Salisbury STATE UNIVERSITY

Fact Book 2000 - 2001

titutional Assessment, Research, & Accountability

Preface and Acknowledgements

The Office of Institutional Assessment, Research, and Accountability (IARA) is pleased to present the **Salisbury State University 2000-2001 Fact Book.** The Fact Book is available in hard copy and on the World Wide Web at **http://www.ssu.edu/iara/index.htm**. The content and organization of this edition of the SSU Fact Book has been enhanced substantially over previous editions. These changes are intended to improve the manner in which detailed and timely information is communicated to the University's audiences. The redesign represents the first in a series of modifications that will incorporate enhanced detail, additional graphics, and altered formats.

Although perhaps unbeknownst to many, the Fact Book represents nearly a semester's worth of work by the staff of the Office of Institutional Assessment, Research, & Accountability, who must simultaneously juggle multiple and competing internal and external priorities. The information that emerges in the form of the Fact Book first begins as data entry by numerous campus departments. These data are checked and cross referenced for errors and accuracy, corrected as appropriate, and combined into tables and graphs for management audiences. Basic descriptive statistics are incorporated into various tables to speed and improve data analyses, and to discern developing trends more readily. The 2000-2001 edition was particularly challenging to the IARA staff since I initiated a comprehensive revision in its design and organization while simultaneously expanding its breadth. The entire staff of the Office of IARA is to be commended for the professional manner in which each member embraced change while remaining upbeat to numerous constructive comments and multiple iterations. Ms. June Dysart coordinated the production of the Fact Book and many of its tables; Ms. Maureen Belich completed data analyses, reports, and numerous spreadsheets; Ms. Elaine Fansler processed, analyzed, and proofed data; Ms. Deana Karpavage created the cover page and numerous graphs; and Ms. Kelly Brock developed several tables while providing proofing services. Additionally, this production would be nearly impossible without the skills of other SSU staff who complete data entry, modify programs, maintain data that is not typically generated within our office, and provide duplication services.

The SSU Fact Book provides information to support trend analyses for programmatic review, patterns of enrollment, and demographic profiling of students, staff, and faculty. Chapters incorporate information relative to instructional support, institutional finances, facilities usage, faculty workload, salary analyses, and peer comparisons. Additionally, the Fact Book includes data that profile the University, recount an abbreviated institutional history, and present the SSU Mission and MFR statements. The publication provides an abundance of trended, multiyear data to support information-based analyses and management-level decision-making.

The Fact Book is a resource publication and should be utilized accordingly. If you have any questions regarding the data or require any related assistance, please do not hesitate to contact us. Additionally, as with any publication of this magnitude, there is roo.n for improvement. There may be charts or graphs that do not communicate information as effectively as they could, may be missing explanatory notes, or may contain, despite our extensive crosschecks, apparent inconsistencies. If you discover any data that meets any of these criteria, please do not hesitate to contact us. Although we are not perfectionists—a trait that could be conducive to high blood pressure, ulcers, and anxiety attacks given the continual demand for information under deadline—we do attempt for precision within reasonable, but limited timeframes.

Bryan Price
Director, BR
Institutional Assessment, Research, & Accountability
December 2000

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Note: Some proportions may not add to 100% due to rounding.

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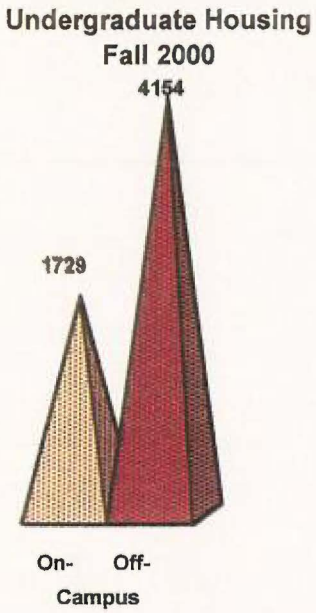
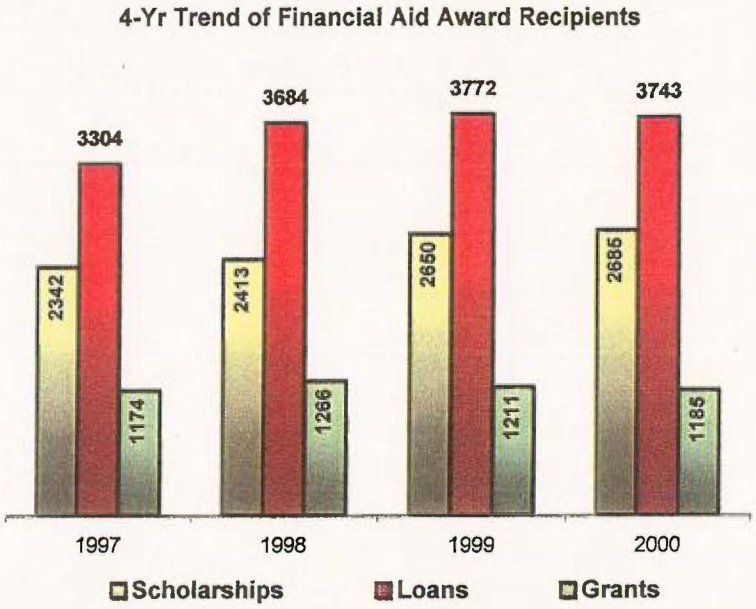
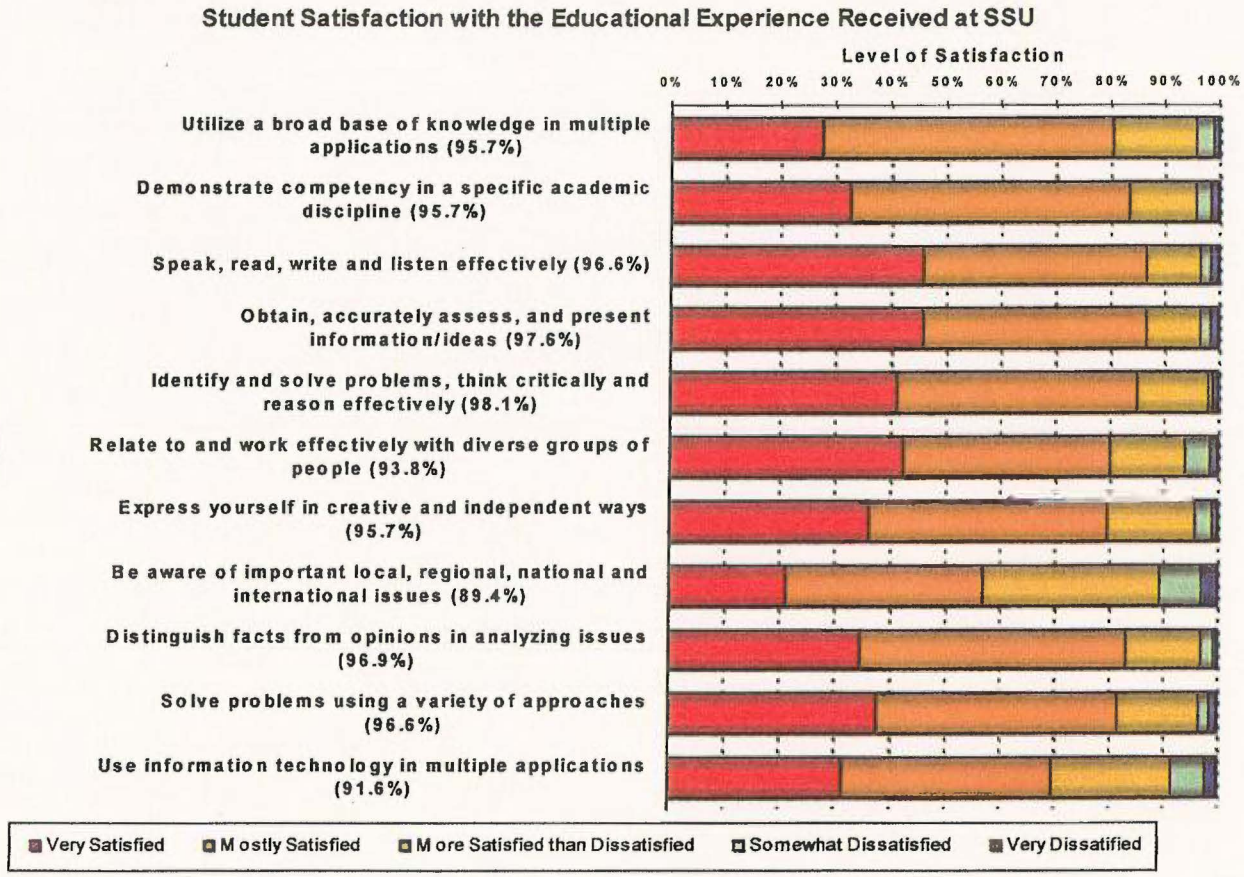
General Information







Source: Chart 5, *Report on the Year 2000 Alumni Survey of 1998-1999 Baccalaureate Degree Recipients*

Salisbury State University
PROFILE
FALL 2000

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

Mission: Salisbury State 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 State 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 civil engagement in all aspects of community life. Salisbury State 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.

8th President: Janet E. Dudley-Eshbach, Ph.D.

Carnegie Classification: Masters I

Total Headcount Enrollment:	**6421**	Total
	12.0%	*increase* from Fall 1990 (5734)
	6.2%	*increase* from Fall 1994 (6048)
	6.0%	*increase* from Fall 1999 (6060)

Headcount Demographics

	UG	Grad	Total
F/T	5040	110	5150
P/T	843	428	1271
Total Enrollment	**5883**	**538**	**6421**
Female	57%	69.3%	56.7%
Male	43%	30.7%	43.3%
Ethnicity			
African-American	7.4%	7.4%	7.4%
American Indian	.3%	.2%	.3%
Asian/Pacific Islander	1.7%	1.0%	1.6%
Hispanic	1.1%	1.5%	1.1%
International	.6%	3.5%	.9%
Total Minority & International	**11.2%**	**13.6%**	**11.4%**
% In State	79.6%	78.3%	79.5%
% Out of State	19.8%	18.0%	19.6%
Foreign Countries	24	14	33

Average number of hours per undergraduate student:	**14.24 (All)**	**14.86 (FT)**	**6.62 (PT)**
Average number of hours per graduate student:	**5.74 (All)**	**10.69 (FT)**	**3.96 (PT)**

STUDENT/Faculty Ratio: 17:1

Average Undergraduate Class Size	32%	of **lecture** courses have fewer than 20 students
	64%	of **lecture** courses have between 20-40 students
	4%	of **lecture** courses over 40 or more students
		Overall average class size = 24

Total Number of courses: 1436 course sections are scheduled between 8:00 a.m. and 10:00 p.m. (includes labs and independent studies)

Degree Offerings: 30 undergraduate degree programs; 8 graduate degree programs

Enrollment in Most Popular Majors:	842 (14.3%) Business Administration	316 (5.4%) Physical Education
	742 (12.6%) Elementary Education	290 (4.9%) Psychology
	453 (7.7%) Biology	229 (3.9%) Nursing
	441 (7.5%) Communication Arts	164 (2.8%) Social Work

Accreditations:

American Chemical Society Committee on Professional Training
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Council on Social Work Education
International Association for Management Education (AACSB)
Middle States Association of Colleges and Schools
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Environmental Health Science & Protection Accreditation Council (NEHSPAC)
National League for Nursing Accrediting Commission (NLNAC)
National Council for Accreditation of Teacher Education (NCATE)

Undergraduate Degree Programs Profiled in Factbook: 30

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

**Minor offered*

Graduate Programs: 8

- M.A. English
- M.Ed. Education
- M.A. Psychology
- M.A. History
- M.B.A. Business Administration
- M.Ed. Public School Administration
- M.S. Nursing
- M.S. Applied Health Physiology

National and International Honor Societies: 16

Degrees Conferred 1999-00: 1056 Bachelor's, 145 Master's

Resident Population on Campus: 1729 (34% of eligible Full-Time Undergraduates)
Students from 38 states and 33 foreign countries are enrolled.

Age of Students:
88% of all **undergraduates** are age 24 and younger
18.1% of the **total student body** are age 25 and older
Average Age of all undergraduates = 23
Average Age of all graduate students = 34
Average Age of total students = 24

Freshman Admissions, Fall 2000:
4466 applied
2537 accepted
934 enrolled (930) full-time (4) part-time
57% acceptance rate
37% enrollment yield

Financial Aid Recipients for FY 2000:
3813 undergraduate recipients/$ 23,430,442
207 graduate recipients/$ 916,32

Faculty Demographics:

Full-Time	275.0
Tenure/Tenured Track	227.5
Average length of service	13
% with Terminal Degree	90%
% with Ph.Ds	86%
Full-Time Contractual	47.5
% with Terminal Degree	22.1%
% with Ph.Ds	17.9%
Part-Time Contractual	151
Total Faculty	426
Female	190
Male	236
Faculty teaching UG courses	421
Faculty instructing at least one graduate course/section	62

*Terminal degrees represent 99 institutions of higher education in 40 states, the District of Columbia and 4 foreign countries.

Grants/Sponsored Research Awards.

FY 1995-96 $1,346,586
FY 1996-97 $1,325,984
FY 1997-98 $2,002,611
FY 1998-99 $2,370,532
FY 1999-00 $3,222,511 *(Source: SSU's Grants and Sponsored Research Annual Report)*

Operating Budget: (FY 00)
Actual $ 73,487,843
(Source: Associate Director of Administration & Finance)
Projected Budget (FY 01) $ 75,794,267

Undergraduate Tuition & Fees AY 2000-2001
Annual In-state: $4312
Annual Out-of-state: $9048

Private Support: **SSU Foundation, Inc.**

Fiscal Year	Receipts for Support	Disbursements for Support	Assets
1995	$2,324,211	$1,628,598	$15,752,547
1996	$3,388,310	$1,981,650	$20,174,682
1997	$5,027,514	$1,204,260	$22,221,379
1998	$5,779,046	$2,385,255	$26,498,293
1999	$6,858,211	$2,719,064	$32,534,437
2000	$6,221,199	$2,959,897	$36,399,079

Physical Plant: Located on 143.97 acres
47 buildings including 10 residence halls

Total Gross Footage
1,265,936

Blackwell Library:
249,710 bound volumes
225,901 government documents
10,638 audiovisual items
1,674 current periodical subscriptions, special collections of maps, art prints, etc

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Summary of Student Characteristics: Fall 2000

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5040	843	5883	91.6%
Graduate	110	428	538	8.4%
Total	**5150**	**1271**	**6421**	**100%**

GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2195	353	2548	43.3%
Undergraduate Females	2845	490	3335	56.7%
Total Undergraduates	**5040**	**843**	**5883**	**100%**
Graduate Males	48	117	165	30.7%
Graduate Females	62	311	373	69.3%
Total Graduates	**110**	**428**	**538**	**100%**
Total Males	2243	470	2713	42.3%
Total Females	2907	801	3708	57.7%
Total Enrollment	**5150**	**1271**	**6421**	**100%**

ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	31	-	31	3.5%
White	823	4	827	92.8%
Other	27	-	27	3.0%
International	6	-	6	0.7%
Unknown	43	-	43	
Total First-time Freshmen	**930**	**4**	**934**	**100%**
Undergraduate African-American	249	167	416	7.4%
Undergraduate White	4353	607	4960	88.8%
Undergraduate Other	154	20	174	3.1%
Undergraduate International	34	1	35	0.6%
Undergraduate Unknown	250	48	298	
Total Undergraduate	**5040**	**843**	**5883**	**100%**
Graduate African-American	8	30	38	7.4%
Graduate White	78	365	443	86.4%
Graduate Other	3	11	14	2.7%
Graduate International	16	2	18	3.5%
Graduate Unknown	5	20	25	
Total Graduates	**110**	**428**	**538**	**100%**
Total African-American	257	197	454	7.4%
Total White	4431	972	5403	88.6%
Total Other	157	31	188	3.0%
Total International	50	3	53	0.9%
Total Unknown	255	68	323	
TOTAL ENROLLMENT	**5150**	**1271**	**6421**	**100%**

***Demographic proportions are based on KNOWN population.**

AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	4725	442	5167	87.8%
Undergraduate 25 & over	315	401	716	12.2%
Total Undergraduates	**5040**	**843**	**5883**	**100%**
Graduates 24 & under	52	41	93	17.3%
Graduates 25 & over	58	387	445	82.7%
Total Graduates	**110**	**428**	**538**	**100%**
Total 24 & under	4777	483	5260	81.9%
Total 25 & over	373	788	1161	18.1%
Total Enrollment	**5150**	**1271**	**6421**	**100%**

RESIDENCE (of Origin)	Full-Time	TOTAL	% of Total
Full-Time Undergraduates			
Eastern Shore, MD	1276		25.3%
Western Shore, MD	2672		53.0%
Out-of-State	1057		21.0%
International	35		0.7%
Total Full-Time Undergraduates	**5040**		**100%**
Total Enrollment			
Eastern Shore, MD		2206	34.4%
Western Shore, MD		2896	45.1%
Out-of-State		1261	19.6%
International		53	0.8%
Other Foreign		5	0.1%
TOTAL		**6421**	**100%**

University Environment

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

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

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

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

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

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

History of the University

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

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

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

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

Since 1963, the University has expanded rapidly and presently offers 30 undergraduate majors including professional programs in business administration, social work, medical technology, and nursing, in addition to curricula in education and the arts and sciences. In 1971, a program leading to the Master of Arts degree in history was approved; in 1974, a Master of Arts degree in psychology was established. Most recently, graduate programs leading to a master's of business administration and a master's in nursing were added in 1982 and Applied health physiology in 1999.

Through legislation effective July 1, 1988, Salisbury State along with five other institutions formerly governed by the Board of Trustees of the State Universities and Colleges became a part of the University of Maryland System. On the same date, the name of the institution was officially changed from Salisbury State College to Salisbury State University, through separate legislative action. The System is now the University System of Maryland and consists of 11 degree granting institutions and 2 centers.

Salisbury State University is the largest higher education institution on the Eastern Shore of Maryland with a Fall 2000 enrollment of 5519 F.T.E. (Full-Time Equivalent) students. As an integral part of the public system of higher education in the state, the university is supported, in part, by appropriations authorized by the State Legislature.

