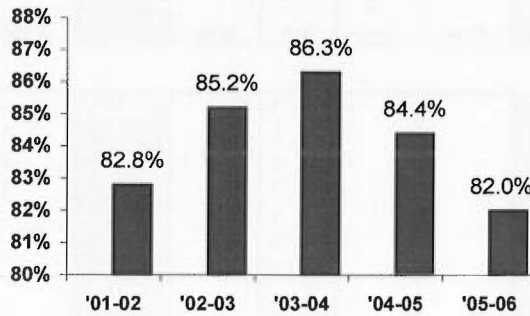


Figure 2:

% of Total F/T Faculty With Terminal Degrees: 2001-2005

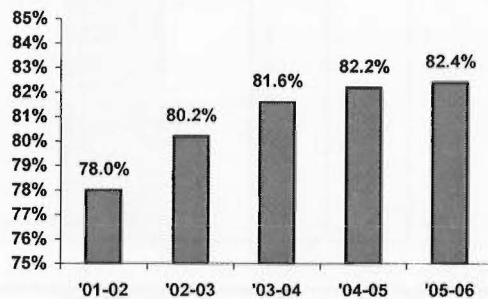


Figure 3:

Total F/T Faculty by Rank and Sex: 2005-2006

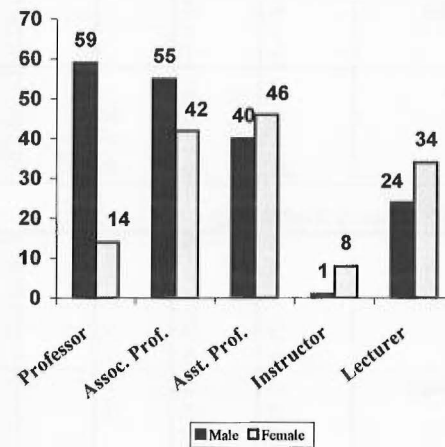


Figure 4:

% of Total F/T Faculty by School Fall 2005

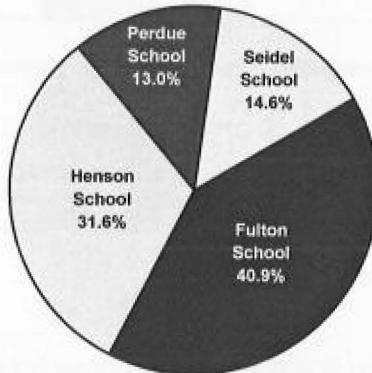
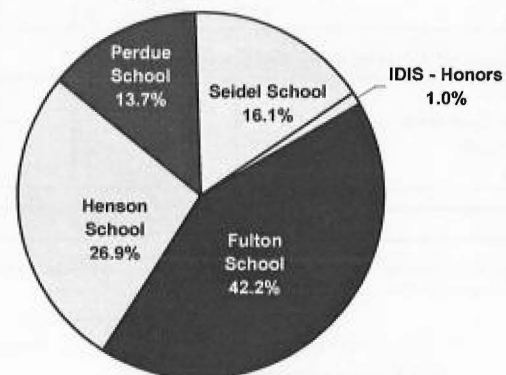


Figure 5:

% of Total SCHs by School Fall 2005



Academic Programs Without Any Full-Time Minority or International Faculty

Accounting	Marketing	Political Science
Finance	Medical Technology	Respiratory Therapy
Management	Nursing	Sociology

Table 2: Faculty Tenure Status by Rank, Department, and School, 2005 - 2006**

School & Department	Faculty with Tenure					Tenure-Track Faculty						
	Prof	Assoc	Asst	Instr	SUB TOTAL	Prof	Assoc	Asst	Instr	SUB TOTAL	Total	% Tenured
Fulton School of Liberal Arts												
Art	1	3	1	-	5	-	-	3	-	3	8	63%
Communication Arts	-	10	1	-	11	-	-	8	-	8	19	58%
English	7	6	-	-	13	-	-	6	1	7	20	65%
History	5	9	-	-	14	-	-	4	-	4	18	78%
Modern Languages	2	2	-	-	4	-	-	1	-	1	5	80%
Music	2	1	-	-	3	-	-	3	-	3	6	50%
Philosophy	3	1	-	-	4	-	-	1	-	1	5	80%
Political Science	2	2	-	-	4	-	-	1	-	1	5	80%
Psychology	2	3	3	-	8	-	-	6	-	6	14	57%
Sociology	-	3	2	-	5	-	-	2	-	2	7	71%
Subtotal	24	40	7	-	71	-	-	35	1	36	107	66%
Henson School of Science & Technology												
Biology	8	6	-	-	14	-	-	5	-	5	19	74%
Chemistry	4	2	-	-	6	-	-	2	1	3	9	67%
Computer Science	1	1	-	-	2	1	-	2	-	3	5	40%
Geography	3	3	-	-	6	-	-	2	-	2	8	75%
Math Sciences	6	5	-	-	11	-	-	3	-	3	14	79%
Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%
Nursing	3	5	3	-	11	-	-	-	5	5	16	69%
Physics	3	2	-	-	5	-	-	-	-	-	5	100%
Respiratory Therapy	1	2	-	-	3	-	-	-	-	-	3	100%
Subtotal	29	28	4	-	61	1	-	14	6	21	82	74%
Perdue School of Business												
Accounting	5	1	1	-	7	-	-	1	-	1	8	88%
Economics	-	3	-	-	3	-	-	1	-	1	4	75%
Finance	2	2	-	-	4	-	-	1	-	1	5	80%
Info Systems	1	2	1	-	4	-	-	3	-	3	7	57%
Management	3	1	-	-	4	-	-	1	-	1	5	80%
Marketing	2	3	-	-	5	-	-	1	-	1	6	83%
Subtotal	13	12	2	-	27	-	-	8	-	8	35	77%
Seidel School of Education & Professional Studies												
Education	4	10	1	-	15	-	-	7	1	8	23	65%
Physical Education	1	3	-	-	4	-	-	5	-	5	9	44%
Social Work	1	4	2	-	7	-	-	1	1	2	9	78%
Subtotal	6	17	3	-	26	-	-	13	2	15	41	63%
Total	72	97	16	-	185	1	-	70	9	80	265	70%

**Excludes the 58 full-time non-tenure track faculty. If included, the "% tenured" for all full-time faculty would be 57% (185 out of 323)

Figure 6:

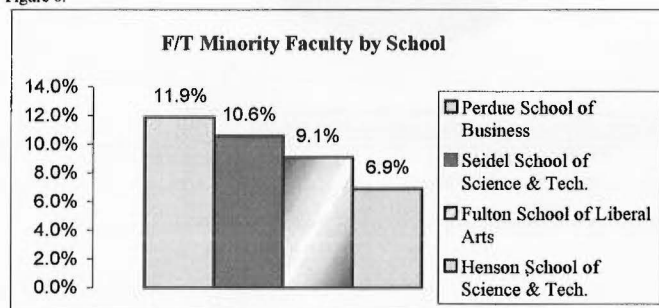


Figure 7:

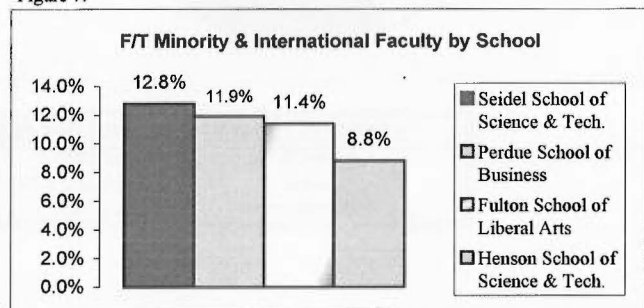


Table 3:

Full-Time Faculty by Race, Sex, School, and Department, Fall 2005

School & Department	African-American			American Indian			Asian American			Hispanic			White			International			Total			#	#	% Minority & International
	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	Male	Female	Total	Minority	Intrntnl	
Fulton School of Liberal Arts																								
Art	1	-	1	-	-	-	1	-	1	-	-	-	6	5	11	-	-	-	8	5	13	2	-	15.4%
Communication Arts	2	-	2	-	-	-	1	-	1	1	-	1	10	8	18	-	-	-	14	8	22	4	-	18.2%
English	-	1	1	-	-	-	-	1	1	1	-	1	12	11	23	1	-	1	14	13	27	3	1	14.8%
History	-	1	1	-	-	-	-	-	-	-	-	-	16	7	23	-	-	-	16	8	24	1	-	4.2%
Modern Languages	-	-	-	-	-	-	-	-	-	-	1	1	3	3	6	-	-	-	3	4	7	1	-	14.3%
Music	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7	-	1	1	6	2	8	-	1	12.5%
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	1	-	1	4	1	5	-	1	20.0%
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	-	-	-	4	1	5	-	-	No Mnrtly/ Intrntnl Fclty
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	7	6	13	-	-	-	7	7	14	1	-	7.1%
Sociology	-	-	-	-	-	-	-	-	-	-	-	-	4	3	7	-	-	-	4	3	7	-	-	No Mnrtly/ Intrntnl Fclty
Subtotal	3	3	6	-	-	-	2	1	3	2	1	3	71	46	117	2	1	3	80	52	132	12	3	11.4%
Henson School of Science and Technology																								
Biology	1	-	1	-	-	-	-	-	-	-	-	-	11	11	22	-	-	-	12	11	23	1	-	4.3%
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	5	6	11	-	-	-	6	6	12	1	-	8.3%
Computer Science	1	-	1	-	-	-	-	-	-	-	-	-	3	1	4	-	2	2	4	3	7	1	2	42.9%
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	1	8	-	-	-	7	2	9	1	-	11.1%
Math Sciences	1	-	1	-	-	-	-	1	1	-	-	-	14	3	17	-	-	-	15	4	19	2	-	10.5%
Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-	-	3	3	-	-	No Mnrtly/ Intrntnl Fclty
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	1	18	19	-	-	-	1	18	19	-	-	No Mnrtly/ Intrntnl Fclty
Physics	-	-	-	-	-	-	1	-	1	-	-	-	4	1	5	-	-	-	5	1	6	1	-	16.7%
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	-	-	-	3	1	4	-	-	No Mnrtly/ Intrntnl Fclty
Subtotal	4	-	4	-	-	-	1	2	3	-	-	-	48	45	93	-	2	2	53	49	102	7	2	8.8%
Perdue School of Business																								
Acct & Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8	-	-	-	6	2	8	-	-	No Mnrtly/ Intrntnl Fclty
Economics	-	-	-	-	-	-	1	1	2	-	-	-	2	1	3	-	-	-	3	2	5	2	-	40.0%
Finance	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	-	-	-	5	-	5	-	-	No Mnrtly/ Intrntnl Fclty
Information Systems	-	-	-	-	-	-	2	1	3	-	-	-	3	3	6	-	-	-	5	4	9	3	-	33.3%
Management	-	-	-	-	-	-	-	-	-	-	-	-	6	2	8	-	-	-	6	2	8	-	-	No Mnrtly/ Intrntnl Fclty
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	3	4	7	-	-	-	3	4	7	-	-	No Mnrtly/ Intrntnl Fclty
Subtotal	-	-	-	-	-	-	3	2	5	-	-	-	25	12	37	-	-	-	28	14	42	5	-	11.9%
Seidel School of Health, Physical Education, & Human Performance																								
Education	1	2	3	-	-	-	-	-	-	-	-	-	10	13	23	-	1	1	11	16	27	3	1	14.8%
Hlth, PE, and Human Perf.	1	-	1	-	-	-	-	-	-	-	-	-	3	5	8	-	-	-	4	5	9	1	-	11.1%
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	7	10	-	-	-	3	8	11	1	-	9.1%
Subtotal	2	3	5	-	-	-	-	-	-	-	-	-	16	25	41	-	1	1	18	29	47	5	1	12.8%
TOTAL	9	6	15	-	-	-	6	5	11	2	1	3	160	128	288	2	4	6	179	144	323	29	6	10.8%

Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2005

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
Fulton School of Liberal Arts							
Male	20	26	23	-	11	80	60.6%
Female	4	14	19	1	14	52	39.4%
Subtotal	24	40	42	1	25	132	100.0%
Henson School of Science & Technology							
Male	23	15	5	1	9	53	52.0%
Female	7	13	13	5	11	49	48.0%
Subtotal	30	28	18	6	20	102	100.0%
Perdue School of Business							
Male	12	7	6	-	3	28	66.7%
Female	1	5	4	-	4	14	33.3%
Subtotal	13	12	10	-	7	42	100.0%
Seidel School of Education & Professional Studies							
Male	4	7	6	-	1	18	38.3%
Female	2	10	10	2	5	29	61.7%
Subtotal	6	17	16	2	6	47	100.0%
GRAND TOTAL							
MALE	59	55	40	1	24	179	55.4%
FEMALE	14	42	46	8	34	144	44.6%
TOTAL	73	97	86	9	58	323	100.0%

Figure 8: Average Years of Tenured/Tenure-Track Faculty Service and Age by Rank, Fall 2005

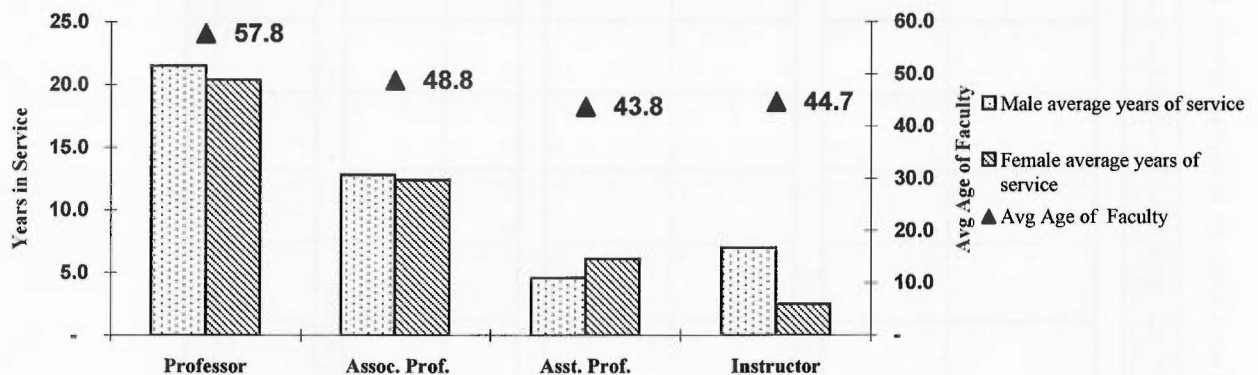


Table 5: Average Years of Service and Age of Tenured/Tenure-Track Faculty by Rank
(Up to and including Fall 2005 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty	73	97	86	9	
Average Age of faculty	57.8	48.8	43.8	44.7	49.5
Average Years of service for faculty at rank	21.3	12.6	5.4	3.0	12.3
Male average years of service	21.5	12.8	4.6	7.0	12.3
Female average years of service	20.4	12.4	6.1	2.5	12.2

Table 6:

**Highest Degree Awarded to Tenured/Tenure-Track Faculty
by State & Institution, Academic Year 2005 - 2006**

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U. of Alabama	2	-	-	2
U. of S. Alabama	1	-	-	1
ARIZONA				
Arizona State U.	1	-	-	1
U. of Arizona	1	-	-	1
ARKANSAS				
U. of Arkansas	1	-	-	1
CALIFORNIA				
Alliant International University	1	-	-	1
California Institute of the Arts	-	1	-	1
U. of California, Irvine	1	-	-	1
U. of California, Los Angeles	2	-	-	2
U. of California, Riverside	1	-	-	1
U. of California, Santa Barbara	1	-	-	1
COLORADO				
U of Colorado	3	-	-	3
U. of Denver	1	-	-	1
U of N. Colorado	1	-	-	1
CONNECTICUT				
U. of Connecticut	3	-	-	3
Yale U.	1	-	-	1
DELAWARE				
U. of Delaware	8	-	-	8
Wesley College	-	1	-	1
DISTRICT OF COLUMBIA				
Catholic University of America	6	1	-	7
Georgetown U.	2	-	-	2
George Washington U	7	-	-	7
FLORIDA				
Florida State U.	5	-	-	5
U. of Florida	3	-	-	3
U of S. Florida	2	-	-	2
GEORGIA				
Emory U.	1	-	-	1
Georgia State U.	1	-	-	1
U. of Georgia	4	-	-	4
ILLINOIS				
Illinois State U.	1	-	-	1
Northwestern U.	1	-	-	1
Southern Illinois U.	1	2	-	3
U. of Chicago	-	1	-	1
U. of Illinois	2	-	-	2
INDIANA				
Indiana U.	7	-	-	7
Purdue U.	-	1	1	2
IOWA				
U. of Iowa	4	-	-	4
KANSAS				
Kansas State U.	1	-	-	1
U. of Kansas	2	-	-	2
KENTUCKY				
Murray State U.	-	1	-	1
U of Kentucky	1	-	-	1
LOUISIANA				
Louisiana Tech	1	-	-	1
Louisiana U.	3	-	-	3
Northwestern State U.	3	-	-	3
MARYLAND				
Goucher College	-	1	-	1
Johns Hopkins U.	2	-	-	2
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	7	-	7