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Salisbury State University Campus Map

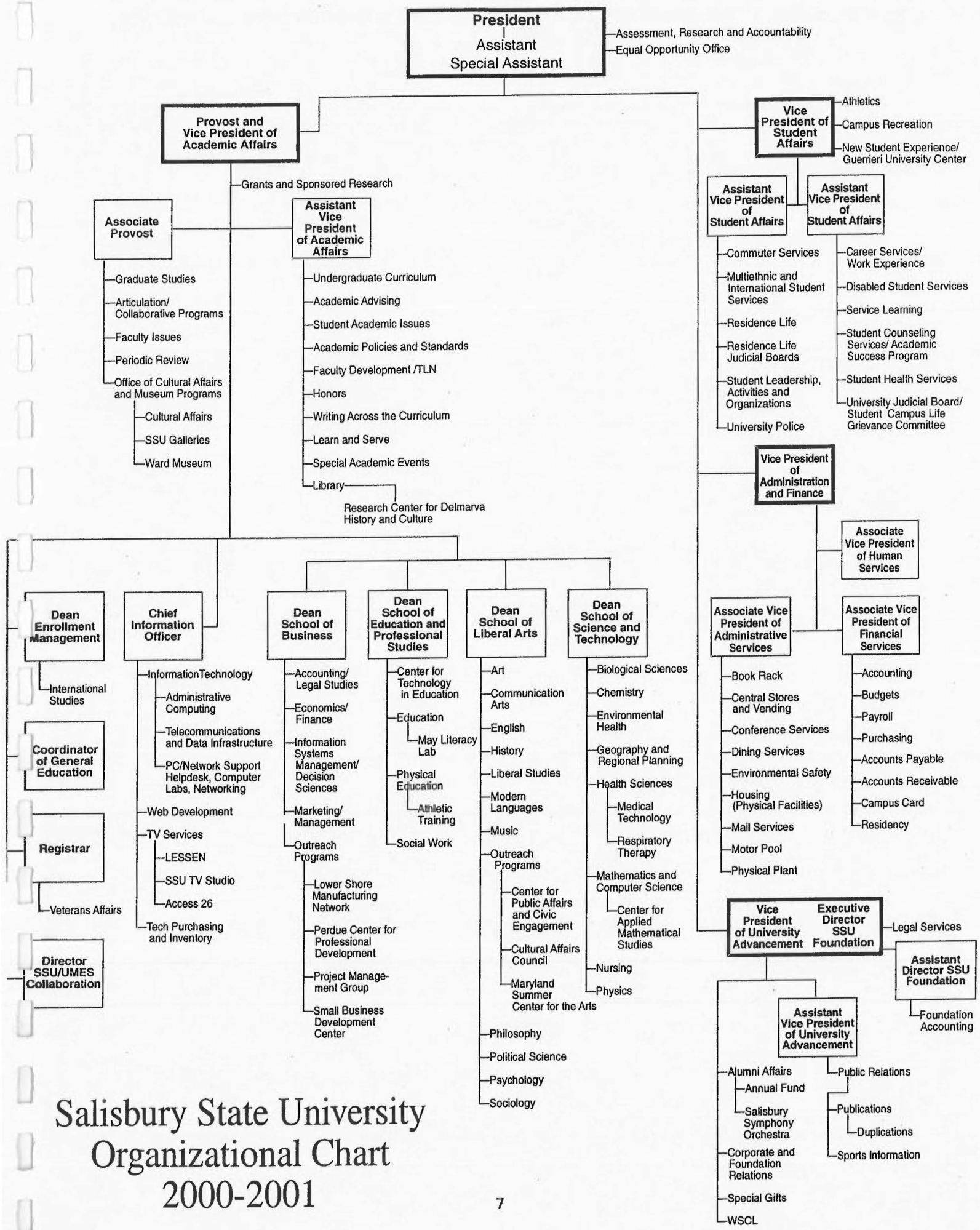
Administrative Annex	AA
Admissions House	AD
Allenwood Offices	AO
Alumni House	AH
Architecture & Engineering	AE
Bellavance Honors House	HO
Blackwell Library	BL
Caruthers Hall	CH

Chesapeake Hall	CP
Chester Hall	CR
Choptank Hall	CK
Commons Building	CB
Community Outreach Center	CO
Conflict Resolution Center	RC
Devilbiss Hall	DH
Dogwood Village	DV

Faculty Development House	FD
Fulton Hall	FH
Guerrieri University Center	GC
Holloway Hall	HH
International House	IH
Maggs Physical Activities Center	MC
Maintenance Building/Physical Plant	MB
Manokin Hall	MK

Modern Language House	ML
Nanticoke Hall	NA
Philosophy House	PL
Pocomoke Hall	PO
Power Professional Building	PP
President's Residence	PR
Regent's Retreat	RR

St. Martin Hall	SM
Scarborough Leadership Center	SL
Severn Hall	SV
Tennis Center	TC
University Police	UP
Visitor's Center	VC
Wicomico Hall	WI



Salisbury State University Organizational Chart 2000-2001

Revised 1/3/2001

Board of Regents
University System of Maryland

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

Chairperson
Nathan A. Chapman, Jr.
Howard County

Members:

Lance W. Billingsley
Prince George's County

Thomas B. Finan, Jr.
Allegany County

Michael C. Gelman, *Assistant Treasurer*
Montgomery County

Louise Michaux Gonzales, *Treasurer*
Baltimore County

Steny H. Hoyer, *Secretary*
St. Mary's County

Nina Rodale Houghton
Queen Anne's County

Leronia A. Josey
Baltimore County

Clifford Kendall
Montgomery County

Jeong H. Kim
Montgomery County

Admiral Charles R. Larson, (Ret.), *Vice Chairman*
Anne Arundel County

David H. Nevins
Baltimore County

Kevin Oxendine
Student Regent

Joseph D. Tydings
Baltimore County

Henry A. Virts, DVM, *ex officio*
St. Mary's County

William T. Wood
Montgomery County

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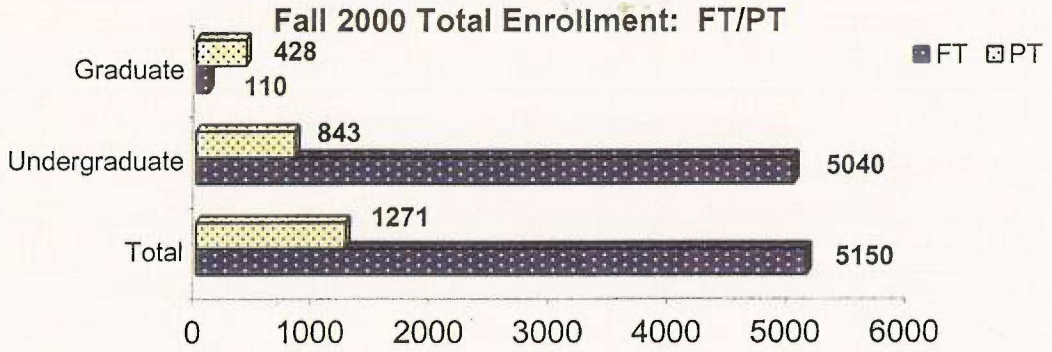
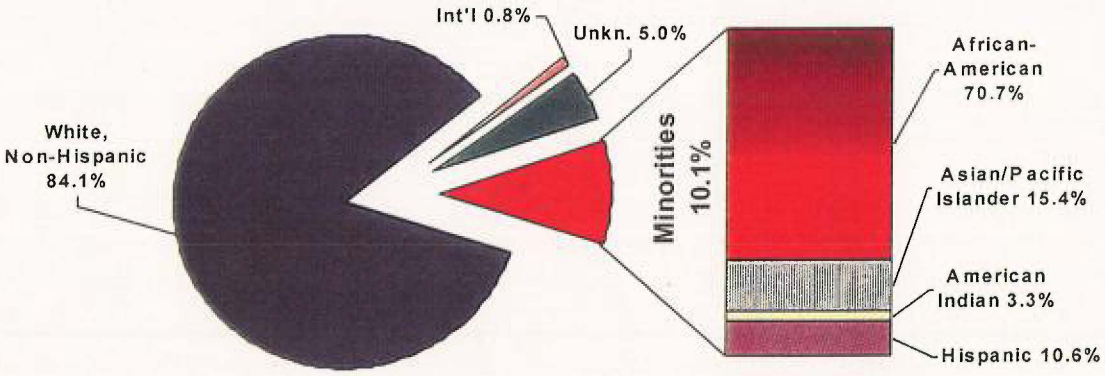
Total Enrollment & Demographics



FALL 2000 Total Enrollment by Race/Ethnicity, including Those Reporting Their Ethnicity as Unknown



FALL 1995 Total Enrollment by Race/Ethnicity

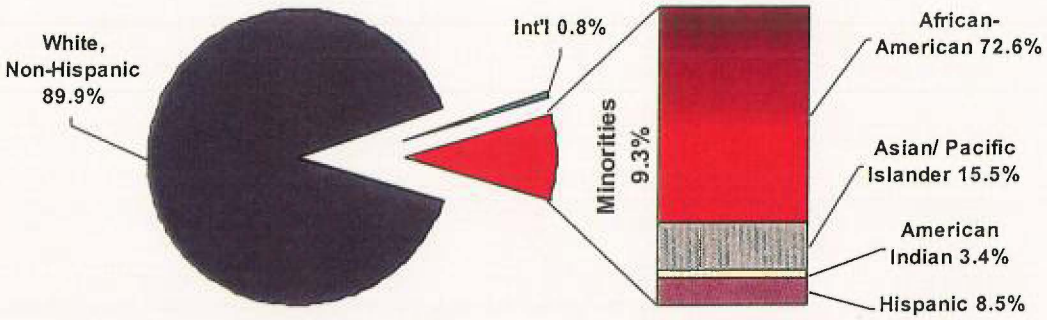


Table 1: **Total *INSTITUTIONAL* Enrollment: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**5947**	**6022**	**6080**	**6060**	**6421**
% Annual Growth	-1.0%	1.3%	1.0%	-0.3%	6.0%
Total Men	2489	2470	2541	2541	2713
% Men	41.9%	41.0%	41.8%	41.9%	42.3%
Total Women	3458	3552	3539	3519	3708
% Women	58.1%	59.0%	58.2%	58.1%	57.7%
F.T.E.	4976	5035	5122	5181	5519
% Annual Growth	0.3%	1.2%	1.7%	1.2%	6.5%
Full-Time Students	4539	4584	4688	4791	5150
Men	1953	1978	2039	2053	2243
Women	2586	2606	2649	2738	2907
% Full-Time	76.3%	76.1%	77.1%	79.1%	80.2%
Average Age of all full-time students				22	22
Part-Time Students	1408	1438	1392	1269	1271
Men	536	492	502	488	470
Women	872	946	890	781	801
% Part-Time	23.7%	23.9%	22.9%	20.9%	19.8%
Average Age of all part-time students				32	32
Average Student Age				**24**	**24**

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Figure 1: **Percentage Growth of Total Headcount and FTE Enrollment: 1996-2000**

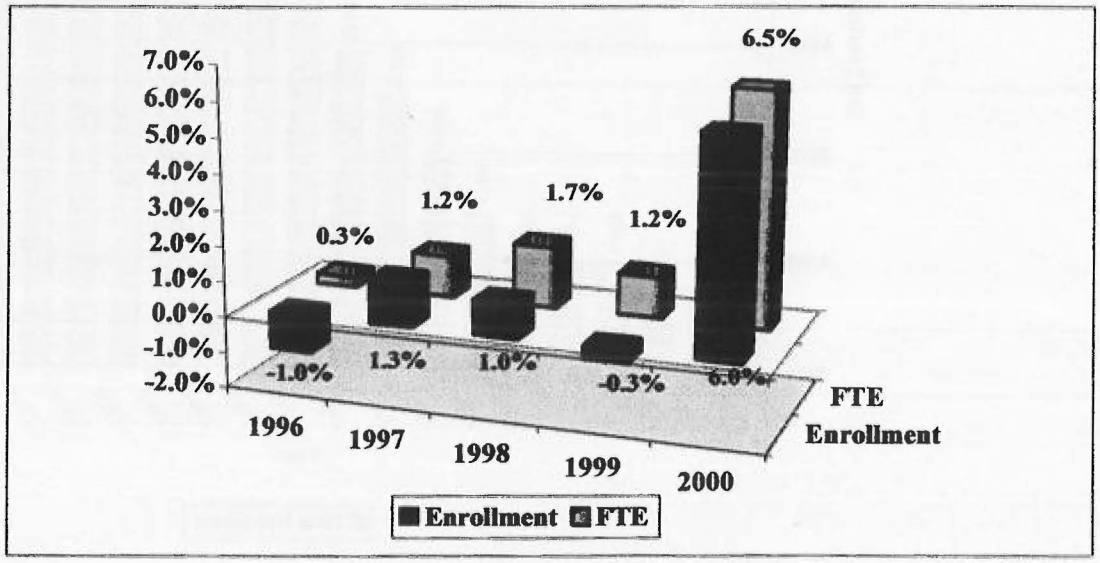

Figure 2: Total Institutional Enrollment: Headcount, FTE, F/T, and P/T Students: 1996-2000

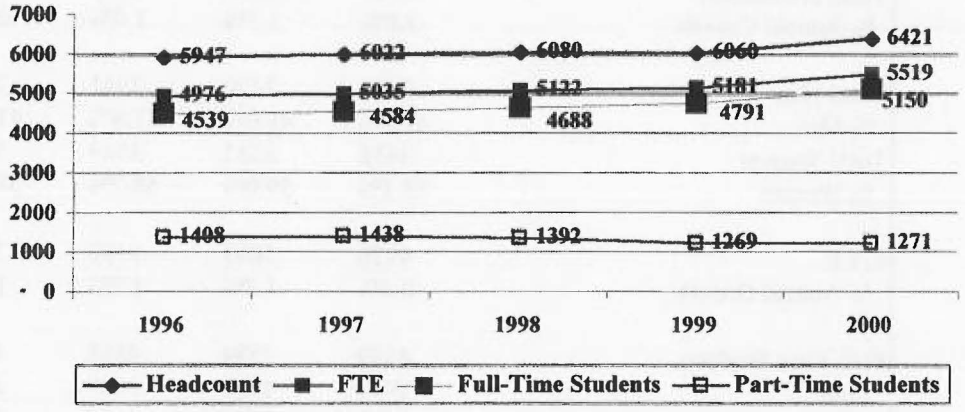

Figure 3: Total Institutional Enrollments Since 1980

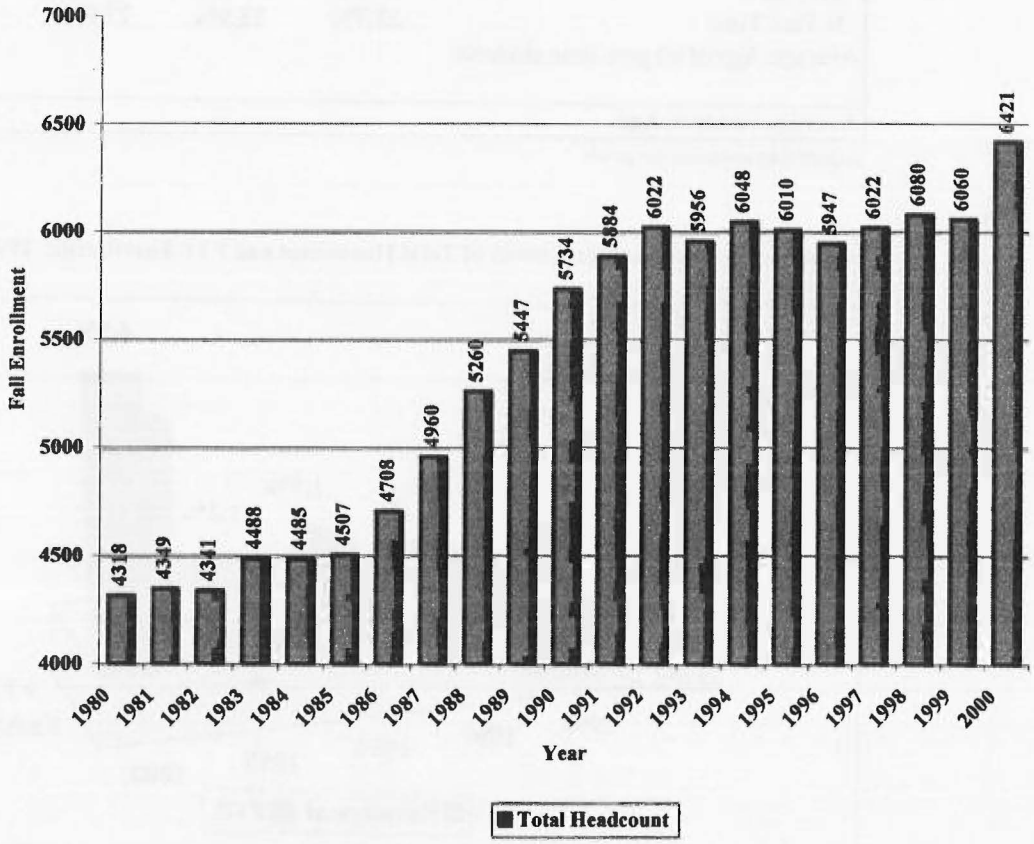

Table 2: **Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2000**

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unk		ALL STUDENTS		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	TOTAL
First-Time Freshmen[1]	31	-	4	-	12	-	11	-	823	4	6	-	43	-	930	4	934
%	3.5		0.4		1.3		1.2		92.8		0.7		4.6				
Undergraduates																	
Freshmen	53	3	6	-	21	-	17	1	1149	24	14	-	62	-	1322	28	1350
%	4.3		0.5		1.6		1.4		91.1		1.1		4.6				
Sophomores	63	9	5	-	28	2	15	-	1058	69	6	-	71	7	1246	87	1333
%	5.7		0.4		2.4		1.2		89.8		0.5		5.9				
Juniors	69	14	5	1	16	2	12	2	1120	96	7	-	71	7	1300	122	1422
%	6.2		0.4		1.3		1.0		90.5		0.5		5.5				
Seniors	61	9	2	-	14	2	9	1	974	166	7	-	42	6	1109	184	1293
%	5.6		0.2		1.3		0.8		91.6		0.6		3.7				
Subtotal	246	35	18	1	79	6	53	4	4301	355	34	-	246	20	4977	421	5398
Unclassified/ Non-Degree[2]	3	132	-	1	3	6	1	2	52	252	-	1	4	28	63	422	485
Total Undergraduates	249	167	18	2	82	12	54	6	4353	607	34	1	250	48	5040	843	5883
%	7.4		0.4		1.7		1.1		88.8		0.6		5.1				
Graduates																	
Degree	6	19	-	-	1	2	2	2	62	202	16	2	2	6	89	233	322
Non-Degree	2	11	-	1	-	2	-	4	16	163	-	-	3	14	21	195	216
Subtotal	8	30	-	1	1	4	2	6	78	365	16	2	5	20	110	428	538
%	7.4		0.2		1.0		1.6		86.4		3.5		4.6				
GRAND TOTAL	257	197	18	3	83	16	56	12	4431	972	50	3	255	68	5150	1271	6421
%	7.4		0.3		1.6		1.1		88.6		0.8		5.0				

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Source: Enrollment Summary Statistics, Job NMIS350 Program MISN400.

[1] Included in freshmen figure.

[2] Out of the 485 unclassified/non-degree students, 92 second bachelors are included in this category.

Note: Percentage of African-American through White plus International are a percentage of the known population.
Percentage of the Unknown is a percentage of the total.