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
MD Cont.				
UMB	4	1	-	5
UMBC	1	-	-	1
UMCP	21	1	-	22
UMES	1	-	-	1
MASSACHUSETTS				
Brandeis U.	1	-	-	1
Northeastern U. (Boston)	3	-	-	3
Tufts U.	1	-	-	1
U of Massachusetts	2	-	-	2
MICHIGAN				
Cranbrook Academy of Art	-	1	-	1
Eastern Michigan U.	-	1	-	1
Michigan State U.	4	1	-	5
Western Michigan U	1	-	-	1
MINNESOTA				
U. of Minnesota	1	-	-	1
MISSISSIPPI				
U. of S. Mississippi	1	-	-	1
MISSOURI				
U. of Missouri	2	-	-	2
Washington U @ St. Louis	1	-	-	1
NEBRASKA				
U. of Nebraska	2	-	-	2
NEVADA				
U. of Nevada-Las Vegas	1	-	-	1
NEW HAMPSHIRE				
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton U.	-	1	-	1
Rutgers U.	2	-	-	2
NEW YORK				
Columbia U.	3	-	-	3
Cornell U.	2	-	-	2
New York U.	1	-	-	1
SUNY, Albany	2	-	-	2
SUNY at Binghamton	1	-	-	1
SUNY at Stony Brook	2	-	-	2
Syracuse U.	4	-	-	4
Teachers College @ Columbia U.	1	-	-	1
U. of Rochester	1	-	-	1
NORTH CAROLINA				
North Carolina St. U.	1	-	-	1
U. of NC, Greensboro	2	-	-	2
OHIO				
Bowling Green State U.	2	-	-	2
Case Western Reserve U.	1	-	-	1
Kent State U	-	1	-	1
Ohio State U.	5	-	-	5
Ohio U	2	-	-	2
Union Institute	1	-	-	1
OKLAHOMA				
Oklahoma State U.	2	-	-	2
U of Oklahoma	1	-	-	1
OREGON				
U of Oregon	1	-	-	1
PENNSYLVANIA				
Carnegie Mellon U.	1	-	-	1
Lehigh U.	3	-	-	3
Penn State U.	6	1	-	7
Temple U.	4	-	-	4
U. of PA	3	-	-	3
U. of Pittsburgh	1	-	-	1

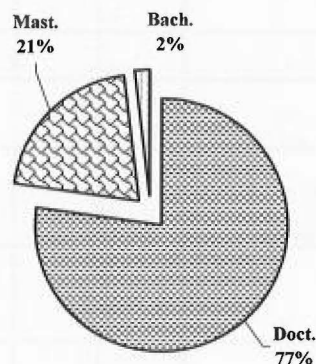
Table 6 cont.

Highest Degrees Awarded to Tenured/Tenure-Track Faculty
Academic Year 2005-2006 (cont.)

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
RHODE ISLAND				
Brown U.	1	-	-	1
U of Rhode Island	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	3	-	-	3
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	5	1	-	6
TEXAS				
Texas Christian U.	1	-	-	1
U. of Houston	2	-	-	2
U. of North Texas	1	-	-	1
U. of Texas	4	-	-	4
UTAH				
U. of Utah	2	-	-	2
VIRGINIA				
College of William & Mary	2	-	-	2
U. of Virginia	2	-	-	2
Va. Commonwealth U.	1	-	-	1
Va. Polytechnic Inst.	3	-	-	3
WASHINGTON				
U. of Washington	1	-	-	1
WISCONSIN				
U. of Wisconsin-Madison	4	-	-	4
FOREIGN COUNTRIES				
Cambridge U. (UK)	1	-	-	1
Sejong U. Republic of Korea	-	1	-	1
U. of British Columbia-Canada	1	-	-	1
U. of Calgary, Canada	1	-	-	1
U. of Guelph, Canada	1	-	-	1
U. of London	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Toronto, Canada	2	-	-	2
U. of Victoria, B.C., Canada	1	-	-	1
Tenured/Tenure-Track Faculty				
Subtotal	236	28	1	265

Figure 9:

All Full-Time Faculty
Percentage of Highest Degree: Fall 2005



*Includes 7 MFAs, 2 Masters in Med Tech/Resp. Therapy, and 1 Master's in Social Work (considered to be terminal in their field).

Table 7:

Highest Degree Awarded to Full-Time Non-Tenure Track Faculty
By State & Institution
Academic Year 2005-2006

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ARIZONA				
U. of Arizona	-	1	-	1
CALIFORNIA				
Claremont Graduate School	1	-	-	1
Radford University	-	1	-	1
U of California, Santa Barbara	1	-	-	1
DELAWARE				
U. of Delaware	-	1	-	1
Wilmington College	-	4	-	4
DISTRICT OF COLUMBIA				
George Washington U.	2	2	-	4
FLORIDA				
U. of Florida	1	-	-	1
INDIANA				
Indiana State U.	2	1	-	3
KANSAS				
U. of Kansas	-	1	-	1
MARYLAND				
Salisbury U.	-	18	3	21
UB	-	1	-	1
UMCP	2	-	1	3
UMBC	-	1	-	1
Washington College	-	1	-	1
MISSISSIPPI				
U. of Mississippi	-	1	-	1

*Includes 5 MFAs; 1 Masters in Resp. Therapy; and 1 MSW (considered to be terminal in their field).

Tenured/Tenure-Track Faculty: 39 states, the District of Columbia and 3 foreign countries represented;
89% with doctoral degrees, 93% with terminal degrees.

All Full-Time Faculty (323): 39 states, the District of Columbia and 3 foreign countries represented;
77% with doctoral degrees; 82% with terminal degrees

Terminal Degrees represent 105 institutions of higher education in 39 states, the District of Columbia and 3 foreign countries.

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
NEW YORK				
SUNY, Buffalo	-	1	-	1
NORTH CAROLINA				
Appalachian State U.	-	1	-	1
East Carolina U.	-	1	-	1
OHIO				
Ohio State U.	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	-	1	1
OREGON				
U. of Oregon	1	-	-	1
PENNSYLVANIA				
Arcadia U.	-	1	-	1
Lehigh U.	-	1	-	1
Penn State U.	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	-	1	-	1
TEXAS				
U. of Texas	1	-	-	1
WISCONSIN				
U. of Wisconsin-Madison	-	2	-	2
Total Full-Time non-tenure track faculty*	13	40	5	58
GRAND TOTAL FOR ALL FACULTY	249	68	6	323

Table 8:

Salisbury University
SCH to FTEF Ratio
Academic Years 2000-2001 through 2004-2005

	AY 2000-2001			AY 2001-2002			AY 2002-2003			AY 2003-2004			AY 2004-2005		
	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio
Fulton School of Liberal Arts															
ART	5,614	14.08	398.72	5,802	14.29	406.02	6,778	17.13	395.68	6,547	17.03	384.47	6,740	17.86	377.38
CMAT, DANC & THEA	10,044	19.36	518.71	10,623	21.37	497.10	10,964	20.77	527.88	10,879	21.84	498.07	11,022	24.63	447.57
ENGL	13,186	25.86	509.90	13,052	26.81	486.83	13,445	28.11	478.30	13,530	27.08	499.72	13,450	28.48	472.28
HIST & ANTH	15,354	23.55	652.08	15,096	23.15	652.10	15,996	25.31	632.00	15,725	25.11	626.31	16,126	23.23	694.34
MDFL	3,023	8.49	355.94	2,979	8.56	348.01	3,258	8.74	372.77	3,032	9.36	323.79	3,463	8.98	385.53
MUSC	2,246	10.10	222.39	2,009	9.08	221.26	1,464	8.53	171.63	1,747	9.56	182.75	2,249	10.64	211.29
PHIL	3,144	4.20	748.19	3,887	5.19	748.94	3,538	4.99	709.02	3,100	4.08	759.96	3,552	5.17	686.82
POSC	3,120	5.26	593.25	2,809	4.94	568.62	3,050	4.81	634.10	3,605	5.19	695.11	3,684	4.54	811.83
PSYC	10,372	14.77	702.37	10,455	12.68	824.53	10,670	13.23	806.50	10,464	13.84	755.93	11,273	13.66	825.18
SOCI & CADR	3,454	6.38	541.38	3,909	6.25	625.44	4,204	6.38	658.93	4,770	7.03	678.64	4,477	6.64	673.99
Average	69,557	132.05	526.75	70,621	132.32	533.71	73,367	138.00	531.64	73,399	140.11	523.85	76,036	143.83	528.65
Henson School of Science & Technology															
BIOL & ENVH	12,204	26.89	453.86	12,921	26.46	488.32	12,770	27.62	462.35	12,786	27.55	464.10	13,670	29.20	468.13
CHEM	5,168	12.65	408.44	5,544	12.72	435.85	5,398	12.45	433.57	5,266	13.80	381.55	5,692	13.78	413.06
GEOG	5,583	7.66	728.57	6,018	8.88	677.70	5,941	9.18	647.17	6,259	9.36	668.73	6,039	9.56	631.86
MDTC & RESP	1,035	7.60	136.13	1,043	7.68	135.81	1,014	7.36	137.77	1,358	8.39	161.94	1,686	8.87	190.16
MATH & COSC	11,352	21.24	534.55	12,379	23.68	522.76	12,451	23.11	538.77	13,057	24.08	542.28	13,152	25.24	521.05
NURS	3,318	20.72	160.15	3,223	19.59	164.52	3,853	23.77	162.10	4,268	24.66	173.06	4,493	25.18	178.44
PHYS	2,757	7.45	370.15	2,702	7.44	363.17	3,123	6.88	453.92	2,989	7.31	409.06	2,904	6.83	425.13
Average	41,417	104.21	397.43	43,830	106.45	411.74	44,550	110.37	403.64	45,983	115.14	399.35	47,636	118.66	401.46
Perdue School of Business															
ACCT	3,330	10.44	318.97	3,249	10.30	315.44	4,752	10.26	463.16	4,803	9.88	486.13	5,394	10.74	502.23
BUAD, MKTG, MGMT (2)	14,163	16.33	867.45	15,017	14.91	1,007.18	9,603	17.42	551.26	8,650	17.81	485.68	9,003	16.27	553.26
ECON & FINA	3,030	11.00	275.54	3,042	10.13	300.30	5,526	10.79	512.14	5,359	9.59	559.10	5,802	9.78	593.10
INFO	3,044	12.19	249.63	3,023	10.98	275.32	4,891	11.70	418.03	4,994	11.38	438.98	4,785	11.64	410.95
Average	23,567	49.96	471.74	24,331	46.32	525.28	24,772	50.17	493.76	23,806	48.65	489.32	24,984	48.44	515.79
Seidel School of Professional Studies															
ELED, ECED, EDUC	13,775	30.61	450.02	14,131	31.82	444.09	14,323	33.49	427.68	12,325	29.11	423.43	13,206	33.06	399.44
PHEC, EXSC, ATTR, HLTH	9,736	18.99	512.69	10,438	19.59	532.82	11,324	20.63	548.91	13,482	20.24	665.98	11,857	20.30	584.02
SOWK	3,231	6.73	480.12	3,701	8.21	450.79	4,317	10.57	408.42	4,180	11.91	350.85	5,277	11.39	463.25
Institutional Average	26,742	56.33	474.74	28,270	59.62	474.17	29,964	64.69	463.19	29,987	61.27	489.46	30,340	64.76	468.53
Institutional Average	161,283	342.55	470.83	167,052	344.71	484.62	172,653	363.23	475.33	173,175	365.18	474.22	178,996	375.68	476.46

NOTE: (1) In the Fulton School, approximately 900-1700 SCH are generated within Interdisciplinary Studies and Honors courses. These were not assigned to any department.

In the Seidel School, 400-600 SCH are generated by General Studies, Leisure Studies and Military Science. These also were not assigned to any of the departments above.

(2) In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: SCH is from Annual Credit Hour Production, Fall Fact Book.

FTEF is derived from the annual Faculty Workload Report.

Table 9:

Salisbury University
Student to Faculty Ratio
Academic Years 2000-2001 through 2004-2005

	AY 2000-2001			AY 2001-2002			AY 2002-2003			AY 2003-2004			AY 2004-2005		
	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	374	14.08	13.29	387	14.29	13.53	452	17.13	13.19	437	17.03	12.83	450	17.86	12.59
CMAT, DANC & THEA	670	19.36	17.29	708	21.37	16.57	731	20.77	17.60	725	21.84	16.61	735	24.63	14.92
ENGL	888	25.86	17.16	879	26.81	16.38	905	28.11	16.11	909	27.08	16.79	904	28.48	15.87
HIST & ANTH	1,028	23.55	21.83	1,009	23.15	21.80	1,071	25.31	21.16	1,053	25.11	20.97	1,079	23.23	23.22
MDFL	202	8.49	11.86	199	8.56	11.61	217	8.74	12.43	202	9.36	10.81	231	8.98	12.86
MUSC	150	10.10	7.42	134	9.08	7.39	98	8.53	5.73	117	9.56	6.10	150	10.64	7.05
PHIL	210	4.20	24.95	259	5.19	24.96	236	4.99	23.63	207	4.08	25.33	237	5.17	22.89
POSC	208	5.26	19.77	187	4.94	18.97	203	4.81	21.14	240	5.19	23.15	246	4.54	27.06
PSYC	694	14.77	23.50	697	12.68	27.50	711	13.23	26.89	698	13.84	25.20	752	13.66	27.51
SOCI & CADR	230	6.38	18.05	261	6.25	20.85	280	6.38	21.96	318	7.03	22.62	298	6.64	22.47
Average			17.62			17.84			17.77			17.51			17.66
Henson School of Science & Technology															
BIOL & ENVH	814	26.89	15.14	863	26.46	16.30	852	27.62	15.42	853	27.55	15.48	913	29.20	15.64
CHEM	345	12.65	13.61	370	12.72	14.53	360	12.45	14.45	351	13.80	12.72	380	13.78	13.78
GEOG	372	7.66	24.29	401	8.88	22.59	396	9.18	21.57	417	9.39	22.22	403	9.56	21.06
MDIC & RESP	69	7.60	4.54	70	7.68	4.53	68	7.36	4.59	91	8.39	5.40	112	8.87	6.34
MATH & COSC	758	21.24	17.84	828	23.68	17.49	834	23.11	18.04	874	24.08	18.14	881	25.24	17.45
NURS	227	20.72	5.47	220	19.59	5.62	261	23.77	5.50	288	24.66	5.84	305	25.18	6.05
PHYS	184	7.45	12.34	180	7.44	12.11	208	6.88	15.13	200	7.31	13.65	194	6.83	14.20
Average			13.28			13.77			13.50			13.34			13.43
Perdue School of Business															
ACCT	225	10.44	10.75	220	10.30	10.69	320	10.26	15.60	323	9.88	16.34	363	10.74	16.89
BUAD, MKTG, MGMT	956	16.33	29.29	1,015	14.91	34.05	654	17.42	18.77	589	17.81	16.52	610	16.27	18.74
ECON & FINA	204	11.00	9.28	205	10.13	10.11	373	10.79	17.29	362	9.59	18.85	391	9.78	19.98
INFO	203	12.19	8.32	202	10.98	9.18	329	11.70	14.05	337	11.38	14.79	322	11.64	13.82
Average			15.89			17.72			16.70			16.54			17.40
Seidel School of Professional Studies															
ELED, ECED, EDUC	957	30.61	15.63	982	31.82	15.43	995	33.49	14.85	860	29.11	14.77	920	33.06	13.91
PHED, EXSC, ATTR, HLTH	652	18.99	17.18	701	19.59	17.88	735	20.63	17.81	902	20.24	22.29	778	20.30	19.16
SOWK	216	6.73	16.01	257	8.21	15.68	311	10.57	14.71	306	11.91	12.85	383	11.39	16.82
Average			16.20			16.27			15.77			16.88			16.07
Institutional Average			15.81			16.30			15.97			15.96			16.02

Note: FTES is calculated using student credit hours. FTES is the sum of undergraduate student credit hours divided by 15 and graduate student credit hours divided by 12.

FTEF is calculated by dividing courses taught (including those taught by TA's) by expected load. Expected load varies, and this has been taken into consideration in the calculation of FTEF. Student to Faculty Ratio is calculated: FTES divided by FTEF divided by 2 (brings full-year load to a semester equivalent).