Table 3: **Total *Institutional* Enrollment by Race/Ethnicity, Sex, and Status: Fall 2000**

Ethnicity	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female	Total Male	Total Female	Total Both Sexes	Percent of Total	Percent of Known
African-American	113	144	59	138	172	282	454	7.1%	7.4%
American Indian	8	10	1	2	9	12	21	0.3%	0.3%
Asian/Pacific Islander	41	42	7	9	48	51	99	1.5%	1.6%
Hispanic	27	29	3	9	30	38	68	1.1%	1.1%
White	1898	2533	369	603	2267	3136	5403	84.1%	88.6%
International	27	23	1	2	28	25	53	0.8%	0.9%
Unknown	129	126	30	38	159	164	323	5.0%	
TOTAL	**2243**	**2907**	**470**	**801**	**2713**	**3708**	**6421**	**100.0%**	

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Figure 4: **Total *Institutional* Enrollment by Race & Ethnicity: Fall 2000**

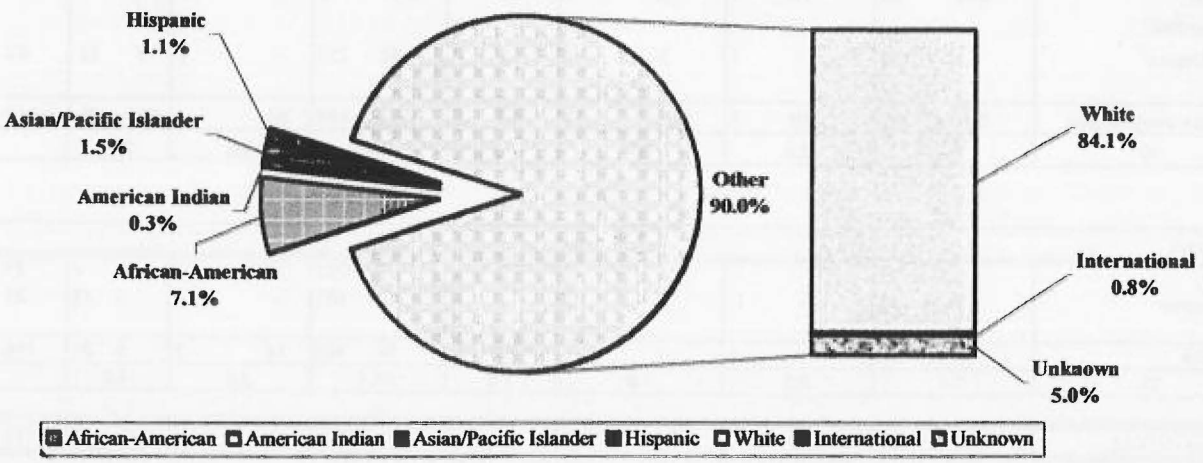

Table 4: **Total INSTITUTIONAL Demographics: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount*	**5947**	**6022**	**6080**	**6060**	**6421**
Total Residing on Campus	1715	1709	1706	1699	1729
Total Commuters	4232	4313	4374	4361	4692
% Residing On Campus	28.8%	28.4%	28.1%	28.0%	26.9%
MD Residents	4546	4635	4710	4818	5102
% MD Residents	76.4%	77.0%	77.5%	79.5%	79.5%
Out-of-State	1351	1332	1318	1196	1261
International	48	52	45	39	53
Other Foreign	2	3	7	7	5
African-American	452	461	497	463	454
American Indian	20	17	17	17	21
Asian/Pacific Islander	73	79	91	86	99
Hispanic	59	54	55	54	68
White	5296	5352	5185	5159	5403
International	47	52	45	39	53
Unknown	-	7	190	242	323
% Known Minority	10.2%	10.2%	11.2%	10.7%	10.5%
% Minority + International	10.9%	11.0%	12.0%	11.3%	11.4%
% Unknown	**0.0%**	**0.1%**	**3.1%**	**4.0%**	**5.0%**
Average Age of all students				**24**	**24**

*COOP students taking courses at SSU are included in total headcount.

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Figure 5: **Total *INSTITUTIONAL* Headcount by Residential/Commuter Summary: 1996-2000**

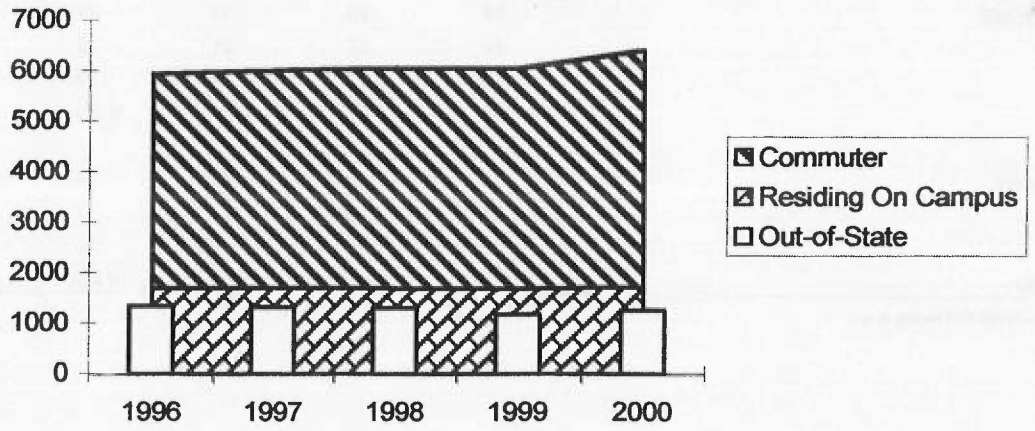

Table 5: **Total INSTITUTIONAL Enrollment by Age and Sex: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**5068**	**5124**	**6080**	**6060**	**6421**
Total 20 and Younger	1436	1576	2750	2832	2979
Men	922	979	1135	1154	1214
Women	1381	1495	1615	1678	1765
% 20 and Younger	28.3%	30.8%	45.2%	46.7%	46.4%
Total 21-24 Yrs Old	2136	2085	2109	2051	2281
Men	995	983	974	961	1087
Women	1141	1102	1135	1090	1194
% 21-24	42.1%	40.7%	34.7%	33.8%	35.5%
Total 25-29 Yrs Old	672	657	503	461	449
Men	322	265	201	191	182
Women	350	392	302	270	267
% 25-29	13.3%	12.8%	8.3%	7.6%	7.0%
Total 30-34 Yrs Old	300	259	242	238	228
Men	101	94	88	84	85
Women	199	165	154	154	143
% 30-34	5.9%	5.1%	4.0%	3.9%	3.6%
Total 35-39 Yrs Old	199	185	167	159	171
Men	51	54	52	49	58
Women	148	131	115	110	113
% 35-39	3.9%	3.6%	2.7%	2.6%	2.7%
Total 40-49 Yrs Old	254	256	227	237	224
Men	69	61	59	63	53
Women	185	195	168	174	171
% 40-49	5.0%	5.0%	3.7%	3.9%	3.5%
Total 50-59 Yrs Old	54	80	59	49	62
Men	18	25	21	22	19
Women	36	55	38	27	43
% 50-59	1.1%	1.6%	1.0%	0.8%	1.0%
Total 60 and older	17	26	23	33	27
Men	8	9	11	17	15
Women	9	17	12	16	12
% 60 and older	0.3%	0.5%	0.4%	0.5%	0.4%

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Table 6: Total *INSTITUTIONAL* Enrollment by County of Residence: 1996-2000

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**5947**	**6022**	**6080**	**6060**	**6421**
Allegany	11	9	10	8	13
Anne Arundel	424	408	451	447	466
Baltimore	311	341	370	394	440
Baltimore City	16	19	23	23	20
Calvert	69	71	68	75	84
Caroline	115	110	96	108	126
Carroll	117	133	133	167	187
Cecil	93	89	103	96	110
Charles	105	99	100	104	115
Dorchester	170	187	163	167	193
Frederick	151	167	164	181	229
Garrett	6	3	7	9	8
Harford	220	225	252	248	259
Howard	150	168	182	229	263
Kent	28	27	30	23	18
Montgomery	262	244	286	316	398
Prince George's	263	271	260	240	230
Queen Anne's	82	71	72	74	77
St. Mary's	72	69	70	94	97
Somerset	137	146	188	169	144
Talbot	117	126	114	123	111
Washington	53	54	60	80	87
Wicomico	1107	1109	1029	984	1044
Worcester	467	489	478	459	383
Unknown	-	-	1	-	-
Total for MD	**4546**	**4635**	**4710**	**4818**	**5102**
Out-of-State	1351	1332	1318	1196	1261
International	48	52	45	39	53
Other Foreign	2	3	7	7	5

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Top 10 Feeder Counties

Wicomico	Howard
Anne Arundel	Harford
Baltimore	Prince George's
Montgomery	Frederick
Worcester	Dorchester

Table 7: **Total *INSTITUTIONAL* Enrollment by State: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000	Top Feeder States
Total Headcount	**5947**	**6022**	**6080**	**6060**	**6421**	
Alabama	1	1	-	-	-	
Alaska	-	1	1	-	-	
Arizona	1	-	-	-	-	
Arkansas	-	-	-	1	1	
California	2	4	3	3	3	
Colorado	3	1	2	-	1	
Connecticut	**23**	**27**	**24**	**24**	**24**	
Delaware	**275**	**231**	**231**	**221**	**214**	**3.3%**
District of Columbia	6	4	6	6	7	
Florida	2	8	6	4	5	
Georgia	1	1	2	-	1	
Hawaii	-	2	2	2	5	
Idaho	-	-	-	-	2	
Illinois	1	1	3	1	4	
Indiana	-	-	-	1	-	
Iowa	3	2	1	2	2	
Kansas	-	-	-	-	2	
Kentucky	1	-	-	1	1	
Louisiana	-	-	-	1	2	
Maine	1	1	1	3	2	
Maryland	**4546**	**4636**	**4710**	**4818**	**5102**	**79.5%**
Massachusetts	7	8	4	6	7	
Michigan	4	2	4	5	5	
Minnesota	-	-	-	-	3	
Mississippi	1	-	-	1	-	
Missouri	1	1	-	-	-	
Montana	-	1	1	-	-	
Nebraska	-	-	1	-	-	
Nevada	-	-	-	-	-	
New Hampshire	4	2	1	4	6	
New Jersey	**425**	**442**	**443**	**397**	**399**	**6.2%**
New Mexico	1	2	1	-	-	
New York	**287**	**293**	**282**	**250**	**280**	**4.4%**
North Carolina	3	4	4	5	1	
North Dakota	2	2	4	3	9	
Ohio	4	4	8	5	4	
Oklahoma	2	-	-	1	1	
Oregon	2	1	-	-	1	
Pennsylvania	**133**	**139**	**143**	**124**	**128**	**2.0%**
Rhode Island	1	-	-	-	1	
South Carolina	2	1	-	-	1	
South Dakota	2	4	3	2	2	
Tennessee	1	1	1	-	1	
Texas	2	2	3	1	2	
Utah	-	1	1	-	1	
Vermont	-	1	1	3	5	
Virginia	**140**	**130**	**123**	**114**	**120**	**1.9%**
Washington	-	-	1	1	-	
West Virginia	3	3	4	2	6	
Wisconsin	-	-	-	-	1	
Wyoming	1	1	-	-	-	
Guam	-	-	-	-	-	
Puerto Rico	1	1	1	1	1	
Virgin Islands	2	1	2	1	-	
International Countries	48	52	45	39	53	
Other Foreign	2	3	7	7	5	
						97.2%

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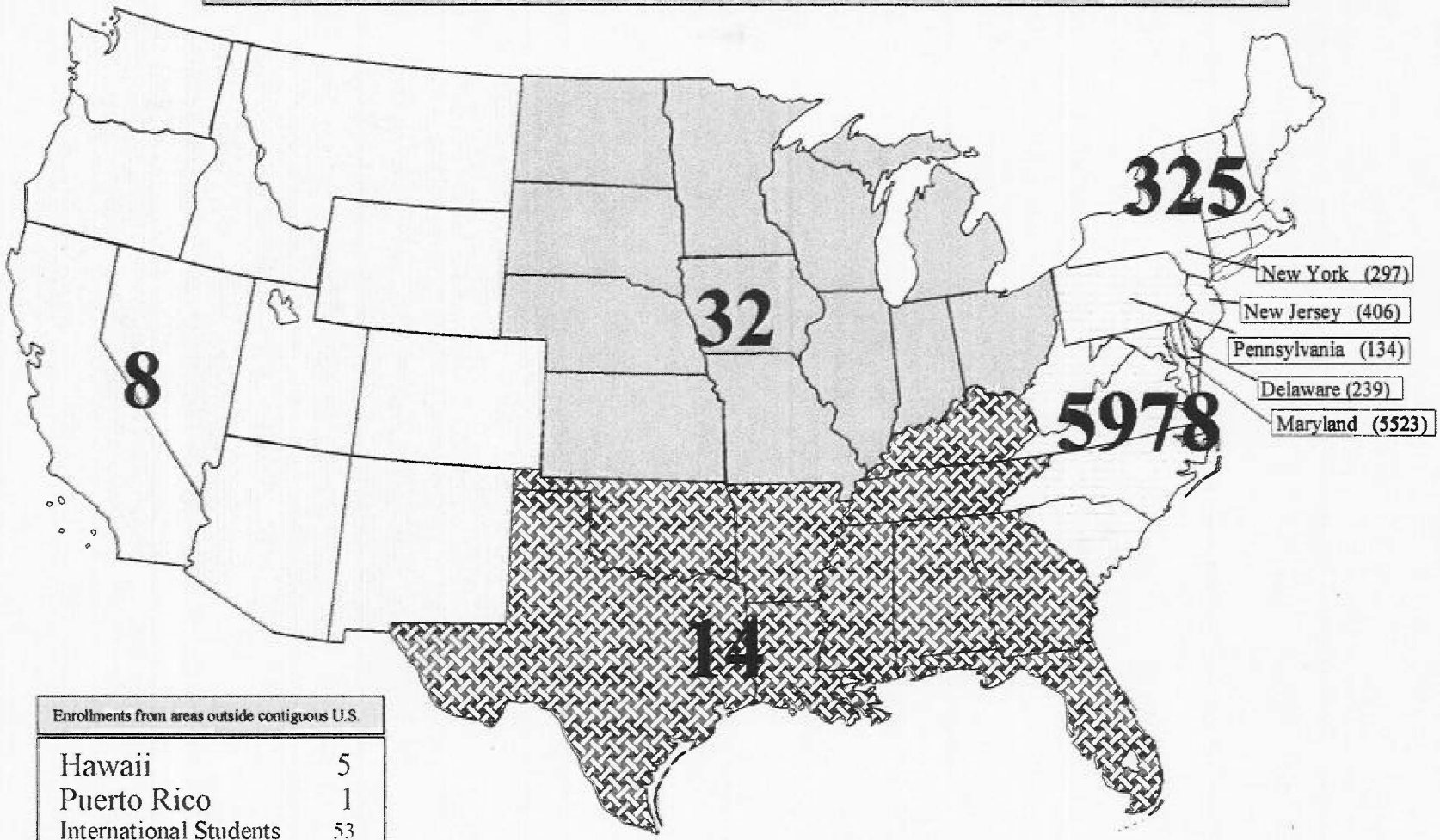
Figure 6:

FALL 2000 TOTAL Enrollment
Residency by Region

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



Enrollments from areas outside contiguous U.S.	
Hawaii	5
Puerto Rico	1
International Students	53
Other Foreign	5

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Total Students = 6421

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

HEGIS and CIP Codes

The HEGIS Taxonomy of Disciplines is a system for classifying academic disciplines. The Education Department phased CIP codes for HEGIS codes beginning in the mid 1980s. The Maryland Higher Education Commission has chosen to retain the HEGIS Taxonomy. The chart below details how SSU disciplines fit into their classification scheme.

Discipline	4-digit HEGIS code	2-digit HEGIS groups	Group Title	CIP Crosswalk
Biology	0401	04	Biological Sciences	13.1322
Environmental Health	0420			26.0603
Accounting	0502	05	Business & Management	52.0301
Business Administration	0506			52.0201
Communication Arts	0601	06	Communications	9.0101
Computer Science	0701	07	Computer & Information	11.0101
Info Systems Management	0702		Sciences	11.0401
Education	0801	08	Education	13.0101
Elementary Education	0802			13.1202
Secondary Education	0803			13.1205
Public School Administration	0827			13.0401
Science Education	0834			13.1316
Physical Education	0835			13.1314
Pre-engineering	0901	09	Engineering	14.0101
Art	1001	10	Fine Arts	50.0702
Art (Fine)	1002			50.0799
Music - Applied	1004			50.0903
Music	1005			50.0901
Dance	1008			50.0301
Modern Foreign Languages	1101	11	Foreign Languages	16.0101
French	1102			16.0901
German	1103			16.0501
Spanish	1105			16.0905
Russian	1106			16.0402
Health	1201	12	Health Sciences	51.9999
Nursing	1203			51.1601
Medical Technology	1223			51.1005
Respiratory Therapy	1299			31.0505
English	1501	15	Letters	23.0101
Philosophy	1509			38.0101
Mathematics	1701	17	Mathematics	27.0101
Military Science	1801	18	Military Science	
Physics	1902	19	Physical Sciences	40.0801
Chemistry	1905			40.0501
Geology	1914			40.0601
Psychology	2001	20	Psychology	42.0101
Leisure Studies	2103	21	Public Affairs	31.0301
Social Work	2104			44.0701
Social Science	2201	22	Social Sciences	13.1318
Anthropology	2202			45.0201
Economics	2204			45.0601
History	2205			45.0801
Geography	2206			45.0701
Political Science	2207			45.1001
Sociology	2208			45.1101
General Studies	4901	49	Interdisciplinary	24.0101
Interdisc. Studies	4999			30.9999

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Table 8 INSTITUTIONAL Enrollment by School & Discipline: Fall 1996 to Fall 2000