In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: FTES is derived from SCH is from Annual Credit Hour Production, Fall 2005 Fact Book.

FTEF is derived from the Annual Faculty Workload Reports.

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status
Fall 2005

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	24	-	5	-	-	-	29	-
Female	23	1	2	-	-	-	25	1
Subtotal	47	1	7	-	-	-	54	1
Faculty¹								
Male	160	51	9	2	10	8	179	61
Female	128	98	6	2	10	10	144	110
Subtotal	288	149	15	4	20	18	323	171
Faculty/Librarian								
Male	3	-	-	-	-	-	3	-
Female	6	-	1	-	-	-	7	-
Subtotal	9	-	1	-	-	-	10	-
Professional								
Male	79	-	5	-	2	-	86	-
Female	66	3	7	-	1	-	74	3
Subtotal	145	3	12	-	3	-	160	3
Teaching & Research Assistants								
Male	-	3	-	-	-	1	-	4
Female	-	8	-	1	-	1	-	10
Subtotal	-	11	-	1	-	2	-	14
Technical/Paraprofessional								
Male	7	3	-	1	1	-	8	4
Female	20	4	3	-	-	-	23	4
Subtotal	27	7	3	1	1	-	31	8
Secretary/Clerical								
Male	13	26	3	6	1	11	17	43
Female	114	39	23	13	1	10	138	62
Subtotal	127	65	26	19	2	21	155	105
Skilled Crafts								
Male	33	-	7	-	1	-	41	-
Female	1	-	-	-	-	-	1	-
Subtotal	34	-	7	-	1	-	42	-
Service/Maintenance								
Male	27	18	32	43	2	5	61	66
Female	15	26	44	109	2	7	61	142
Subtotal	42	44	76	152	4	12	122	208
TOTALS								
Male	346	101	61	52	17	25	424	178
Female	373	179	86	125	14	28	473	332
Grand Total	719	280	147	177	31	53	897	510

Notes:

¹ Additional Part-Time Faculty - Administrative/Professional Staff who teach

(For informational purposes only...employees are reported in their primary occupational category above.)

Category/Sex	White		African-American		Other/Minority ²		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Male	-	17	-	2	-	-	-	19
Female	-	13	-	1	-	-	-	14
Subtotal	-	30	-	3	-	-	-	33

² "Other/Minority" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, American Indian, and International) exclusive of African-American and White. Also included are 40 part-time employees with a race of unknown.

Source: Employee file as of November 1, 2005.

**Number of Employees by Occupational Category and Race/Ethnicity
Fall 2000-Fall 2005**

Table 1.1

Occupational Category/Race	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Executive/Administrative						
Black	6	6	6	5	5	7
% Black	8.5%	8.7%	9.1%	8.2%	9.4%	12.7%
White	64	62	59	55	48	48
Other ³	1	1	1	1	-	-
% Other	1.4%	1.4%	1.5%	1.6%	0.0%	0.0%
Subtotal	71	69	66	61	53	55
Faculty						
Black	14	17	17	15	16	19
% Black	3.3%	3.7%	3.6%	3.0%	3.2%	3.8%
White	384	418	420	437	433	437
Other	28	19	34	46	45	38
% Other	6.6%	4.2%	7.2%	9.2%	9.1%	7.7%
Subtotal	426	454	471	498	494	494
Faculty/Librarian¹						
Black	-	-	-	1	1	1
% Black	-	-	-	11.1%	11.1%	10.0%
White	-	-	-	8	8	9
Other	-	-	-	-	-	-
Subtotal	-	-	-	9	9	10
Professional						
Black	7	16	16	11	13	12
% Black	4.2%	8.0%	8.8%	7.2%	7.8%	7.4%
White	146	180	163	139	147	148
Other	15	3	2	3	6	3
% Other	8.9%	1.5%	1.1%	2.0%	3.6%	1.8%
Subtotal	168	199	181	153	166	163
Teaching & Research Assistants²						
Black	-	-	-	-	1	1
% Black	-	-	-	-	-	0.1%
White	1	-	1	11	11	11
Other	-	-	-	3	-	2
% Other	-	-	-	21.4%	0.0%	14.3%
Subtotal	1	-	1	14	12	14
Technical/Paraprofessional						
Black	5	3	2	3	5	4
% Black	13.9%	9.1%	5.9%	8.1%	16.7%	10.3%
White	29	30	32	34	25	34
Other	2	-	-	-	-	1
Subtotal	36	33	34	37	30	39
Secretary/Clerical						
Black	37	23	26	29	49	45
% Black	16.0%	11.6%	12.0%	13.2%	20.2%	17.3%
White	181	170	184	186	186	192
Other	13	6	6	5	8	23
% Other	5.6%	3.0%	2.8%	2.3%	3.3%	8.8%
Subtotal	231	199	216	220	243	260
Skilled Crafts						
Black	3	3	3	3	7	7
% Black	16.7%	20.0%	20.0%	21.4%	16.3%	16.7%
White	14	12	12	11	34	34
Other	1	-	-	-	2	1
Subtotal	18	15	15	14	43	42
Service/Maintenance						
Black	182	202	215	209	199	228
% Black	53.4%	56.7%	56.0%	57.9%	62.0%	69.1%
White	140	149	162	140	111	86
Other	19	5	7	12	11	16
% Other	5.6%	1.4%	1.8%	3.3%	3.4%	4.8%
Subtotal	341	356	384	361	321	330
TOTALS						
Black	254	270	285	276	296	324
% Black	19.7%	20.4%	20.8%	20.2%	21.6%	23.0%
White	959	1,021	1,033	1,021	1,003	999
Other	79	34	50	70	72	84
% Other	6.1%	2.6%	3.7%	5.1%	5.3%	6.0%
% Minority & Other ³	25.8%	22.9%	24.5%	25.3%	26.8%	29.0%
GRAND TOTAL	1,292	1,325	1,368	1,367	1,371	1,407

Notes:

¹ USM policy reclassified librarians as faculty in 2003.

² The number of reported teaching assistants prior to 2003 is unreliable. Prior to that time, teaching assistants had been classified as student employees and were missed in the employee data file. NCES reporting requires these employees to be classified and tracked separately.

³ Race/ethnicity "Other" includes all race categories other than Black and White. "Minority" includes Other and Black.

Source: Employee file as of November 1, 2005

Table 2:

**Number of Employees by Occupational Category and Status
Fall 2001 - Fall 2005**

Category/Status	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	2-Yr Change 2003-2005	% Change 2001- 2005
Executive/Administrative							
Full-Time	69	66	61	52	54	-11.5%	-21.7%
Part-Time	-	-	-	1	1	-	-
Subtotal	69	66	61	53	55	-9.8%	-20.3%
Faculty							
Full-Time Faculty							
Tenured/Tenure-Track	241	254	258	265	265	2.7%	10.0%
Non-Tenure Track	50	44	41	49	58	41.5%	16.0%
Subtotal	291	298	299	314	323	8.0%	11.0%
Faculty/Librarians ¹	-	-	9	9	10	11.1%	-
Subtotal	291	298	308	323	333	8.1%	14.4%
Part-Time Non-Tenure Track Faculty ²	163	173	199	180	171	-14.1%	4.9%
Subtotal	454	471	507	503	504	-0.6%	11.0%
Professional							
Full-Time	154	150	142	157	160	12.7%	3.9%
Part-Time	45	31	11	9	3	-72.7%	-93.3%
Subtotal	199	181	153	166	163	6.5%	-18.1%
Teaching & Research Assistants							
Full-Time	-	-	-	-	-	-	-
Part-Time	-	1	14	12	14	0.0%	-
Subtotal	-	1	14	12	14	0.0%	-
Technical/Paraprofessional							
Full-Time	33	33	31	23	31	0.0%	-6.1%
Part-Time	-	1	6	7	8	33.3%	-
Subtotal	33	34	37	30	39	5.4%	18.2%
Secretary/Clerical							
Full-Time	143	161	168	162	155	-7.7%	8.4%
Part-Time	56	55	52	81	105	101.9%	87.5%
Subtotal	199	216	220	243	260	18.2%	12.6%
Skilled Crafts							
Full-Time	15	15	14	41	42	200.0%	180.0%
Part-Time	-	-	-	2	-	-	-
Subtotal	15	15	14	43	42	200.0%	133.3%
Service/Maintenance							
Full-Time	243	193	171	128	122	-28.7%	-49.8%
Part-Time	113	191	190	193	208	9.5%	84.1%
Subtotal	356	384	361	321	330	-8.6%	-7.3%
TOTALS							
Full-Time	948	916	895	886	897	0.2%	-5.4%
Part-Time	377	452	472	485	510	8.1%	35.3%
GRAND TOTAL	1,325	1,368	1,367	1,371	1,407	2.9%	6.2%

Notes:

General: No accurate recording of Teaching Assistants was kept until 2003. In 2004, Human Resources reclassified many service personnel as skilled crafts personnel.

¹ In 2003, librarians were given faculty status.

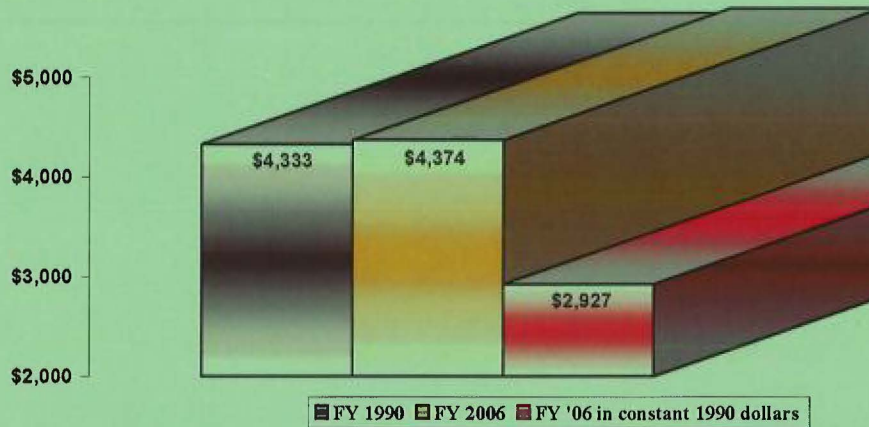
² Additional Part-time Faculty	Fall 2005
Administrative/Professional Staff who teach	33
(For informational purposes only...employees are reported in their primary occupational category above.)	

Source: Employee file as of November 1, 2005

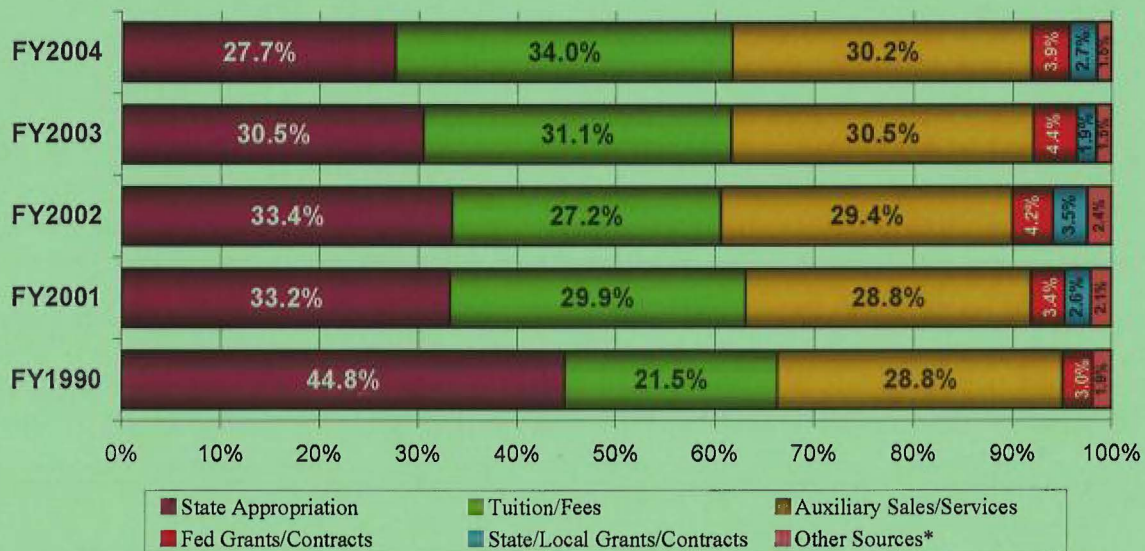
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Resources

Salisbury University - State Appropriation per FTES:
FY 1990, FY 2006, FY 2006 in constant 1990 dollars



Operating Revenue by Source: FY1990, FY2001 - FY2004



*Includes private gifts, transfers, investment income.

Source: Audited Financial Statements



Table 1 :

Tuition and Fees

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	5-yr change
Tuition and Fees - Full-Time							
Resident	\$4,312	\$4,486	\$4,804	\$5,564	\$5,976	\$6,376	\$2,064
% Increase	3.8%	4.0%	7.1%	15.8%	7.4%	6.7%	47.9%
Non-Resident	\$9,048	\$9,942	\$10,568	\$12,452	\$13,554	\$14,054	\$5,006
% Increase	5.8%	9.9%	6.3%	17.8%	8.8%	3.7%	55.3%
Room (double occupancy)	\$3,000	\$3,150	\$3,300	\$3,350	\$3,450	\$3,554	\$554
% Room Increase	3.4%	5.0%	4.8%	1.5%	3.0%	3.0%	18.5%
Board (19-meal plan)	\$2,790	\$2,940	\$3,050	\$3,550	\$3,600	\$3,378	\$588
% Board Increase	3.7%	5.4%	3.7%	16.4%	1.4%	-6.2%	21.1%
Total Tuition, Room & Board							
Resident	\$10,102	\$10,576	\$11,154	\$12,464	\$13,026	\$13,308	\$3,206
% Increase	3.7%	4.7%	5.5%	11.7%	4.5%	2.2%	31.7%
Non-Resident	\$14,838	\$16,032	\$16,918	\$19,352	\$20,604	\$20,986	\$6,148
% Increase	4.9%	8.0%	5.5%	14.4%	6.5%	1.9%	41.4%
Tuition and Fees Per Credit Hour							
Resident - Undergraduate	\$130	\$135	\$142	\$171	\$188	\$200	\$70
% Increase	4.0%	3.8%	5.2%	20.4%	9.9%	6.4%	53.8%
Non-Resident - Undergraduate	\$326	\$345	\$370	\$443	\$487	\$520	\$194
% Increase	5.8%	5.8%	7.2%	19.7%	9.9%	6.8%	59.5%
Resident - Graduate	\$168	\$174	\$184	\$215	\$244	\$249	\$81
% Increase	3.7%	3.6%	5.7%	16.8%	13.5%	2.0%	48.2%
Non-Resident - Graduate	\$336	\$355	\$380	\$455	\$500	\$535	\$199
% Increase	5.7%	5.7%	7.0%	19.7%	9.9%	7.0%	59.2%
Athletic Fee	-	-	-	-	-	\$13	\$13
Facilities Fee	\$4	\$4	\$4	\$4	\$4	\$23	\$19
Student Activities Fee (UG Only)	-	-	-	-	-	-	\$3
Technology Fee	-	-	\$3	\$4	\$4	\$4	\$4
University Center Operating Fee	-	-	-	-	-	\$7	\$7

Source: Salisbury University Tuition and Fee Schedule, SU Budget Office

Figure 1:

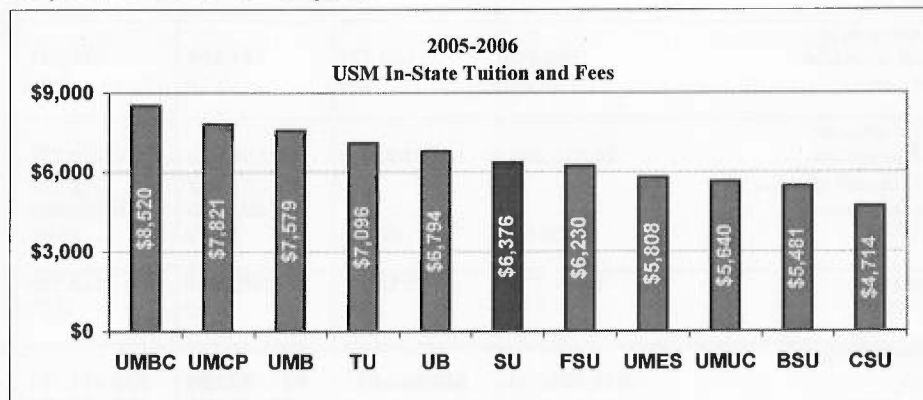
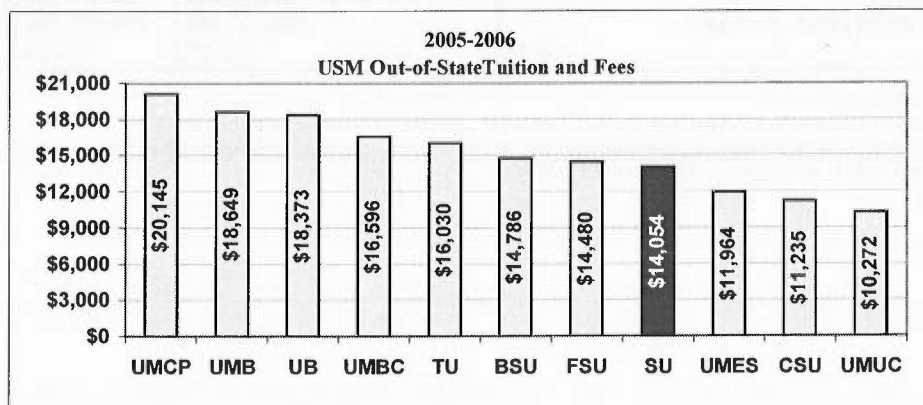


Figure 2:



Source: USM Website: "Schedule of Tuition and Mandatory Fees: FY '06".