School and Degree Program	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% Change 1996 to 2000	1 Year Change	5 Year[3] Average
UNDERGRADUATE								
Fulton School of Liberal Arts								
Art	95	105	93	113	127	33.7%	12.4%	107
Art (Fine)	4	1	4	2	6	50.0%	200.0%	3
Communication Arts	279	332	383	391	441	58.1%	12.8%	365
English	137	145	130	134	146	6.6%	9.0%	138
French	8	6	7	10	11	37.5%	10.0%	8
History	169	157	144	131	151	-10.7%	15.3%	150
Liberal Studies	121	102	93	87	116	-4.1%	33.3%	104
Music	41	32	35	38	37	-9.8%	-2.6%	37
Philosophy	31	31	23	26	43	38.7%	65.4%	31
Political Science	91	104	112	119	107	17.6%	-10.1%	107
Psychology	238	241	241	276	290	21.8%	5.1%	257
Social Science	2	-	-	-	-	-100.0%	-	2
Sociology	46	45	35	49	41	-10.9%	-16.3%	43
Spanish	14	15	18	25	26	85.7%	4.0%	20
Subtotal	1276	1316	1318	1401	1542	20.8%	10.1%	1371
Henson School of Science & Technology								
Biology	610	601	563	477	453	-25.7%	-5.0%	541
Chemistry	46	45	51	60	59	28.3%	-1.7%	52
Computer Science	-	-	-	-	57	-	-	57
Environmental Health	49	54	40	41	48	-2.0%	17.1%	46
Geography	70	65	66	61	68	-2.9%	11.5%	66
Mathematics	118	126	131	142	109	-7.6%	-23.2%	125
Medical Technology	35	37	38	25	29	-17.1%	16.0%	33
Nursing	180	197	208	198	229	27.2%	15.7%	202
Physical Science	2	1	-	2	1	0.0%	-50.0%	2
Physics	41	43	53	67	66	61.0%	-1.5%	54
Respiratory Therapy	71	58	41	31	29	-59.2%	-6.5%	46
Subtotal	1222	1227	1191	1104	1148	-6.1%	4.0%	1178
Perdue School of Business								
Accounting	258	206	179	153	152	-41.1%	-0.7%	190
Business Administration	639	704	796	776	842	31.8%	8.5%	751
Economics	24	19	18	32	23	-4.2%	-28.1%	23
Info. System Management	80	110	133	171	175	118.8%	2.3%	134
Subtotal	1001	1039	1126	1132	1192	19.1%	5.3%	1098
Seidel School of Education & Professional Studies								
Elementary Education	631	628	642	679	742	17.6%	9.3%	664
Physical Education	258	262	285	317	316	22.5%	-0.3%	288
Social Work	188	189	159	144	164	-12.8%	13.9%	169
Subtotal	1077	1079	1086	1140	1222	13.5%	7.2%	1121
Undeclared[1]	273	316	397	359	387	41.8%	7.8%	346
Unclassified[2]	445	414	416	400	392	-11.9%	-2.0%	413
TOTAL	**5294**	**5391**	**5534**	**5536**	**5883**	**11.1%**	**6.3%**	**5528**
Graduate								
Business Administration	95	106	71	48	70	-26.3%	45.8%	78
Education	196	175	125	123	110	-43.9%	-10.6%	146
Education, Administration	21	28	27	28	27	28.6%	-3.6%	26
English	30	29	28	24	25	-16.7%	4.2%	27
History	3	1	13	28	21	600.0%	-25.0%	13
Nursing	58	45	35	23	52	-10.3%	126.1%	43
Applied Health Physiology	-	-	-	-	10	-	-	10
Psychology	25	19	18	15	12	-52.0%	-20.0%	18
Non-Degree seeking[2]	225	228	229	235	211	-6.2%	-10.2%	226
TOTAL	**653**	**631**	**546**	**524**	**538**	**-17.6%**	**2.7%**	**578**

[1]Degree-seeking students only. [2]Non-Degree seeking students *Source: MHEC Enrollment Data by Program & Race*

[3]For programs in existence for less than 5 years, average has been calculated based upon years in existence. FB0001\enrl-degree-programs-comparison.xls

Table 9: **Degrees Awarded by Program and Race: Academic Year 1999-00**

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	2	-	-	-	22	-	2	26
Art	1	-	-	-	22	-	-	23
Art (Fine)	-	-	-	-	1	-	1	2
Biology	2	-	1	1	88	-	-	92
Business Administration	8	-	4	1	125	1	2	141
Chemistry	-	-	-	-	6	-	-	6
Communication Arts	6	-	-	1	84	2	1	94
Economics	-	-	-	-	6	-	-	6
Elementary Education	4	1	-	1	130	1	-	137
English	3	-	-	-	29	-	1	33
Environmental Health	-	-	-	-	6	-	-	6
French	-	-	-	-	3	-	-	3
Geography	1	1	1	-	19	-	-	22
History	1	-	-	-	35	-	1	37
Management Information	3	1	-	1	27	-	1	33
Liberal Studies	9	-	-	-	56	-	-	65
Mathematics	-	-	-	1	14	-	1	16
Medical Technology	2	-	-	-	7	-	-	9
Music	-	-	-	-	1	-	-	1
Nursing	3	-	2	1	31	-	-	37
Philosophy	-	-	-	-	6	-	-	6
Physical Education	1	1	1	1	57	1	1	63
Physics	-	-	-	-	9	-	-	9
Political Science	3	-	-	1	24	-	-	28
Psychology	8	-	1	-	60	-	2	71
Respiratory Therapy	2	-	1	-	11	-	-	14
Social Work	19	1	-	-	32	-	2	54
Sociology	1	-	-	2	12	-	1	16
Spanish	-	-	-	-	6	-	-	6
TOTAL	**79**	**5**	**11**	**11**	**929**	**5**	**16**	**1056**
Masters								
Business Administration	-	-	-	-	22	6	-	28
Education	3	1	-	-	63	1	2	70
School Administration	-	-	1	-	8	-	-	9
English	-	-	-	-	12	2	1	15
History	-	-	-	-	6	-	1	7
Nursing	3	-	-	-	10	-	-	13
Psychology	-	-	-	-	3	-	-	3
TOTAL	**6**	**1**	**1**	**0**	**124**	**9**	**4**	**145**

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

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Table 10: **Degrees Awarded Alphabetically by Program: AY 1995-96 to 1999-00**

Baccalaureate	1995-96	1996-97	1997-98	1998-99	1999-00	% Change AY 96 to AY 00	5 Year Average
Accounting	49	55	60	42	26	-47%	46
Art	18	28	21	17	23	28%	21
Art (Fine)	3	3	-	3	2	-33%	3
Biology	82	104	132	106	92	12%	103
Business Administration	114	129	134	153	141	24%	134
Chemistry	4	9	10	11	6	50%	8
Communication Arts	97	92	95	115	94	-3%	99
Economics	14	6	14	1	6	-57%	8
Elementary Education	161	185	160	167	137	-15%	162
English	42	31	33	31	33	-21%	34
Environmental Health	8	12	21	15	6	-25%	12
French	2	1	2	1	3	50%	2
Geography	31	26	22	22	22	-29%	25
History	47	50	65	47	37	-21%	49
Management Information	16	22	38	36	33	106%	29
Leisure Studies	4	-	-	-	-	-100%	4
Liberal Studies	83	66	75	62	65	-22%	70
Mathematics	21	24	22	21	16	-24%	21
Medical Technology	15	6	9	11	9	-40%	10
Music	7	6	5	4	1	-86%	5
Nursing	76	55	49	48	37	-51%	53
Philosophy	7	10	11	12	6	-14%	9
Physical Education	48	68	56	52	63	31%	57
Physical Science	2	2	2	-	-	-100%	2
Physics	5	8	5	4	9	80%	6
Political Science	27	27	25	25	28	4%	26
Psychology	74	67	81	67	71	-4%	72
Respiratory Therapy	21	19	18	17	14	-33%	18
Social Science	4	2	-	-	-	-100%	3
Social Work	62	72	74	67	54	-13%	66
Sociology	16	17	16	8	16	0%	15
Spanish	-	3	5	4	6	0%	5
TOTAL	**1160**	**1205**	**1260**	**1169**	**1056**	**-9%**	**1170**
Masters							
Business Administration	32	35	37	38	28	-13%	34
Education	87	88	95	95	70	-20%	87
School Administration	-	8	11	12	9	0%	10
English	7	11	13	16	15	114%	12
History	6	2	-	6	7	17%	5
Nursing	5	10	7	11	13	160%	9
Psychology	3	4	5	4	3	0%	4
TOTAL	**140**	**158**	**168**	**182**	**145**	**4%**	**159**

Source: MHEC Degrees Awarded by Program and Race . "Major 1" reported only.
o:\fb00-01/degawarded

5 Year Average

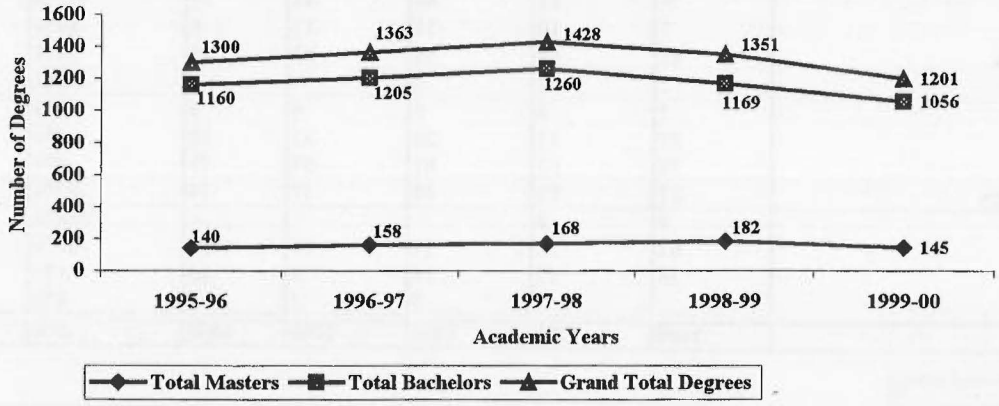
Top Programs	Lowest Programs
Elementary Education	French
Business Administration	Art (Fine)
Biology	Spanish
Communication Arts	Physical Science
Psychology	Music

Table 11: **Degrees *Awarded by* Academic Years: AY 1995-96 -- 1999-00**

	1995-96	1996-97	1997-98	1998-99	1999-00
Grand Total Degrees	**1300**	**1363**	**1428**	**1351**	**1201**
Total Bachelors	**1160**	**1205**	**1260**	**1169**	**1056**
Bachelor of Arts	378	367	398	376	363
Bachelor of Science	717	763	788	722	637
Bachelor of Science in Social Work	62	72	74	68	54
Bachelor of Fine Arts	3	3	-	3	2
Total Masters	**140**	**158**	**168**	**182**	**145**
Master of Arts	16	17	18	26	25
Master of Business Administration	32	35	37	38	28
Master of Education	87	96	106	107	79
Master of Science	5	10	7	11	13

o:\fb0001 total enrl\degrees awarded

Figure 7: **Degrees Awarded by Academic Year**



- ***The # of baccalaureate recipients in 1999-00 was the lowest since 1991-92. [N = 958]***
- ***The # of graduate degree recipients in 1999-00 was the lowest since 1995-96. [N = 140]***

Table 12: ***Degrees Awarded*** **by Race: 1996-2000**

Fiscal Year	1996	1997	1998	1999	2000
Total Bachelor's	**1160**	**1205**	**1260**	**1169**	**1056**
African-American	56	63	82	83	79
American Indian	5	4	4	4	5
Asian/Pacific Islander	19	13	17	11	11
Hispanic	12	9	9	9	11
White	1062	1104	1141	1054	929
International	6	12	7	7	5
Unknown	-	-	-	1	16
% Known Minority	7.9%	7.4%	8.9%	9.2%	10.0%
% Minority + International	8.4%	8.4%	9.4%	9.8%	10.5%
% Unknown	-	-	-	0.1%	1.5%
Total Master's	**140**	**158**	**168**	**182**	**145**
African American	11	4	11	11	6
American Indian	-	-	-	-	1
Asian/Pacific Islander	-	3	1	1	1
Hispanic	-	-	1	4	-
White	127	145	148	160	124
International	2	6	7	5	9
Unknown	-	-	-	1	4
% Known Minority	7.9%	4.4%	7.7%	8.8%	5.5%
% Minority + International	9.3%	8.2%	11.9%	11.5%	11.7%
% Unknown	-	-	-	0.5%	2.8%

o:\fb0001 total enrl\degrees96-00

Table 13: **Number of Minors by School and Program: 1999-00 Degree Recipients**

Major	Minor																											
	ART	BIOL	BUAD	CHEM	CMAT	COSC	DANC	ECON	ENGL	ENST	FREN	GEOG	GERM	HIST	INSC	MATH	MKTG	MUSC	PEAC	PHIL	POSC	PSYC	RLST	SOCI	SOST	SPAN	WMST	Total
Fulton School of Liberal Arts																												
Art							1		2																			3
Communication Arts	3		4				1		4		1			5			24	1	1		1	5		3				53
English					2						1		1	1			1			2		2		1		1		12
French																1												1
History			1										2			1	1	1			2	1			5	2		16
Liberal Studies		3	2		2				1	1				4		1	9			1		10	1	5		1		41
Philosophy														1							1				1			3
Political Science			1		1							1		3						1		3		2				12
Psychology	1	1	4		2	1			1					2			2			1	1			1		1		18
Sociology					1									2					1								1	5
Spanish			1																									1
Subtotal	**4**	**4**	**13**	**0**	**8**	**1**	**2**	**0**	**8**	**1**	**2**	**1**	**3**	**18**	**0**	**3**	**37**	**2**	**2**	**5**	**5**	**21**	**1**	**12**	**6**	**5**	**1**	**165**
Henson School of Science & Technology																												
Biology			1	32								1	1	1			1					2						39
Chemistry																1												1
Environmental Health		4																										4
Geography			1						1		1			3		2	3	1		1	1							14
Math			1		1	1								1														4
Medical Technology		1																				1						2
Nursing		4																				3				1		8
Physics						1										7												8
Respiratory Therapy		1																										1
Subtotal	**0**	**10**	**3**	**32**	**1**	**2**	**0**	**0**	**1**	**0**	**1**	**1**	**1**	**5**	**0**	**10**	**4**	**1**	**0**	**1**	**1**	**6**	**0**	**0**	**0**	**1**	**0**	**81**
Perdue School of Business																												
Accounting			1																									1
Economics			1											1			2				2							6
Information Systems						1																						1
Mgmt & Marketing					5			1	1													1						8
Subtotal	**0**	**0**	**2**	**0**	**5**	**1**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**16**
Seidel School of Professional Studies																												
Elementary Ed	1				2		1		4					6	6							7				5		32
Physical Ed		1	1																							1		3
Social Work																					1	12						13
Subtotal	**1**	**1**	**1**	**0**	**2**	**0**	**1**	**0**	**4**	**0**	**0**	**0**	**0**	**6**	**6**	**0**	**0**	**0**	**0**	**0**	**1**	**19**	**0**	**0**	**0**	**6**	**0**	**48**
TOTAL	**5**	**15**	**19**	**32**	**16**	**4**	**3**	**1**	**14**	**1**	**3**	**2**	**4**	**30**	**6**	**13**	**43**	**3**	**2**	**6**	**9**	**47**	**1**	**12**	**6**	**12**	**1**	**310**

Key to minors:

ART	Art	ECON	Economics	INSC	Interdisciplinary Science	PSYC	Psychology
BIOL	Biology	ENGL	English	MATH	Mathematics	RLST	Religious Studies
BUAD	Business Administration	ENST	Environmental Studies	MKTG	Marketing	SOCI	Sociology
CHEM	Chemistry	FREN	French	MUSC	Music	SOST	Social Studies
CMAT	Communication Arts	GEOG	Geography	PEAC	Peace Studies	SPAN	Spanish
COSC	Computer Science	GERM	German	PHIL	Philosophy	WMST	Women's Studies/Gender Studies
DANC	Dance	HIST	History	POSC	Political Science		

Table 14: **TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2000**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	1,083	630	96	1,809
0835	Applied Health Physiology	-	-	87	87
2202	Anthropology	435	9	-	444
1001	Art	1,674	1,052	2	2,728
0401	Biology	4,663	1,297	40	6,000
0506	Business Administration	1,515	5,035	309	6,859
1905	Chemistry	2,383	355	-	2,738
0601	Communication Arts	3,540	1,309	3	4,852
0701	Computer Science	1,148	222	-	1,370
1008	Dance	168	29	-	197
2204	Economics	1,374	180	78	1,632
0827	Education Administration	-	-	198	198
0802	Education, Elementary	-	3,168	-	3,168
0802	Master of Arts in Teaching	-	-	78	78
0801	Education, General	-	2,207	882	3,089
0901	Engineering	-	-	-	-
1501	English	4,053	2,499	246	6,798
0420	Environmental Health	42	167	-	209
1102	French	162	75	-	237
4901	General Studies	36	235	3	274
2206	Geography	2,269	533	-	2,802
1914	Geology	-	-	-	-
1103	German	91	18	-	109
1201	Health	159	-	-	159
2205	History	5,610	1,743	138	7,491
0702	Info Systems Management	637	775	-	1,412
4999	Interdisciplinary Studies	642	64	-	706
1104	Latin	60	-	-	60
1701	Mathematics	4,039	462	12	4,513
1223	Medical Technology	9	190	-	199
1801	Military Science	10	4	-	14
1101	Modern Languages	252	-	-	252
1005	Music	686	104	-	790
1004	Music-Applied	292	101	4	397
1203	Nursing	-	1,566	165	1,731
1509	Philosophy	987	465	3	1,455
0835	Physical Education	2,507	1,614	6	4,127
1902	Physics	1,283	218	-	1,501
2207	Political Science	876	596	-	1,472
2001	Psychology	1,989	3,075	96	5,160
1299	Respiratory Therapy	-	267	-	267
1106	Russian	27	-	-	27
1999	Science Education	-	-	-	-
0803	Education, Secondary	-	270	-	270
2201	Social Science	-	3	-	3
2104	Social Work	384	1,255	6	1,645
2208	Sociology	1,125	627	-	1,752
1105	Spanish	645	448	-	1,093
TOTAL STUDENT CREDIT HOURS		**46,855**	**32,867**	**2,452**	**82,174**
			FTES by Course Level		
GRAND TOTAL FTES		**3,123.7**	**2,191.1**	**204.3**	**5,519**

Proportion of Day Classes	**68,633**	**83.5%**
Proportion of Night Classes	**13,541**	**16.5%**

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

o:\fb0001 total enrf\total sch & ftes

Table 15: **DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2000**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (500-600)	Total SCH
0502	Accounting	906	369	-	1,275
0835	Applied Health Physiology	-	-	87	87
2202	Anthropology	435	9	-	444
1001	Art	1,461	778	2	2,241
0401	Biology	4,571	1,297	13	5,881
0506	Business Administration	981	3,736	15	4,732
1905	Chemistry	2,219	355	-	2,574
0601	Communication Arts	3,027	984	3	4,014
0701	Computer Science	1,148	222	-	1,370
1008	Dance	149	14	-	163
2204	Economics	885	180	-	1,065
0802	Education, Elementary	-	2,742	-	2,742
0802	Master of Arts in Teaching	-	-	33	33
0801	Education, General	-	1,562	21	1,583
1501	English	3,498	1,665	33	5,196
0420	Environmental Health	42	167	-	209
1102	French	162	75	-	237
4901	General Studies	-	235	3	238
2206	Geography	1,978	533	-	2,511
1914	Geology	-	-	-	-
1103	German	91	18	-	109
1201	Health	159	-	-	159
2205	History	4,905	1,302	60	6,267
0702	Info Systems Management	224	700	-	924
4999	Interdisciplinary Studies	642	39	-	681
1104	Latin	60	-	-	60
1701	Mathematics	3,285	390	-	3,675
1223	Medical Technology	9	190	-	199
1801	Military Science	10	4	-	14
1101	Modern Languages	15	-	-	15
1005	Music	626	104	-	730
1004	Music-Applied	236	101	4	341
1203	Nursing	-	1,566	78	1,644
1509	Philosophy	870	465	3	1,338
0835	Physical Education	2,285	1,346	6	3,637
1902	Physics	1,283	218	-	1,501
2207	Political Science	783	527	-	1,310
2001	Psychology	1,989	2,868	72	4,929
1299	Respiratory Therapy	-	267	-	267
1106	Russian	27	-	-	27
0834	Science Education	-	-	-	-
0803	Education, Secondary	-	264	-	264
2201	Social Science	-	3	-	3
2104	Social Work	312	1,048	-	1,360
2208	Sociology	1,017	591	-	1,608
1105	Spanish	528	448	-	976
TOTAL STUDENT CREDIT HOURS		**40,818**	**27,382**	**433**	**68,633**
			FTES by Course Level		
FTES by Course Level		**2,721.2**	**1,825.5**	**36.1**	**4582.8**

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

Program No. MISN210. For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.

Proportion of Total Student Credit Hours	83.5%

o:\fb0001totalenrl\total sch day courses

Table 16: **NIGHT Courses (After 5:00 pm) Student Credt Hours and FTES by Discipline and Course Level: Fall 2000**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (500-600)	Total SCH
0502	Accounting	177	261	96	534
1001	Art	213	274	-	487
0401	Biology	92	-	27	119
0506	Business Administration	534	1,299	294	2,127
1905	Chemistry	164	-	-	164
0601	Communication Arts	513	325	-	838
0701	Computer Science	-	-	-	-
1008	Dance	19	15	-	34
2204	Economics	489	-	78	567
0827	Education Administration	-	-	198	198
0802	Education, Elementary	-	426	-	426
0801	Education, General	-	645	861	1,506
0802	Master of Arts in Teaching	-	-	45	45
0901	Engineering	-	-	-	-
1501	English	555	834	213	1,602
0420	Environmental Health	-	-	-	-
1102	French	-	-	-	-
4901	General Studies	36	-	-	36
2206	Geography	291	-	-	291
1201	Health	-	-	-	-
2205	History	705	441	78	1,224
0702	Info Systems Mgement Network	413	75	-	488
4999	Interdisciplinary Studies	-	25	-	25
4993	Leisure Studies	-	-	-	-
1701	Math	754	72	12	838
1801	Military Science	-	-	-	-
1101	Modern Languages	237	-	-	237
1005	Music	60	-	-	60
1004	Music Applied	56	-	-	56
1203	Nursing	-	-	87	87
1509	Philosophy	117	-	-	117
0835	Physical Education	222	268	-	490
2207	Political Science	93	69	-	162
1902	Physics	-	-	-	-
2001	Psychology	-	207	24	231
0803	Education, Secondary	-	6	-	6
2104	Social Work	72	207	6	285
2208	Sociology	108	36	-	144
1105	Spanish	117	-	-	117
TOTAL STUDENT CREDIT HOURS		**6,037**	**5,485**	**2,019**	**13,541**
			FTE by Course Level		
FTES by Course Level		**402.5**	**365.7**	**168.3**	**936.4**

Proportion of Total Student Credit Hours	**16.5%**

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

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

o:\fb0001\total enrollment\total evening courses

Table 17:

Analysis of Annualized FTE

Full-Time Equivalent Students and Total Headcount by Course Level

FY 1993 through FY 2000

Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1992	2863.4	1927.9	4791.3	225.6	**5016.9**	6022
Spring 1993	2483.4	2078.6	4562.0	213.3	**4775.3**	
Ratio, Fall to Spring	53.6/43.4	48.1/51.9	51.2/48.8	51.4/48.6	**51.2/48.8**	
Annualized FY 1992-93	**2673.4**	**2003.3**	**4676.7**	**219.5**	**4896.1**	
Fall 1993	2801.9	1973.2	4775.1	220.0	**4995.1**	5956
Spring 1994	2545.7	2038.0	4583.7	222.5	**4806.2**	
Ratio, Fall to Spring	52.4/47.6	49.2/50.8	51.0/49.0	49.7/50.3	**51.0/49.0**	
Annualized FY 1993-94	**2673.8**	**2005.6**	**4679.4**	**221.3**	**4900.7**	
Fall 1994	2863.7	1939.8	4803.5	227.8	**5031.4**	6048
Spring 1995	2569.1	2082.7	4651.8	229.6	**4881.4**	
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 FY 1994-95	**2716.4**	**2011.3**	**4727.7**	**228.7**	**4956.4**	
Fall 1995	2737.1	1995.8	4732.9	229.0	**4961.9**	6010
Spring 1996	2424.7	2128.7	4553.4	234.2	**4787.6**	
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 FY 1995-96	**2580.9**	**2062.3**	**4643.2**	**231.6**	**4874.8**	
Fall 1996	2749.3	1988.8	4738.1	237.9	**4976**	5947
Spring 1997	2487.8	2040.6	4528.4	240.0	**4768**	
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 FY 1996-97	**2618.6**	**2014.7**	**4633.3**	**239.0**	**4872**	
Fall 1997	2850.9	1950.4	4801.3	233.3	**5035**	6022
Spring 1998	2545.2	2032.0	4577.2	214.9	**4792**	
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 FY 1997-98	**2698.1**	**1991.2**	**4689.3**	**224.1**	**4913.5**	
Fall 1998	3017.4	1909.7	4927.1	194.9	**5122**	6080
Spring 1999	2757.4	2019.3	4776.7	199.3	**4976**	
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 FY 1998-99	**2887.4**	**1964.5**	**4851.9**	**197.1**	**5049**	
Fall 1999	3064.5	1925.7	4990.2	190.6	**5181**	6060
Spring 2000	2721.2	2176.2	4897.4	186.9	**5084**	
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 FY 1999-00	**2892.9**	**2051.0**	**4943.8**	**188.8**	**5132.5**	
Fall 2000	3123.7	2191.1	5314.8	204.3	**5519.1**	6421

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, NMIS150, MISN210
Calculations prior to Fall 1995 include SCHs taken by SSU students at UMES.

Figure 8:

Total Headcount Versus Annual FTE
Fall 1992 to Fall 2000

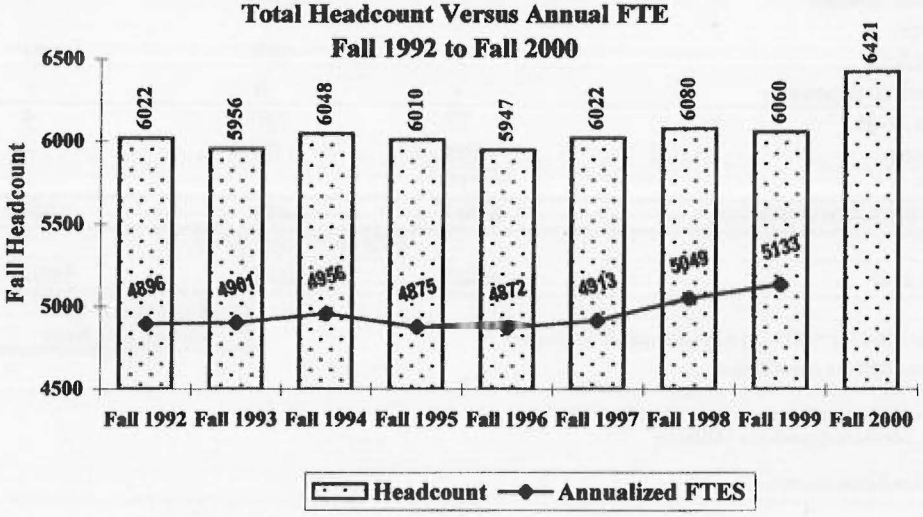


Table 18: **Annual Student Credit Hour Production by School and Discipline: Academic Year 1996-97 to 1999-00**

Discipline	1996-97				1997-98				1998-99				1999-00			
	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	621	138	-	**759**	747	69	-	**816**	669	90	-	**759**	696	180	-	**876**
Art	2,781	1,524	7	**4,312**	2,739	1,678	3	**4,420**	3,075	1,516	7	**4,598**	3,135	1,950	3	**5,088**
Comm. Arts	5,565	2,433	3	**8,001**	5,680	2,919	-	**8,599**	6,193	2,860	-	**9,053**	6,751	2,806	-	**9,557**
English	6,798	3,177	507	**10,482**	8,061	2,839	525	**11,425**	8,493	3,326	444	**12,263**	8,334	3,433	496	**12,263**
French	394	105	-	**499**	378	137	3	**518**	342	98	3	**443**	309	150	-	**459**
German	158	36	-	**194**	193	39	-	**232**	151	48	-	**199**	141	42	-	**183**
History	8,874	2,988	99	**11,961**	9,426	2,814	123	**12,363**	10,332	2,646	273	**13,251**	9,792	2,760	306	**12,858**
Interdisc. Studies	726	142	-	**868**	758	182	-	**940**	848	139	-	**987**	1,036	217	-	**1,253**
Mod. Foreign Lang.	144	-	-	**144**	51	-	-	**51**	276	-	-	**276**	378	-	-	**378**
Music	1,461	227	16	**1,704**	1,506	212	18	**1,736**	1,418	212	-	**1,630**	1,422	312	3	**1,737**
Applied Music	342	163	22	**527**	378	210	15	**603**	532	203	-	**735**	494	238	11	**743**
Philosophy	1,656	901	-	**2,557**	1,995	1,024	-	**3,019**	1,791	1,090	3	**2,884**	1,887	941	3	**2,831**
Political Science	1,651	888	6	**2,545**	1,773	910	-	**2,683**	1,824	1,239	-	**3,063**	1,857	1,089	-	**2,946**
Psychology	3,201	4,875	429	**8,505**	3,258	4,683	360	**8,301**	3,087	4,924	312	**8,323**	3,366	5,697	255	**9,318**
Russian	15	-	-	**15**	54	-	-	**54**	63	-	-	**63**	45	-	-	**45**
Social Science	-	12	-	**12**	-	15	-	**15**	-	33	-	**33**	-	18	-	**18**
Sociology	1,392	979	3	**2,374**	1,722	1,168	-	**2,890**	1,776	1,018	-	**2,794**	1,950	1,009	-	**2,959**
Spanish	900	427	-	**1,327**	1,125	377	-	**1,502**	987	544	-	**1,531**	1,224	565	-	**1,789**
Totals	36,679	19,015	1,092	56,786	39,844	19,276	1,047	60,167	41,857	19,986	1,042	62,885	42,817	21,407	1,077	65,301
Proportion of Total	25.3%	13.1%	0.8%	39.2%	27.3%	13.2%	0.7%	41.2%	28.2%	13.5%	0.7%	42.4%	28.0%	14.0%	0.7%	42.7%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																
Biology	7,847	4,119	71	**12,037**	7,818	4,256	65	**12,139**	8,206	3,375	19	**11,600**	7,910	3,171	21	**11,102**
Chemistry	4,815	643	3	**5,461**	4,551	583	-	**5,134**	4,698	502	-	**5,200**	4,796	525	-	**5,321**
Computer Science	1,807	181	-	**1,988**	1,673	123	-	**1,796**	1,618	155	-	**1,773**	1,891	169	-	**2,060**
Environ. Health	114	403	-	**517**	111	403	-	**514**	72	381	-	**453**	96	401	-	**497**
Geography	4,261	729	-	**4,990**	4,158	735	-	**4,893**	4,060	703	9	**4,772**	4,701	737	6	**5,444**
Geology	447	-	-	**447**	402	-	-	**402**	546	-	-	**546**	426	-	-	**426**
Mathematics	6,500	928	124	**7,552**	6,808	738	51	**7,597**	7,443	831	45	**8,319**	7,305	932	33	**8,270**
Med. Technology	31	460	-	**491**	37	537	-	**574**	27	446	-	**473**	12	341	-	**353**
Nursing	-	2,675	470	**3,145**	-	2,410	375	**2,785**	-	2,387	268	**2,655**	-	2,602	331	**2,933**
Pre-engineering	39	-	-	**39**	21	-	-	**21**	4	3	-	**7**	-	-	-	**-**
Physics	2,564	230	-	**2,794**	2,223	272	-	**2,495**	2,070	282	-	**2,352**	1,992	400	-	**2,392**
Resp. Therapy	57	1,270	-	**1,327**	69	1,112	-	**1,181**	24	772	-	**796**	33	600	-	**633**
Totals	28,482	11,638	668	40,788	27,871	11,169	491	39,531	28,768	9,837	341	38,946	29,162	9,878	391	39,431
Proportion of Total	19.7%	8.0%	0.5%	28.2%	19.1%	7.6%	0.3%	27.1%	19.4%	6.6%	0.2%	26.2%	19.1%	6.5%	0.3%	25.8%

Table 18 (cont'd): **Annual Student Credit Hour Production cont.**

Discipline	1996-97				1997-98				1998-99				1999-00			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																
Accounting	1,710	1,821	-	**3,531**	1,659	1,536	-	**3,195**	1,926	1,434	81	**3,441**	2,058	1,443	132	**3,633**
Business Admin.	2,472	8,388	990	**11,850**	2,169	9,141	1,047	**12,357**	2,499	8,858	606	**11,963**	2,589	9,807	480	**12,876**
Economics	1,944	423	-	**2,367**	1,950	330	-	**2,280**	2,298	282	99	**2,679**	2,460	489	135	**3,084**
Info Sys. Mgmt.	1,166	609	-	**1,775**	1,165	915	-	**2,080**	1,156	1,207	60	**2,423**	1,182	1,420	-	**2,602**
Totals	**7,292**	**11,241**	**990**	**19,523**	**6,943**	**11,922**	**1,047**	**19,912**	**7,879**	**11,781**	**846**	**20,506**	**8,289**	**13,159**	**747**	**22,195**
Proportion of Total	**9.4%**	**14.5%**	**1.3%**	**25.2%**	**9.0%**	**15.4%**	**1.4%**	**25.7%**	**10.2%**	**15.2%**	**1.1%**	**26.5%**	**10.7%**	**17.0%**	**1.0%**	**28.7%**
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																
Dance	244	75	-	**319**	292	91	-	**383**	517	83	-	**600**	487	58	-	**545**
Education	-	5,021	2,877	**7,898**	-	4,870	2,703	**7,573**	-	4,885	2,040	**6,925**	-	5,045	2,162	**7,207**
Elementary Ed.	-	5,775	21	**5,796**	-	5,262	18	**5,280**	-	5,319	-	**5,319**	-	4,926	69	**4,995**
Secondary Ed.	-	918	18	**936**	-	1,014	15	**1,029**	-	741	42	**783**	-	756	36	**792**
Education, Science	84	-	-	**84**	60	20	-	**80**	112	-	-	**112**	116	-	-	**116**
General Studies	150	105	51	**306**	217	103	30	**350**	176	136	63	**375**	159	294	15	**468**
Health	639	195	3	**837**	678	198	-	**876**	753	165	-	**918**	404	135	-	**539**
Leisure Studies	144	-	-	**144**	51	-	-	**51**	-	-	-	**-**	-	-	-	**-**
Military Science	69	180	-	**249**	6	56	-	**62**	-	51	-	**51**	8	22	-	**30**
Physical Ed.	4,436	3,065	9	**7,510**	4,744	2,649	12	**7,405**	5,228	2,850	12	**8,090**	5,059	3,279	21	**8,359**
Social Work	339	3,214	6	**3,559**	237	3,106	15	**3,358**	297	2,604	6	**2,907**	285	2,584	9	**2,878**
Totals	**6,105**	**18,548**	**2,985**	**27,638**	**6,285**	**17,369**	**2,793**	**26,447**	**7,083**	**16,834**	**2,163**	**26,080**	**6,518**	**17,099**	**2,312**	**25,929**
Proportion of Total	**4.2%**	**12.8%**	**2.1%**	**19.1%**	**4.3%**	**11.9%**	**1.9%**	**18.1%**	**4.8%**	**11.3%**	**1.5%**	**17.6%**	**4.3%**	**11.2%**	**1.5%**	**17.0%**
Grand Totals	**78,558**	**60,442**	**5,735**	**144,735**	**80,943**	**59,736**	**5,378**	**146,057**	**85,587**	**58,438**	**4,392**	**148,417**	**86,786**	**61,543**	**4,527**	**152,856**

Source: Faculty Credit Hours and Course Load by Department/Discipline/Instructor, Job NMIS150, Program MISN220 O:\Fb 00-01 Folder\sch5yr.xls
LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

Salisbury State University has degree programs in Fine Arts, Physical Science, and Liberal Arts although no courses are offered in those specific disciplines.

Salisbury State University
SCH to FTEF Ratio
Academic Years 1995-1996 through 1999-2000

	AY 1995-1996			AY 1996-1997			AY 1997-1998			AY 1998-1999			AY 1999-2000		
	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	4,305	9.94	**433.21**	4,312	10.08	**427.64**	4,420	11.56	**382.27**	4,598	11.24	**409.06**	5,088	12.21	**416.66**
CMAT	7,659	15.35	**499.08**	8,001	16.19	**494.21**	8,599	16.33	**526.47**	9,053	17.24	**525.01**	9,557	19.02	**502.55**
ENGL	8,217	17.04	**482.18**	8,286	17.14	**483.50**	9,307	17.20	**541.10**	9,425	18.45	**510.74**	12,263	19.82	**618.68**
HIST	12,312	21.01	**586.12**	12,720	21.69	**586.55**	13,179	24.08	**547.36**	14,010	23.84	**587.79**	13,734	24.86	**552.56**
MDFL	2,018	6.42	**314.55**	2,179	6.00	**363.17**	2,357	6.71	**351.19**	2,512	6.67	**376.82**	2,854	7.95	**358.96**
MUSC	2,401	10.60	**226.52**	2,231	9.28	**240.42**	2,339	9.65	**242.39**	2,365	10.62	**222.60**	2,480	10.97	**226.16**
PHIL	3,038	4.61	**659.19**	2,557	3.80	**672.93**	3,019	4.69	**643.12**	2,884	4.33	**665.54**	2,831	4.32	**656.02**
POSC	2,496	5.01	**497.84**	2,545	5.37	**474.16**	2,683	5.30	**505.81**	3,063	5.20	**589.32**	2,946	5.04	**584.33**
PSYC	9,187	13.81	**665.32**	8,505	12.82	**663.42**	8,301	12.08	**687.43**	8,323	13.16	**632.65**	9,318	13.87	**671.93**
SOCI	2,689	3.97	**676.82**	2,386	3.71	**643.57**	2,905	4.72	**615.24**	2,827	4.80	**589.16**	2,977	5.34	**557.19**
Henson School of Science & Technology															
BIOL	13,099	25.21	**519.64**	12,554	25.77	**487.16**	12,653	26.02	**486.37**	12,053	26.38	**456.86**	11,599	27.36	**423.95**
CHEM	5,889	13.48	**436.91**	5,461	13.35	**408.99**	5,134	12.70	**404.16**	5,200	12.47	**417.02**	5,321	12.56	**423.79**
GEOG	5,210	8.34	**624.79**	5,437	8.78	**618.99**	5,295	8.42	**628.70**	5,318	8.84	**601.87**	5,870	9.14	**642.03**
HLSC	1,995	10.01	**199.30**	1,818	10.61	**171.40**	1,755	8.15	**215.41**	1,269	8.37	**151.64**	986	7.76	**127.02**
MATH	9,073	17.23	**526.51**	9,540	18.35	**520.03**	9,393	18.07	**519.69**	10,092	19.23	**524.68**	10,330	20.41	**506.06**
NURS	3,727	21.96	**169.73**	3,145	20.13	**156.25**	2,785	19.90	**139.93**	2,655	19.50	**136.14**	2,933	20.23	**145.01**
PHYS	3,026	7.25	**417.10**	2,833	6.95	**407.85**	2,516	6.49	**387.90**	2,359	6.62	**356.32**	2,392	6.43	**372.25**
Perdue School of Business															
ACCT	3,360	7.83	**428.94**	3,531	8.46	**417.46**	3,195	8.38	**381.49**	3,441	9.03	**380.89**	3,633	10.27	**353.75**
BUAD	11,404	12.88	**885.75**	11,850	12.17	**973.97**	12,357	13.75	**898.69**	11,963	14.67	**815.64**	12,876	15.27	**843.36**
ECON	2,235	7.33	**304.77**	2,367	8.88	**266.70**	2,280	7.75	**294.19**	2,679	7.79	**343.83**	3,084	9.78	**315.26**
ISMN	1,577	8.08	**195.09**	1,775	7.80	**227.48**	2,080	8.67	**240.00**	2,423	9.69	**250.05**	2,602	9.25	**281.42**
Seidel School of Professional Studies															
ELED	13,849	26.88	**515.24**	14,636	32.14	**455.45**	13,901	30.92	**449.65**	13,084	28.00	**467.36**	13,110	28.01	**468.10**
PHEC	8,371	16.66	**502.51**	8,433	16.53	**510.13**	8,339	16.11	**517.75**	9,142	17.13	**533.69**	9,443	15.38	**614.17**
SOWK	3,642	6.58	**553.22**	3,559	7.08	**502.45**	3,358	5.83	**575.66**	2,907	6.82	**426.53**	2,878	5.80	**496.49**

(1)In the Fulton School, 700-1300 SCH are generated within Interdisciplinary Studies. These were not assigned to any department. In the Seidel School, 400-700 SCH are/were generated by General Studies, Leisure Studies and Military Science. These also were not assigned to any of the departments above.