Table 2: Operating Revenue by Source: Fiscal Year 2000 - Fiscal 2004¹

Source	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total
Tuition and Fees	\$22,856,888	\$25,290,486	\$27,113,008	\$30,089,461	\$35,592,779
<i>Less: Scholarship Allowances²</i>			<i>3,090,856</i>	<i>3,407,261</i>	<i>4,321,100</i>
Net Tuition and Fees			24,022,152	26,682,200	31,271,679
	30.3%	29.9%	29.5%	32.8%	38.8%
State Appropriations					
State	24,476,838	28,100,148	29,499,698	26,200,058	25,442,364
% of Total	32.5%	33.2%	32.1%	29.2%	26.4%
Federal Operating Grants & Contracts					
Federal Operating	2,248,473	2,896,846	3,668,499	3,816,767	3,544,091
% of Total	3.0%	3.4%	4.0%	4.3%	3.7%
Other Operating Grants and Gifts					
Federal-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
State-Restricted	1,181,775	2,179,778	3,071,796	1,653,556	2,501,007
%	1.6%	2.6%	3.3%	1.8%	2.6%
State-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Private Gifts, Grants and Contracts:					
Restricted	335,148	441,587	358,924	507,612	473,830
% of Total	0.4%	0.5%	0.4%	0.6%	0.5%
Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
Sales and Services of Educational Activities					
	203,954	140,427	121,189	238,942	205,436
% of Total	0.3%	0.2%	0.1%	0.3%	0.2%
Sales and Services of Auxiliary Enterprises					
	23,039,358	24,399,699	26,253,862	26,492,252	27,965,788
<i>Less: Scholarship Allowances²</i>			<i>321,752</i>	<i>329,222</i>	<i>199,471</i>
Net Tuition and Fees			25,932,110	26,163,030	27,766,317
% of Total	30.6%	28.8%	28.6%	29.6%	29.0%
Other Sources					
	1,051,770	1,215,551	1,676,974	583,119	695,309
% of Total	1.4%	1.4%	1.8%	0.7%	0.7%
Total Current Funds Revenues					
	\$75,394,204	\$84,664,522	\$91,763,950	\$89,581,767	\$96,420,604
<i>Less Allowances</i>			<i>\$3,412,608</i>	<i>\$3,736,483</i>	<i>\$4,520,571</i>
Net Current Funds Revenues			\$88,351,342	\$85,845,284	\$91,900,033
%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

¹This report runs a year behind due to federal reporting dates. More recent information is available from the Budget Office.

²IPEDS has changed reporting standards, and now "Tuition & Fees" and "Sales/Services of Auxiliary Items" are reported net of scholarship allowances.

Use the first line item in these categories for comparative purposes.

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Table 3: Operating Expenditures: Fiscal Year 2000 - Fiscal Year 2004¹

Expenditures	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total	FY 2004 % of FY Total
Educational & General Instruction	\$21,783,626	\$24,328,066	\$25,394,799	\$28,882,863	\$27,069,130
	29.2%	29.0%	29.8%	32.5%	31.5%
Research	2,262,218	3,726,600	4,986,751	3,857,334	3,559,886
	3.0%	4.4%	5.8%	4.3%	4.1%
Public Service	-	-	-	-	-
	-	-	-	-	-
Academic Support	5,508,846	6,097,788	6,305,288	6,357,721	6,994,377
	7.4%	7.3%	7.4%	7.1%	8.1%
Student Services	3,957,079	4,465,540	4,834,777	4,737,215	4,375,043
	5.3%	5.3%	5.7%	5.3%	5.1%
Instructional Support	8,485,863	9,956,601	10,644,199	10,933,248	10,656,892
	11.4%	11.9%	12.5%	12.3%	12.4%
Operation and Maintenance of Plant	5,271,908	6,343,166	8,524,787	9,109,171	9,019,338
	7.1%	7.6%	10.0%	10.2%	10.5%
Scholarships & Fellowships²					
Restricted Funds	2,756,048	3,109,055	118,264	169,409	138,915
	3.7%	3.7%	0.1%	0.2%	0.2%
<i>Scholarship Allowances as reported in Operating Revenues³</i>			3,412,608	3,736,483	4,520,571
<i>Gross Scholarships and Scholarship Allowances</i>	2,756,048	3,109,055	3,530,872	3,905,892	4,659,486
Unrestricted Funds	n/a	n/a	n/a	n/a	n/a
	-	-	-	-	-
Non-Operating Expenditures and Reduction	2,856,623	2,459,633	2,363,531	2,318,439	1,717,932
	3.8%	2.9%	2.8%	2.6%	2.0%
Auxiliary Enterprises	21,647,472	23,365,891	22,094,765	22,574,043	22,363,454
	29.0%	27.9%	25.9%	25.4%	26.0%
Total Current Funds Expenditures & Deductions	\$74,529,683	\$83,852,340	\$85,267,161	\$88,939,443	\$85,894,967
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

¹This report runs a year behind because of the federal reporting date. For additional information, see the Budget Office.

²Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2002

³IPEDS has changed reporting standards, and now "Scholarships & Fellowships" are reported net of scholarship allowances.

Use the "Gross Scholarships and Scholarship Allowances" line in these categories for comparative purposes.

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Table 4: Office of Grants and Sponsored Research Funding Report

EXTERNAL GRANTS: FY 2005

	Total Submissions	Total Award Dollars	Total Cost Share	Total Annual Dollars	FY 05 Indirect Amount
Administration	\$881,769	\$15,260	\$1,595,190	\$265,000	-
Fulton	\$4,198,354	\$1,886,806	\$548,276	\$2,293,838	\$100,463
Henson	\$3,425,313	\$563,389	\$104,232	\$217,721	\$55,217
Perdue	\$2,078,081	\$555,387	\$439,645	\$1,169,849	\$58,095
Seidel	\$929,236	\$512,685	\$20,095	\$327,483	\$37,830
Ward Museum	-	-	-	-	-
FY 2004 Totals	\$11,512,753	\$3,533,527	\$2,707,438	\$4,273,891	\$251,605

EXTERNAL GRANTS: Cumulative 2001-2005

	FY 01	FY 02	FY 03	FY 04	FY 05
Proposals Submitted in Dollar Amounts	\$10,437,567	\$12,380,407	\$10,274,566	\$11,567,842	\$11,512,753
Total Award Dollars	\$5,065,542	\$5,358,870	\$4,474,367	\$4,730,622	\$3,533,527
Total Annual Dollars	\$4,534,323	\$4,674,231	\$3,383,947	\$4,730,622	\$4,273,891
Percent of Dollars Awarded	49%	43%	44%	41%	31%
Proposals Submitted					
Administration	18	13	11	11	7
Fulton	17	11	14	16	17
Henson	31	27	38	45	48
Perdue	9	10	17	26	26
Seidel	25	24	27	36	30
Ward Museum	3	-	-	-	-
Total Submitted	103	85	107	134	128
Total Awarded	55	47	73	100	94
Percent Awarded	53%	55%	68%	75%	73%
Principal Investigators* *unduplicated count					
Administration	11	11	11	8	3
Fulton	13	7	11	11	15
Henson	21	21	28	24	19
Perdue	5	4	3	6	5
Seidel	13	10	10	11	5
Ward Museum	1	-	-	-	-
Total	64	53	63	60	47
% of FT Faculty	23%	18%	21%	19%	15%
Cost Share Committed on Total Awards	\$833,645	\$782,766	\$992,636	\$714,832	\$547,691

Source: SU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2005

Table 5: LIBRARY COLLECTIONS AND TRANSACTIONS
Fall 2001 through Fall 2005

Collections

	2001	2002	2003	2004	2005
Number of volumes	251,991	253,958	253,168	254,151	263,295
Separate government documents collections	232,267	236,741	240,958	241,604	245,179
Microforms	720,426	738,503	752,088	747,871	750,272
Current periodical subscriptions	1,678	1,711	1,711	1,271	1,252
Audio-visual materials	10,674	10,690	4,535	4,467	1,013
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467

Library Transactions

	2001	2002	2003	2004	2005
Total hours open per typical week	100	100	100	100	100
General Loans (Circulation)	30,179	27,674	31,344	32,979	32,334
Reserve Loans	15,863	16,844	17,903	14,020	18,514
Directional Transactions	3,521	3,160	4,259	3,930	4,264
Informational Transactions	11,007	10,072	10,817	9,089	9,211
Bibliographic Instruction					
a. Population served	1,466	1,664	2,283	1,847	1,672
b. Number of Classes	67	87	112	85	82
Orientations					
a. Population served	1,195	162	-	-	-
b. Number of Groups	59	7	-	-	-

Source: SU's Library Office

Table 6 :

Physical Facilities Inventory: 2005-06

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Admissions Center	Offices	1930	1998	4,337	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,724	1,863
Allenwood Center (Unit 400)	Offices	Est. 1972	1999	1,158	1,863
Allenwood Center (Unit 500)	Offices	Est. 1972	2002	2,208	2,911
Allenwood Center (Unit 600)	Offices/Labs	Est. 1972	2001	3,063	4,042
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	815	939
Architectural & Engineering Ctr	Offices	Est. 1950	--	1,073	1,535
Alumni House	Alumni Support	1996	--	3,490	7,818
Athletic Storage Building	Storage	1999	--	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
BEACON House	Offices	1943	1995	1,241	2,559
Blackwell Library	Library	1958	1975	40,025	67,125
Camden House	Offices	Est. 1940	2002	2,083	2,680
Carriage House	Residential	1930	--	1,148	1,409
Caruthers Hall	Classrooms/Offices	1955	1979	33,446	53,523
Center for Conflict Resolution	Offices	1934	1994	1,315	2,917
Center for International Education	Offices	Est. 1940	2006	1,657	2,368
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,135	48,118
Commons Building	Dining Hall	1997	--	70,462	124,589
Devilbiss Science Hall	Classrooms/Offices	1967	2003	40,373	61,932
Dogwood Village	Dormitory	1985	--	20,225	26,880
Faculty Development House	Academic	1937	2005	1,388	3,085
Foundation Center	Offices	1925	2000	2,435	5,468
Fulton Hall	Classrooms/Offices	1991	--	49,703	95,000
Greenhouse	Maintenance	1994	--	5,010	5,150
Grounds Storage Building	Storage	1999	--	1,875	1,875
Henson Science Hall	Classrooms/Offices	2002	--	81,033	144,723
Holloway Hall	Classrooms/Offices	1924	1976	64,193	118,127
Honors House	Classrooms/Offices	1956	1994	3,590	3,946
Indoor Tennis Center	Sports	1975	--	19,500	20,000
Maggs Annex	Offices	1984	--	1,225	1,792
Maggs Annex "A"	Offices	1951	--	671	768
Maggs Physical Activity Center	Classrooms/Offices	1977	--	75,860	113,904
Maintenance	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
PACE (Public Affairs & Cival Engagement)	Offices	1935	1993	1,839	2,000
Philosophy House	Classrooms/Offices	1942	--	1,984	3,340
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Power Professional Building	Classrooms/Offices	1989	--	25,127	30,695
President's Residence	Residential	Est. 1930	1994	4,474	5,264
Regents Retreat	Residential	Est. 1965	1996	1,080	1,080
Scarborough Leadership Center	Student Organizations	2001	--	5,124	8,400
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	1,680	4,800
Student Art Center	Offices	1942	--	1,535	2,457
Support Services	Office/Warehouse	Est. 1960	2002	14,876	15,200
University Center	Student Activities	1988	--	36,126	72,718
University Center Annex B	Offices	1951	1980	695	768
University Police	Offices	1965	1992	4,451	6,050
Ward Museum	Museum	1992	--	21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
Total Footage				914,310	1,447,035
Total square footage consisting of:					
1) Auxiliary Enterprises (dormitories, student union, dining hall)				391,435	613,410
2) Other				522,875	833,625
Acres of Land Maintained				145.47	

Source: Physical Plant Department

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Glossary

Adjunct Faculty: Part-time, temporary faculty

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Annual Student Credit Hours (ASCH): The sum of fall and spring student credit hours.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippines, American Samoa, India, and Vietnam.

AY: Academic Year. The period typically defined by the fall and spring semesters and culminating with the immediate following summer sessions.

Black, Non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin). African-American is often used interchangeably with Black.

Budget FTES: The average of fall and spring FTES.

COOP: A student formally admitted at one USM institution through the Inter-Institutional Registration Program and taking courses for credit at another USM institution to complete his or her degree requirements.

Credit Course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Degree-Seeking Students: Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award.

First-Year Student: A student who has completed less than the equivalent of one full year of undergraduate work (30 semester hours).

FTES (Full-time Equivalent Student): The number of student course credits assumed to constitute a full-time load. That load is 15 credit hours for undergraduate students and 12 for graduate students.

FTEF (Full-time Equivalent Faculty): The number of faculty course equivalents assumed to constitute a full-time load. It is calculated by dividing the actual course equivalent by the expected course equivalent.

F/T (Full-time): The status of an undergraduate student registered for a minimum of 12 credit hours and a minimum of 9 credit hours for a graduate student.

FY: Fiscal Year. That period beginning July 1 and ending June 30.

Graduation Rate: The percentage of a given student cohort that completes the requirements to graduate within a given time period.

HBI: Historically Black Institutions

HBCU: Historically Black Colleges and Universities

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race.

In-State Student: A student who is a legal resident of the state in which he/she attends school.

Lecturer: The rank given to full-time non-tenured faculty.

Matriculated/Degree-Seeking Students: Students who have been formally admitted and enrolled.

MFR: (Managing For Results) A State of Maryland results-driven accountability process.

New Freshmen: Students enrolled in a higher education institution for the first time and having less than 24 student credit hours.

Non-Degree Seeking Students: Students who are taking 1 or more courses and have not been formally admitted to the University.

Nonresident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Non-Tenured Faculty: Non-permanent faculty. May be either full- or part-time. Part-time non-tenured faculty are often referred to as "adjunct" faculty.

Other: Referencing geographic origin, those students with permanent resident visas or who are US citizens with a foreign address.

Other Minority: Includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

Out-of-State Student: A student who is not a legal resident of the state in which he/she attends school.

Percentage of Known Minorities: The number of American Indian, Asian, Black, and Hispanic students divided by the total number of students after first subtracting those students who do not report any race/ethnicity.

P/T (Part-time) The status of an undergraduate student registered for 11 or less credit hours or a graduate student registered for 8 or less credit hours.

Post-baccalaureate Student: A student who has earned a bachelor's degree and is enrolled in graduate or first-professional courses.

Race/Ethnicity: Categories used to describe groups to which individuals belong based more or less on distinct genetically transmitted physical characteristics. The categories do not denote scientific definitions of anthropological origins. Currently, a person may be included in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are:

- Black, non-Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White, non-Hispanic

Resident Alien: A person who is not a citizen or national of the US and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688) or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

SAT I: A college entrance exam required by many colleges and universities

SCH: Student Credit Hours

Tenured Faculty: Status of a faculty with respect to the permanence of position.

Tenure-Track Faculty: Faculty hired under a contract leading to permanence of position if/when earned.

Terminal Degree: Highest degree awarded in a particular field such as masters of social work, respiratory therapy, medical technology, fine arts, and a CPA/MA or MS. This naturally includes the doctoral degree.

Time to Degree: The length of time it takes students to complete degree requirements. This differs from the graduation rate since it only considers students who persist to completion.

Transfer Student: A student entering the University for the first time but known to have previously attended another postsecondary institution at the same level.

Unknown Race: People who have not identified themselves with any racial or ethnic group.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).