Sources: SCH is from Annual Credit Hour Production, Fall, 2000 Fact Book. SCH generated by teaching assistants in ENGL, ELED, and PHEC have been excluded since they were excluded from the FTEF calculation.
FTEF is derived from the 1999-2000 Faculty Workload Report.

Assessment, Research and
Accountability
SCH to FTEF Ratio
12/19/00

Table 20: **Enrollment, Student Credit Hours, and FTE**

Winter Terms and Summer Sessions: 1988 to 2000

	Students			Student Credit Hours			FTE		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
Winter Terms									
Winter 1988	1053	46	**1099**	4086	152	**4238**	272	13	**285**
Winter 1989	1131	26	**1157**	4555	84	**4639**	304	7	**311**
Winter 1990	1165	73	**1238**	4544	226	**4770**	303	19	**322**
Winter 1991	1321	49	**1370**	5251	160	**5411**	350	13	**363**
Winter 1992	1346	71	**1417**	5130	196	**5326**	342	16	**358**
Winter 1993	1392	43	**1435**	5330	141	**5471**	355	12	**367**
Winter 1994	1370	56	**1426**	5198	120	**5318**	347	10	**357**
Winter 1995	1214	67	**1281**	4570	148	**4718**	305	12	**317**
Winter 1996	1104	62	**1166**	4129	158	**4287**	275	13	**288**
Winter 1997	996	67	**1063**	3635	195	**3830**	242	16	**258**
Winter 1998	1063	53	**1116**	3844	126	**3970**	256	11	**267**
Winter 1999	956	46	**1002**	3425	128	**3553**	228	11	**239**
Winter 2000	**849**	**25**	**874**	**2919**	**70**	**2989**	**194.5**	**5.8**	**200.3**
Summer Sessions									
Summer 1988	682	260	**942**	2925	983	**3908**	195	82	**277**
Summer 1989	718	311	**1029**	3079	1302	**4381**	205	109	**314**
Summer 1990	864	363	**1227**	3488	1560	**5048**	233	130	**363**
Summer 1991	888	315	**1203**	3681	1242	**4923**	245	104	**349**
Summer 1992	859	326	**1185**	3557	1191	**4748**	237	99	**336**
Summer 1993	804	317	**1121**	3281	1211	**4492**	219	101	**320**
Summer 1994	783	289	**1072**	3215	1026	**4241**	214	86	**300**
Summer 1995	837	340	**1177**	3462	1247	**4709**	231	104	**335**
Summer 1996	776	332	**1108**	3272	1212	**4484**	218	101	**319**
Summer 1997	859	380	**1239**	3474	1588	**5062**	232	132	**364**
Summer 1998	826	377	**1203**	3760	1407	**5167**	251	117	**368**
Summer 1999	820	293	**1113**	3761	1089	**4850**	250	91	**341**
Summer 2000	**919**	**166**	**1085**	**3110**	**1170**	**4280**	**207**	**98**	**305**

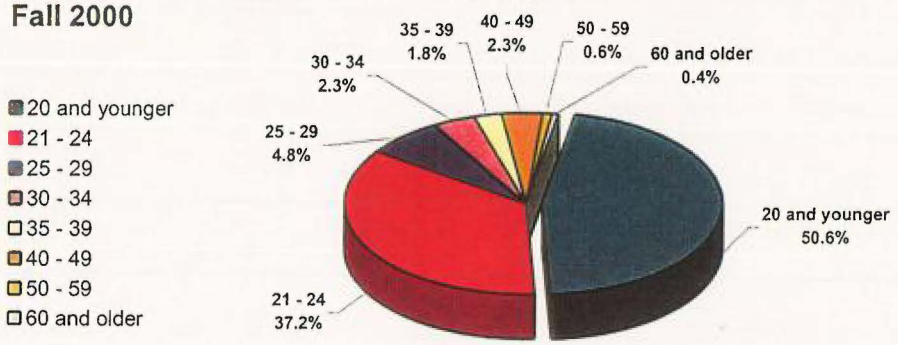
o:\FB0001\Sum-Win.-CH-FTE.xls

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

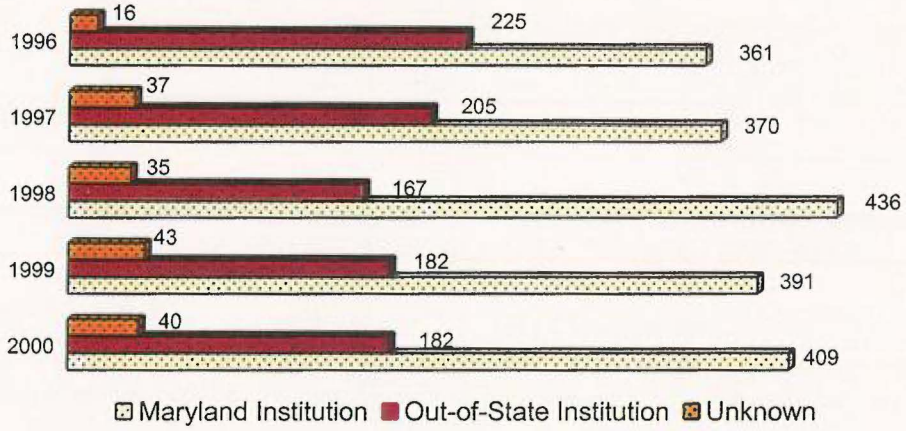
Source: FTE Calculation Reports

Undergraduate Enrollment & Demographics

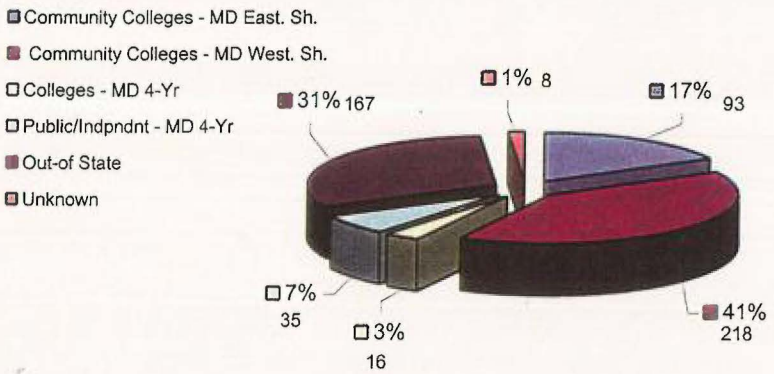
Undergraduate Age Distribution in Years: Fall 2000



5-Yr Trend of Student Transfers



Transfer Students by Sending Institutions Full-time Students, Fall 2000



Fall 2000 Total U/G Enrollment: Eastern/Western Shores

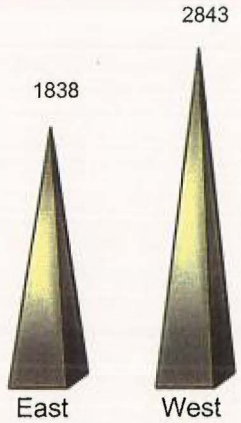


Table 1: **Total *UNDERGRADUATE* Fall Enrollment: 1996 - 2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**5294**	**5391**	**5534**	**5536**	**5883**
% Annual Growth	-0.8%	1.8%	2.7%	0.0%	6.3%
Total Men	2304	2278	2393	2388	2548
% Men	43.5%	42.3%	43.2%	43.1%	43.3%
Total Women	2990	3113	3141	3148	3335
% Women	56.5%	57.7%	56.8%	56.9%	56.7%
FTE	4738	4801	4927	4990	5315
% Annual Growth	0.1%	1.3%	2.6%	1.3%	6.5%
Full-Time Students	4377	4526	4607	4708	5040
Men	1895	1956	2012	2027	2195
Women	2482	2570	2595	2681	2845
% Full-Time	82.7%	84.0%	83.2%	85.0%	85.7%
Average Age Student				**22**	**22**
Part-Time Students	917	865	927	828	843
Men	409	322	381	361	353
Women	508	543	546	467	490
% Part-Time	17.3%	16.0%	16.8%	15.0%	14.3%
Average Age Student				**30**	**30**
Average Student Age				**24**	**23**

Figure 1: **Percentage Growth: Total Undergraduate FTE and Headcount**

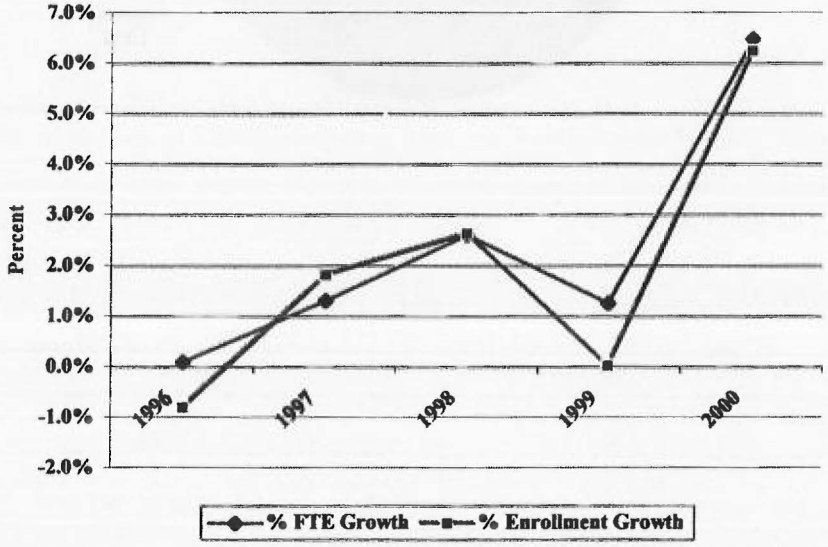


Table 2: **Total UNDERGRADUATE Enrollment by Race/Ethnicity, Sex, and Status: Fall 2000**

	Full-time		Part-Time		Total		Total	Percent
Ethnicity	Male	Female	Male	Female	Male	Female	Both Sexes	of Total
African-American	111	138	50	117	161	255	416	7.4%
American Indian	8	10	1	1	9	11	20	0.4%
Asian/Pacific Islander	41	41	5	7	46	48	94	1.7%
Hispanic	26	28	2	4	28	32	60	1.1%
White	1866	2487	268	339	2134	2826	4960	88.8%
International	17	17	0	1	17	18	35	0.6%
Subtotal	2069	2721	326	469	2395	3190	5585	
Unknown	126	124	27	21	153	145	298	5.1%
TOTAL	**2195**	**2845**	**353**	**490**	**2548**	**3335**	**5883**	

o:\ft0001 total enrl\enrl by ethnicity

Figure 2: **Fall 2000 Undergraduate Enrollment by Known Race/Ethnicity**

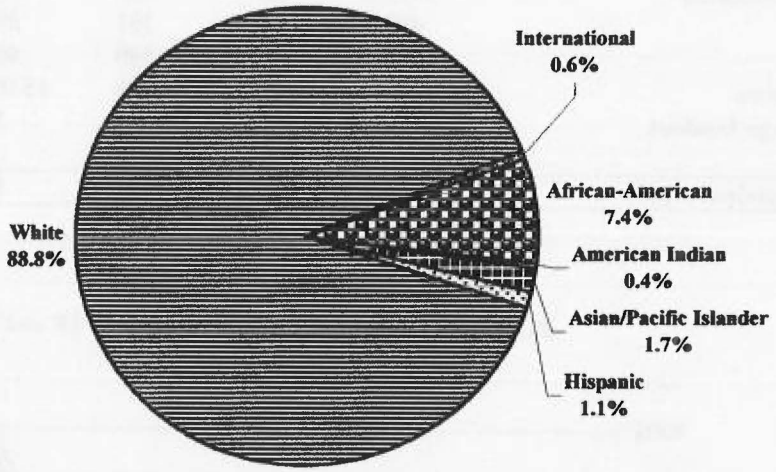


Table 3: **Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2000**

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unk		ALL STUDENTS		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	TOTAL
First-Time Freshmen[1]	31	-	4	-	12	-	11	-	823	4	6	-	43	-	930	4	934
%	3.5		0.4		1.3		1.2		92.8		0.7		4.6				
Undergraduates																	
Freshmen	53	3	6	-	21	-	17	1	1149	24	14	-	62	-	1322	28	1350
%	4.3		0.5		1.6		1.4		91.1		1.1		4.6				
Sophomores	63	9	5	-	28	2	15	-	1058	69	6	-	71	7	1246	87	1333
%	5.7		0.4		2.4		1.2		89.8		0.5		5.9				
Juniors	69	14	5	1	16	2	12	2	1120	96	7	-	71	7	1300	122	1422
%	6.2		0.4		1.3		1.0		90.5		0.5		5.5				
Seniors	61	9	2	-	14	2	9	1	974	166	7	-	42	6	1109	184	1293
%	5.6		0.2		1.3		0.8		91.6		0.6		3.7				
Subtotal	246	35	18	1	79	6	53	4	4301	355	34	-	246	20	4977	421	5398
Unclassified/ Non-Degree[2]	3	132	-	1	3	6	1	2	52	252	-	1	4	28	63	422	485
Total Undergraduates	249	167	18	2	82	12	54	6	4353	607	34	1	250	48	5040	843	5883

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Source: Enrollment Summary Statistics, Job NMIS350 Program MISN400. .

[1] Included in freshmen figure.

[2] Out of the 485 unclassified/non-degree students, 92 second bachelors are included in this category.

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

Percentage of Unknown is a percentage of the total.

Table 4: **Total UNDERGRADUATE Demographics: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount*	**5294**	**5391**	**5534**	**5536**	**5883**
Total Residing on campus	1715	1709	1706	1699	1729
Total Commuters	3579	3682	3828	3837	4154
% Resident	**32.4%**	**31.7%**	**30.8%**	**30.7%**	**29.4%**
MD Residents	4034	4129	4257	4389	4681
% MD Residents	**76.2%**	**76.6%**	**76.9%**	**79.3%**	**79.6%**
Out-of-State	1224	1229	1242	1117	1164
International	34	31	29	25	35
Other Foreign	2	2	6	5	3
African-American	406	421	458	425	416
American Indian	20	16	16	16	20
Asian/Pacific Islander	68	76	83	81	94
Hispanic	57	49	51	51	60
International	34	31	29	25	35
White	4709	4792	4716	4709	4960
Unknown	-	6	181	229	298
% Known Minority	**10.4%**	**10.4%**	**11.4%**	**10.8%**	**10.6%**
% Minority (+ International)	**11.1%**	**11.0%**	**11.9%**	**11.3%**	**11.2%**
% Unknown	**0.0%**	**0.1%**	**3.3%**	**4.1%**	**5.1%**

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* COOP students taking courses at SSU are included in total headcount.

Figure 3:

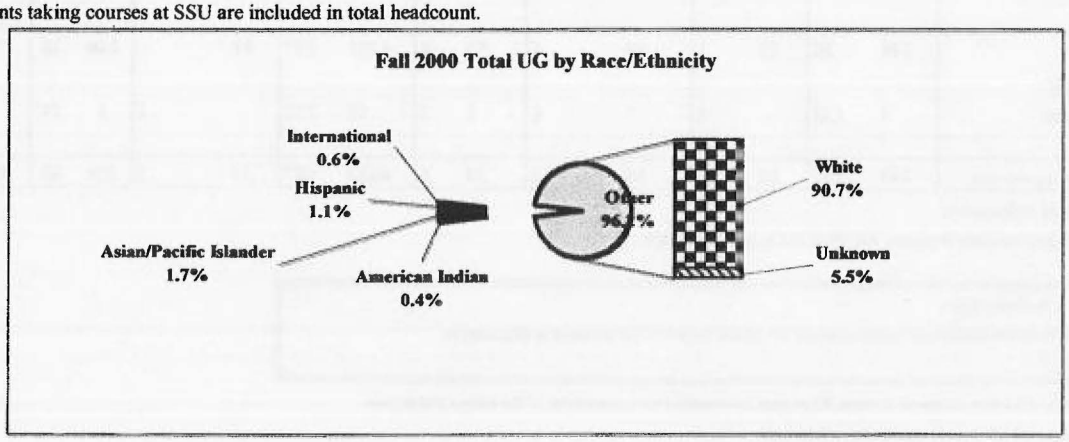

Figure 4:

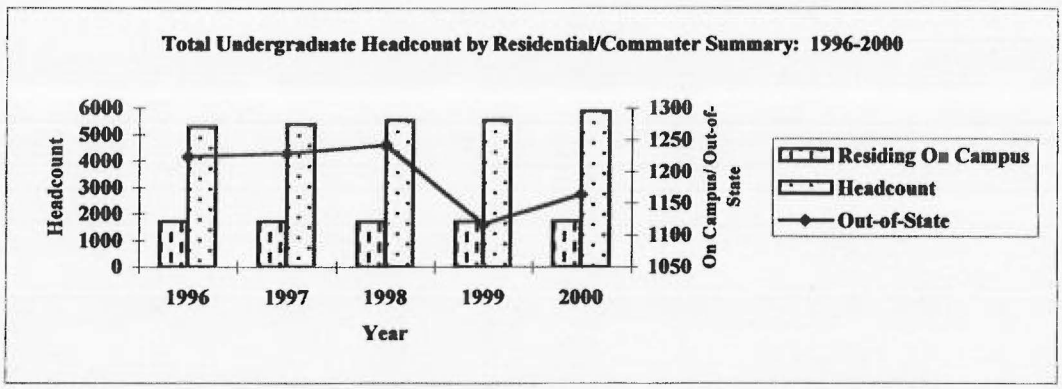

Table 5: Total UNDERGRADUATES by Age and Sex: 1996-2000

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**5294**	**5391**	**5534**	**5536**	**5883**
Total 20 and Younger	2303	2474	2749	2832	2979
Men	922	979	1135	1154	1214
Women	1381	1495	1614	1678	1765
% 20 and Younger	43.5%	45.9%	49.7%	51.2%	50.6%
Total 21-24 Yrs Old	2040	1993	2031	1977	2188
Men	973	950	953	941	1051
Women	1067	1043	1078	1036	1137
% 21-24	38.5%	37.0%	36.7%	35.7%	37.2%
Total 25-29 Yrs Old	438	415	322	299	282
Men	248	194	155	140	133
Women	190	221	167	159	149
% 25-29	8.3%	7.7%	5.8%	5.4%	4.8%
Total 30-34 Yrs Old	202	163	142	135	135
Men	67	61	59	49	52
Women	135	102	83	86	83
% 30-34	3.8%	3.0%	2.6%	2.4%	2.3%
Total 35-39 Yrs Old	130	134	111	102	108
Men	34	39	36	33	37
Women	96	95	75	69	71
% 35-39	2.5%	2.5%	2.0%	1.8%	1.8%
Total 40-49 Yrs Old	139	141	129	131	133
Men	45	34	35	41	37
Women	94	107	94	90	96
% 40-49	2.6%	2.6%	2.3%	2.4%	2.3%
Total 50-59 Yrs Old	26	45	29	30	34
Men	7	12	10	15	10
Women	19	33	19	15	24
% 50-59	0.5%	0.8%	0.5%	0.5%	0.6%
Total 60 and older	16	26	21	30	24
Men	8	9	10	15	14
Women	8	17	11	15	10
% 60 and older	0.3%	0.5%	0.4%	0.5%	0.4%
Average Age of all Undergraduates				**24**	**23**

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Table 6: Total UNDERGRADUATE Enrollment by County of Residence: 1996-2000

Fall Semesters	1996	1997	1998	1999	2000	% Change 1996-2000
Total Headcount	**5294**	**5391**	**5534**	**5536**	**5883**	**11.1%**
Allegany	10	9	10	7	11	10.0%
Anne Arundel	405	393	438	434	456	12.6%
Baltimore	300	334	366	385	426	42.0%
Baltimore City	15	17	22	22	19	26.7%
Calvert	68	69	66	73	83	22.1%
Caroline	88	82	68	80	95	8.0%
Carroll	113	127	126	164	185	63.7%
Cecil	89	84	98	93	106	19.1%
Charles	104	98	100	103	112	7.7%
Dorchester	130	145	128	132	155	19.2%
Frederick	150	163	161	179	226	50.7%
Garrett	6	3	7	9	8	33.3%
Harford	214	221	249	247	256	19.6%
Howard	147	164	182	229	263	78.9%
Kent	23	23	27	21	16	-30.4%
Montgomery	249	231	275	305	392	57.4%
Prince George's	255	263	249	228	225	-11.8%
Queen Anne's	69	55	58	55	64	-7.2%
St. Mary's	69	68	70	94	95	37.7%
Somerset	113	130	168	147	122	8.0%
Talbot	85	96	85	92	86	1.2%
Washington	51	52	59	80	86	68.6%
Wicomico	902	902	845	827	880	-2.4%
Worcester	379	400	399	383	314	-17.2%
Unknown	-	-	1	-	-	-
Total for MD	**4034**	**4129**	**4257**	**4389**	**4681**	**16.0%**
Out-of-State	1224	1229	1242	1117	1164	-4.9%
International	34	31	29	25	35	2.9%
Other Foreign	2	2	6	5	3	50.0%
Unknown	-	-	-	-	-	0.0%

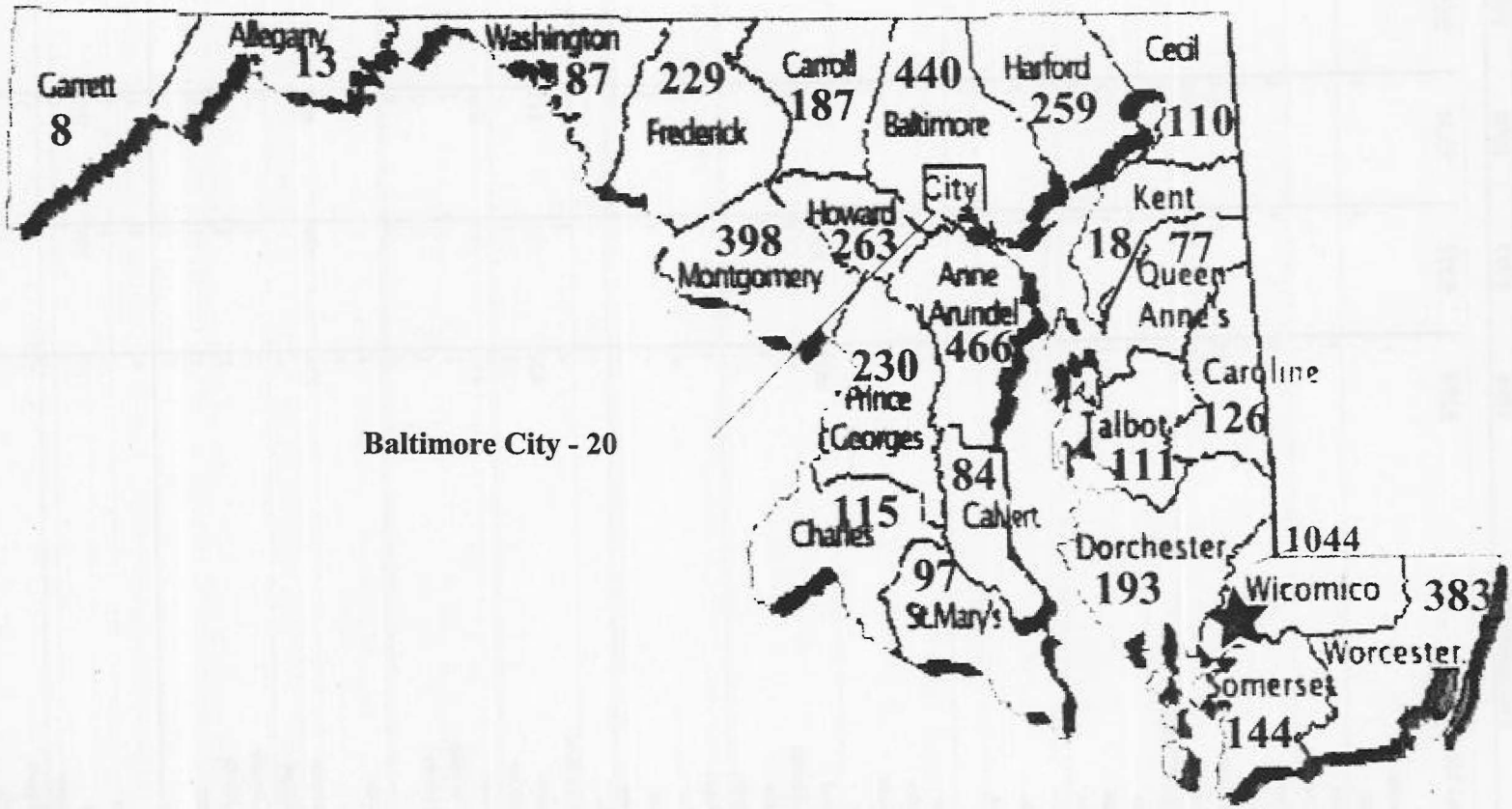
o:\fb0001 total ug\up by county

Primary Counties & Percentages	
Wicomico	15.0%
Anne Arundel	7.8%
Baltimore	7.2%
Montgomery	6.7%
Worcester	5.3%
Howard	4.5%
Harford	4.4%
Frederick	3.8%
Prince George's	3.8%
Carroll	3.1%

Region	% of Total
Eastern Shore	31.2%
Western Shore	48.3%
Out-of-State	19.8%
International	0.6%

Maryland Enrollment by County
Fall 2000

Figure 5: Maryland Map



Baltimore City - 20

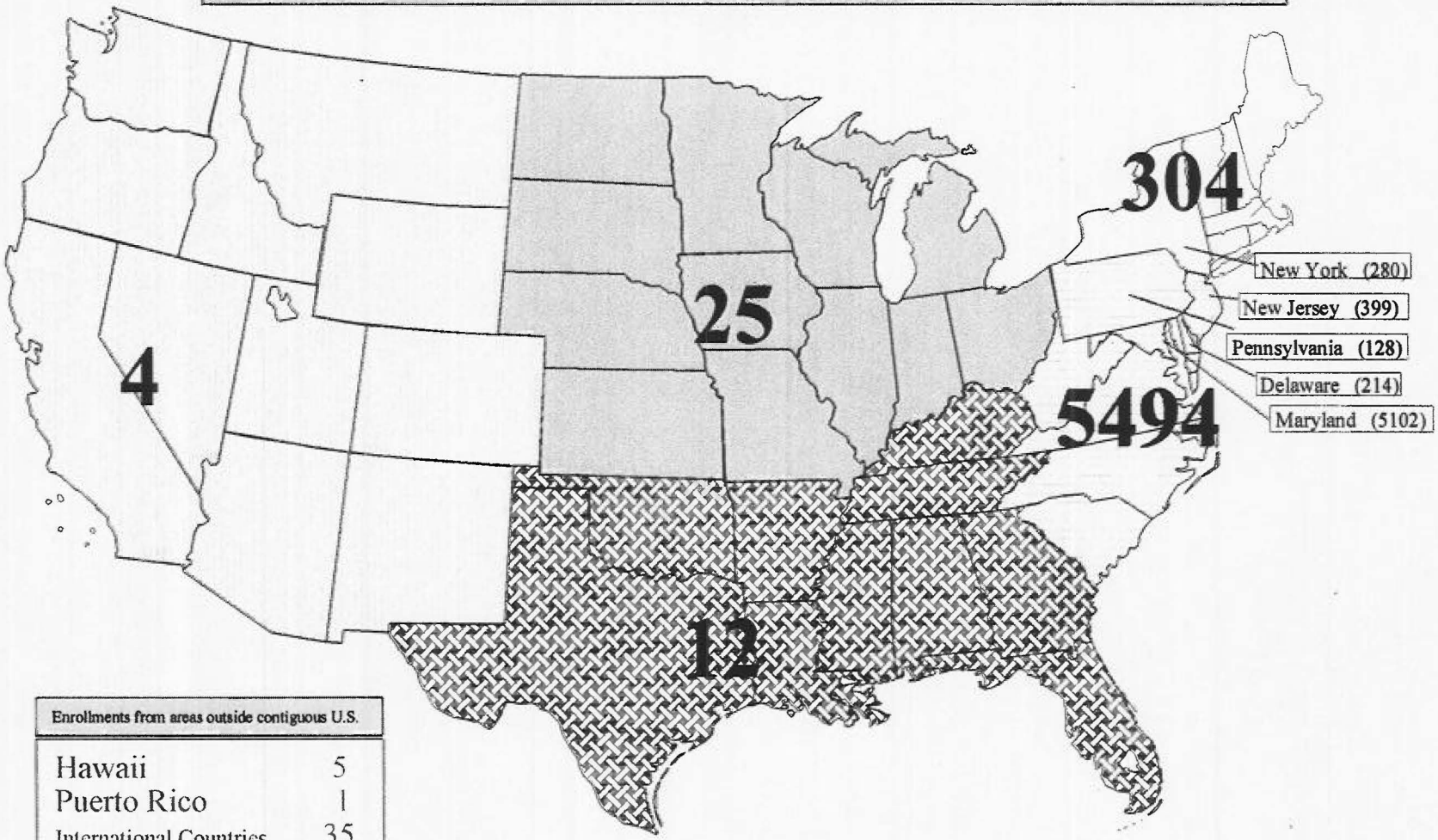
Table 7: **Total Undergraduate Enrollment by State: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000	Top Feeder States
Total Headcount	**5294**	**5391**	**5534**	**5536**	**5883**	
Alabama	-	-	-	-	-	
Alaska	-	1	1	-	-	
Arizona	1	-	-	-	-	
Arkansas	-	-	-	1	1	
California	2	4	3	3	2	
Colorado	1	1	2	-	1	
Connecticut	22	27	24	23	23	
Delaware	222	200	205	194	189	3.2%
District of Columbia	6	3	6	6	7	
Florida	2	6	4	3	4	
Georgia	1	1	2	-	1	
Hawaii	-	2	2	2	5	
Idaho	-	-	-	-	-	
Illinois	1	1	3	1	4	
Indiana	-	-	-	1	-	
Iowa	1	2	1	2	2	
Kansas	-	-	-	-	2	
Kentucky	1	-	-	1	-	
Louisiana	-	-	-	1	2	
Maine	1	1	1	3	2	
Maryland	4034	4130	4257	4389	4681	79.6%
Massachusetts	7	8	4	5	5	
Michigan	4	2	4	4	4	
Minnesota	-	-	-	-	3	
Mississippi	1	-	-	1	-	
Missouri	-	1	-	-	-	
Montana	-	1	1	-	-	
Nebraska	-	-	1	-	-	
Nevada	-	-	-	-	-	
New Hampshire	4	2	1	4	6	
New Jersey	420	433	441	393	392	6.7%
New Mexico	1	1	-	-	-	
New York	273	280	270	239	263	4.5%
North Carolina	1	-	2	1	-	
North Dakota	1	2	3	2	4	
Ohio	4	3	6	3	3	
Oklahoma	2	-	-	1	1	
Oregon	1	-	-	-	1	
Pennsylvania	121	128	134	114	122	2.1%
Rhode Island	-	-	-	-	1	
South Carolina	2	1	-	-	1	
South Dakota	2	4	3	2	2	
Tennessee	1	1	1	-	1	
Texas	2	2	3	1	2	
Utah	-	1	1	-	-	
Vermont	-	1	1	3	4	
Virginia	110	104	107	99	98	1.7%
Washington	-	-	1	1	-	
West Virginia	2	1	1	1	4	
Wisconsin	-	-	-	-	1	
Wyoming	1	1	-	-	-	
Guam	-	1	-	-	-	
Puerto Rico	1	1	1	1	1	
Virgin Islands	2	1	2	1	-	
International Countries	34	31	29	25	35	
Other Foreign	2	1	6	5	3	

Figure 6:

FALL 2000 Undergraduate Enrollment
Residency by Region

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



Enrollments from areas outside contiguous U.S.	
Hawaii	5
Puerto Rico	1
International Countries	35
Other Foreign	3

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Total UndergraduateStudents = 5883

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

Table 8: **UNDERGRADUATE Enrollment by School, Discipline, Class, & Status: Fall 2000**

Program	Freshmen FT	Freshmen PT	Sophomore FT	Sophomore PT	Junior FT	Junior PT	Senior FT	Senior PT	Second Bachelor FT	Second Bachelor PT	Total	% of Total Enrollment
Fulton School of Liberal Arts												
Art	24	1	35	2	29	3	28	4	1	-	127	2.2%
Art (Fine)	1	-	1	-	2	-	1	-	-	1	6	0.1%
Communication Arts	87	4	116	5	123	3	90	13	0	-	441	7.5%
English	26	1	43	1	31	2	33	8	1	-	146	2.5%
French	1	-	-	-	2	-	6	-	2	-	11	0.2%
History	30	1	39	2	40	3	28	4	3	1	151	2.6%
Liberal Studies	6	1	9	2	29	7	37	23	1	1	116	2.0%
Music	7	-	5	1	9		10	2	2	1	37	0.6%
Philosophy	3	-	11	2	17	1	8	1	-	-	43	0.7%
Political Science	20	-	24	3	31	1	25	1	1	1	107	1.8%
Psychology	58	-	67	6	75	2	69	12	-	1	290	4.9%
Sociology	9	-	8	-	13	-	10	1	-	-	41	0.7%
Spanish	3	2	5	-	6	-	6	1	-	3	26	0.4%
Subtotal	**275**	**10**	**363**	**24**	**407**	**22**	**351**	**70**	**11**	**9**	**1542**	**26.2%**
Henson School of Science & Technology												
Biology	128	3	81	19	101	15	83	19	2	2	453	7.7%
Chemistry	9	-	18	-	16	1	13	-	1	1	59	1.0%
Computer Science	34	-	13	-	7	1	-	-	2	-	57	1.0%
Environmental Health	8	-	13	-	11	1	13	2	-	-	48	0.8%
Geography	7	-	17	1	30	-	13	-	-	-	68	1.2%
Mathematics	28	-	19	3	25	4	26	3	1	-	109	1.9%
Medical Technology	4	-	6	1	6	3	6	2	1	-	29	0.5%
Nursing	46	-	48	3	54	5	50	6	16	1	229	3.9%
Physical Science	0	-	-	-	-	-	-	-	-	1	1	0.0%
Physics	21	2	17	1	11	2	6	3	-	3	66	1.1%
Respiratory Therapy	4	-	2		11	-	9	2	1	-	29	0.5%
Subtotal	**289**	**5**	**234**	**28**	**272**	**32**	**219**	**37**	**24**	**8**	**1148**	**19.5%**
Perdue School of Business												
Accounting	26	-	27	2	36	5	51	5	-	-	152	2.6%
Business Administration	217	2	205	11	195	22	162	24	2	2	842	14.3%
Economics	5	-	4	-	3	-	10	1	-	-	23	0.4%
Info. System Management	20	-	32	2	60	4	45	8	1	3	175	3.0%
Subtotal	**268**	**2**	**268**	**15**	**294**	**31**	**268**	**38**	**3**	**5**	**1192**	**20.3%**
Seidel School of Education and Professional Studies												
Elementary Education	173	2	161	8	187	16	155	17	14	9	742	12.6%
Physical Education	57	2	77	2	85	5	73	11	3	1	316	5.4%
Social Work	17	2	39	5	33	10	47	8	1	2	164	2.8%
Subtotal	**247**	**6**	**277**	**15**	**305**	**31**	**275**	**36**	**18**	**12**	**1222**	**20.8%**
Undeclared Major[1]	242	6	105	4	23	4	2	-	-	1	387	6.6%
Unclassified[2]	-	48	-	-	-	-	-	-	-	344	392	6.7%
TOTAL	**1321**	**77**	**1247**	**86**	**1301**	**120**	**1115**	**181**	**56**	**379**	**5883**	**100.0%**

o:\fb0001 total ug/ug enrl in degree program

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

[2]Non-Degree Seeking Students

Table 9: **UNDERGRADUATE Enrollment by School & Discipline: Fall 1996 to Fall 2000**

School and Degree Program	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% Change 1996 to 2000	1 Year Change	5 Year[3] Average
Fulton School of Liberal Arts								
Art	95	105	93	113	127	33.7%	12.4%	107
Art (Fine)	4	1	4	2	6	50.0%	200.0%	3
Communication Arts	279	332	383	391	441	58.1%	12.8%	365
English	137	145	130	134	146	6.6%	9.0%	138
French	8	6	7	10	11	37.5%	10.0%	8
History	169	157	144	131	151	-10.7%	15.3%	150
Liberal Studies	121	102	93	87	116	-4.1%	33.3%	104
Music	41	32	35	38	37	-9.8%	-2.6%	37
Philosophy	31	31	23	26	43	38.7%	65.4%	31
Political Science	91	104	112	119	107	17.6%	-10.1%	107
Psychology	238	241	241	276	290	21.8%	5.1%	257
Social Science	2	-	-	-	-	-100.0%	-	2
Sociology	46	45	35	49	41	-10.9%	-16.3%	43
Spanish	14	15	18	25	26	85.7%	4.0%	20
Subtotal	**1276**	**1316**	**1318**	**1401**	**1542**	**20.8%**	**10.1%**	**1371**
Henson School of Science & Technology								
Biology	610	601	563	477	453	-25.7%	-5.0%	541
Chemistry	46	45	51	60	59	28.3%	-1.7%	52
Computer Science	-	-	-	-	57	-	-	57
Environmental Health	49	54	40	41	48	-2.0%	17.1%	46
Geography	70	65	66	61	68	-2.9%	11.5%	66
Mathematics	118	126	131	142	109	-7.6%	-23.2%	125
Medical Technology	35	37	38	25	29	-17.1%	16.0%	33
Nursing	180	197	208	198	229	27.2%	15.7%	202
Physical Science	2	1	-	2	1	0.0%	-50.0%	2
Physics	41	43	53	67	66	61.0%	-1.5%	54
Respiratory Therapy	71	58	41	31	29	-59.2%	-6.5%	46
Subtotal	**1222**	**1227**	**1191**	**1104**	**1148**	**-6.1%**	**4.0%**	**1178**
Perdue School of Business								
Accounting	258	206	179	153	152	-41.1%	-0.7%	190
Business Administration	639	704	796	776	842	31.8%	8.5%	751
Economics	24	19	18	32	23	-4.2%	-28.1%	23
Info. System Management	80	110	133	171	175	118.8%	2.3%	134
Subtotal	**1001**	**1039**	**1126**	**1132**	**1192**	**19.1%**	**5.3%**	**1098**
Seidel School of Education & Professional Studies								
Elementary Education	631	628	642	679	742	17.6%	9.3%	664
Physical Education	258	262	285	317	316	22.5%	-0.3%	288
Social Work	188	189	159	144	164	-12.8%	13.9%	169
Subtotal	**1077**	**1079**	**1086**	**1140**	**1222**	**13.5%**	**7.2%**	**1121**
Undecided[1]	273	316	397	359	387	41.8%	7.8%	346
Unclassified[2]	445	414	416	400	392	-11.9%	-2.0%	413
TOTAL	**5294**	**5391**	**5534**	**5536**	**5883**	**11.1%**	**6.3%**	**5528**

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

Source: MHEC Enrollment Data by Program & Race

Table 10: Undergraduate Student Credit Hours by Department: Fall Enrollment 1996-2000

Department	1996	1997	1998	1999	2000
Accounting	1845	1713	1764	1713	1713
Applied Health Physiology	-	-	-	-	-
Anthropology	435	459	372	501	444
Art	2026	2136	2177	2395	2726
Art (Fine)	-	-	-	-	-
Biology	6464	6405	6083	5820	5960
Business Administration	5448	5876	5730	6079	6550
Chemistry	3125	2779	2841	2884	2738
Communication Arts	3944	4454	4502	4421	4849
Computer Science	1051	918	929	1127	1370
Dance	156	176	250	236	197
Economics	1287	1119	1308	1524	1554
Education, Elementary	3018	2679	2850	2490	3168
Education, General	2422	2382	2253	2325	2207
Education, Secondary	363	390	261	288	270
English	5172	5904	6297	6127	6552
Environmental Health	243	343	247	176	209
French	249	239	243	232	237
General Studies	146	141	261	283	271
Geography	2494	2568	2465	2739	2802
Geology	240	186	249	210	-
German	122	128	131	112	109
Health	264	273	369	154	159
History	6237	6240	6852	6477	7353
Info. Systems Management	681	953	1006	1196	1412
Interdisciplinary Studies	448	484	449	627	706
Latin	-	-	-	69	60
Leisure Studies	69	51	-	-	-
Mathematics	3848	3736	4414	4320	4501
Medical Technology	225	259	209	152	199
Military Science	126	32	26	14	14
Modern Languages	-	33	168	201	252
Music	867	861	905	962	790
Music-Applied	270	282	332	377	393
Nursing	1278	1147	1228	1269	1566
Philosophy	1314	1515	1478	1484	1452
Physical Education	3867	3769	4154	4474	4121
Physics	1370	1395	1400	1212	1501
Political Science	1407	1401	1618	1508	1472
Pre-Engineering	27	21	-	-	-
Psychology	4219	3996	3921	4453	5064
Respiratory Therapy	683	584	441	310	267
Russian	15	33	39	45	27
Science Education	52	80	112	96	-
Social Science	-	3	12	-	3
Social Work	1662	1716	1395	1398	1639
Sociology	1212	1389	1428	1452	1752
Spanish	681	772	738	921	1093
TOTALS	**71072**	**72020**	**73907**	**74853**	**79722**
Total FTES	**4738.1**	**4801.3**	**4927.1**	**4990.2**	**5314.8**

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

Program No. MISN210. For FTES, divide undergraduate credit hours by 15. o:\fb0001 ug enrl\ug CHS

Table 11: **UNDERGRADUATE Degrees Awarded by School and Percent of Total Degrees**

1995-96 through 1999-00

School	1995-96		1996-97		1997-98		1998-99		1999-00	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	18	1.6%	28	2.3%	21	1.7%	17	1.4%	23	1.9%
Art (Fine)	3	0.3%	3	0.2%	-	0.0%	3	0.2%	2	0.2%
Communication Arts	97	8.4%	92	7.6%	95	7.9%	115	9.5%	94	7.8%
English	42	3.6%	31	2.6%	33	2.7%	31	2.6%	33	2.7%
French	2	0.2%	1	0.1%	2	0.2%	1	0.1%	3	0.2%
History	47	4.1%	50	4.1%	65	5.4%	47	3.9%	37	3.1%
Liberal Studies	83	7.2%	66	5.5%	75	6.2%	62	5.1%	65	5.4%
Music	7	0.6%	6	0.5%	5	0.4%	4	0.3%	1	0.1%
Philosophy	7	0.6%	10	0.8%	11	0.9%	12	1.0%	6	0.5%
Political Science	27	2.3%	27	2.2%	25	2.1%	25	2.1%	28	2.3%
Psychology	74	6.4%	67	5.6%	81	6.7%	67	5.6%	71	5.9%
Social Science	4	0.3%	2	0.2%	-	-	-	-	-	-
Sociology	16	1.4%	17	1.4%	16	1.3%	8	0.7%	16	1.3%
Spanish	-	-	3	0.2%	5	0.4%	4	0.3%	6	0.5%
Subtotal	427	36.8%	403	33.4%	434	34.4%	396	33.9%	385	36.5%
Henson School of Science & Technology										
Biology	82	7.1%	104	8.6%	132	11.0%	106	8.8%	92	7.6%
Chemistry	4	0.3%	9	0.7%	10	0.8%	11	0.9%	6	0.5%
Environmental Health	8	0.7%	12	1.0%	21	1.7%	15	1.2%	6	0.5%
Geography	31	2.7%	26	2.2%	22	1.8%	22	1.8%	22	1.8%
Math	21	1.8%	24	2.0%	22	1.8%	21	1.7%	16	1.3%
Medical Technology	15	1.3%	6	0.5%	9	0.7%	11	0.9%	9	0.7%
Nursing	76	6.6%	55	4.6%	49	4.1%	48	4.0%	37	3.1%
Physics	5	0.4%	8	0.7%	5	0.4%	4	0.3%	9	0.7%
Physical Science	2	0.2%	2	0.2%	2	0.2%	-	-	-	-
Respiratory Therapy	21	1.8%	19	1.6%	18	1.5%	17	1.4%	14	1.2%
Subtotal	265	22.8%	265	22.0%	290	23.0%	255	21.8%	211	20.0%
Perdue School of Business										
Accounting	49	4.2%	55	4.6%	60	5.0%	42	3.5%	26	2.2%
Business Administration	114	9.8%	129	10.7%	134	11.1%	153	12.7%	141	11.7%
Economics	14	1.2%	6	0.5%	14	1.2%	1	0.1%	6	0.5%
Management Information	16	1.4%	22	1.8%	38	3.2%	36	3.0%	33	2.7%
Subtotal	193	16.6%	212	17.6%	246	19.5%	232	19.8%	206	19.5%
Seidel School of Education & Professional Studies										
Elementary Education	161	13.9%	185	15.4%	160	13.3%	167	13.9%	137	11.4%
Physical Education	48	4.1%	68	5.6%	56	4.6%	52	4.3%	63	5.2%
Leisure Studies	4	0.3%	-	-	-	-	-	-	-	-
Social Work	62	5.3%	72	6.0%	74	6.1%	67	5.6%	54	4.5%
Subtotal	275	23.7%	325	27.0%	290	23.0%	286	24.5%	254	24.1%
TOTAL	1160	100.0%	1205	100.0%	1260	100.0%	1169	100.0%	1056	100.0%

Source: Degrees Awarded by Program and Race, Job N3MID010 Program MIDN030

Honor Degrees										
Cum Laude	154	47.1%	226	58.2%	190	54.4%	176	50.6%	172	50.6%
Magna Cum Laude	101	30.9%	80	20.6%	88	25.2%	90	25.9%	97	28.5%
Summa Cum Laude	72	22.0%	82	21.1%	71	20.3%	82	23.6%	71	20.9%
TOTAL	327	100.0%	388	100.0%	349	100.0%	348	100.0%	340	100.0%

o:\fb00-01/degrees 1995-2000

Source: MB-Business Objects 8-18-00

Table 12: **BACHELOR *Degrees Awarded by* Academic Years: AY 1995-96 -- 1999-00**

	1995-96	1996-97	1997-98	1998-99	1999-00
Grand Total Degrees	**1160**	**1205**	**1260**	**1169**	**1056**
Total Bachelors	**1160**	**1205**	**1260**	**1169**	**1056**
Bachelor of Arts	378	367	398	376	363
Bachelor of Science	717	763	788	722	637
Bachelor of Science in Social Work	62	72	74	68	54
Bachelor of Fine Arts	3	3	-	3	2

o:\fb0001 total ug enrf\ug degrees awarded

Figure: 6

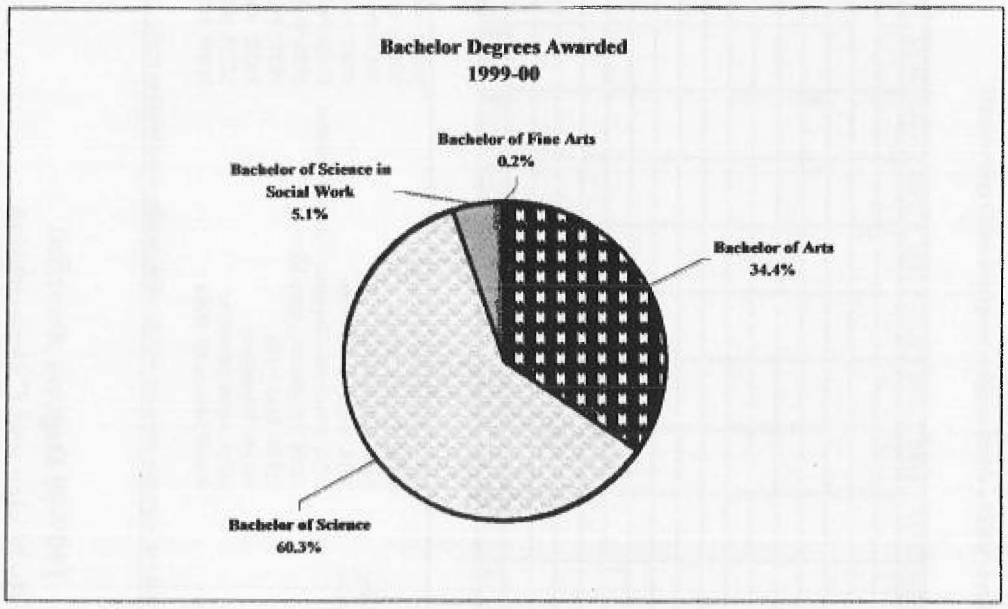


Table 13: **Number of Undergraduate Students Graduating with a Secondary Education Track *by Major: AY 95-96 to AY 99-00***

Major	1995-96	1996-97	1997-98	1998-99	1999-00
Art	1	1	-	-	-
Biology	3	3	4	4	2
Chemistry	-	-	2	4	2
English	5	8	10	6	9
French	-	1	-	1	1
History	13	10	19	14	15
Mathematics	6	6	6	8	4
Music	-	1	1	3	-
Physical Education	24	24	30	24	24
Social Science	3	2	-	-	-
Spanish	-	3	3	-	1
Total	55	59	75	64	58

Source: 2000 Degree File (M416300xx.dat)

O:\fb00-01 ug reports\ug SCED deg.xls

Table 14:

1999-00 Undergraduate Degrees Awarded
By Major and Track

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

	(No track)	ACST	ANTH	ATTR	BCHM	CFIT	COSC	DEVP	ECON	ENGR	ENPO	ENSC	EXSC	INDV	INTL	IPOR	MASS	MCEL	NRND	NURS	ODED	PREH	SCED	SOSW	Total
Biology	37											23										30	2		92
Bus Admin.	136								1					1	2										140
Chemistry	1	2			1																		2		6
Comm Arts	82															6	6								94
English	24																						9		33
French	2																						1		3
History	21																						15		36
Liberal Studies	61		3																			1			65
Mathematics	9						3																4		16
Nursing	8																		1	28					37
Phy Educ.	0			3		21							11								4		24		63
Physics	5									1								3							9
Political Sci	26										2														28
Psychology	70							1																	71
Social Work	40																							14	54
Spanish	5																						1		6
Total	527	2	3	3	1	21	3	1	1	1	2	23	11	1	2	6	6	3	1	28	4	31	58	14	753

Key to Tracks:

ACST: ACS Certification Program	CLSP: Clinical Specialist	ENSC: Environmental Science	NURS: Nursing
ADMN: Administration	COSC: Computer Science	EXSC: Exercise Science	ODED: Outdoor Education
ANTH: Anthropology	DEVP: Developmental Psychology	INDV: Individualized	PNUR: Pre-Nursing
APPO: Applied Politics	ECED: Early Childhood Education	INTL: International Business	PRAC: Family Nurse Practitioner
ATTR: Athletic Training	ECON: Economics	IPOR: Interpersonal/Organizational Communication	PREH: Pre-Health
BACH: G/UG Deg Prog-NURS	EDUC: Education	ISMN: Information Systems Mgmt	PSED: Post-secondary Educ
BCHM: Bio Chemistry	ELED: Elementary Ed	MASS: Mass Media	PSYC: Psychology
BUAD: Business Administration	ENGL: English	MATH: Mathematics	REED: Reading Education
CFIT: Corporate Fitness	ENGR: Pre-Engineering	MCEL: Micro-electronics	SCED: Secondary Education
	ENPO: Environmental Policy	NRND: Nursing, RN Direct	SOSW: SOCI/SOWK Dual-degree

Source: 2000 Degree File (M416300xx.dat)
O:\fb00-01ug reports\Dgr Track UG.xls

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

Table 15:

1999-00 Degrees Awarded
By Major and Concentration

(Covers only those programs where concentrations are offered)

Major	No Concentration	Comparative Literature	Computer Science	Creative Writing	Film	Finance	Linguistics	Mngmt.	Mktg.	Statistics	Total
Business	2					37		51	50		140
English	19	4		8	2						33
Mathematics	8		5							3	16
Total	29	4	5	8	2	37	0	51	50	3	189

O:/fb00-01 ug reports/Degree Concentrations

Source: 2000 Degree File (M416300xx.dat)

Program and Graduation Rates, Freshman and Transfer Summaries, Grades, and Undergraduate Financial Aid

Table 16: **Enrollment by Residence and Race/Ethnicity**

(Full and Part-Time)NEW UNDERGRADUATE[1] Students: Fall 2000

MARYLAND COUNTIES	African-American	White	Other[2]	Total
Eastern Shore Counties				
Caroline	2	11	2	15
Cecil	-	21	-	21
Dorchester	3	24	2	29
Kent	-	-	-	-
Queen Anne's	-	13	1	14
Somerset	-	7	-	7
Talbot	-	6	-	6
Wicomico	3	99	15	117
Worcester	2	15	3	20
Subtotal	**10**	**196**	**23**	**229**
Western Shore Counties				
Allegany	-	5	-	5
Anne Arundel	3	64	3	70
Baltimore	8	80	5	93
Baltimore City	-	2	1	3
Calvert	1	13	-	14
Carroll	-	35	2	37
Charles	1	14	1	16
Frederick	-	46	2	48
Garrett	-	-	-	0
Harford	1	33	3	37
Howard	2	44	7	53
Montgomery	2	89	13	104
Prince George's	4	18	7	29
St. Mary's	1	14	2	17
Washington	-	11	-	11
Unknown County	-	-	-	-
Subtotal	**23**	**468**	**46**	**537**
TOTAL MD. RESIDENTS	**33**	**664**	**69**	**766**
OUT-OF-STATE	3	206	14	223
FOREIGN COUNTRIES	-	-	6	6
UNKNOWN RESIDENCE	-	-	-	-
TOTAL NONRESIDENTS	**3**	**206**	**20**	**229**
GRAND TOTAL	**36**	**870**	**89**	**995**

[1]Includes first-time non-degree students.

[2]"Other" includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

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

o:\fb0001 ug enrollment\new ug students by residency

Table 17: **Top Feeder High Schools to *Salisbury State University***
Fall 2000

Maryland High Schools	County	# of Full-Time Freshmen	% of SSU Freshmen Class
Parkside	Wicomico	25	2.7%
Wicomico	Wicomico	22	2.4%
Westminster	Carroll	20	2.2%
James M. Bennett	Wicomico	17	1.8%
Cambridge-South Dorchester	Dorchester	16	1.7%
Sherwood	Montgomery	16	1.7%
Archbishop Spalding High School	Anne Arundel	12	1.3%
Urbana	Frederick	12	1.3%
Bel Air	Harford	11	1.2%
St. Mary's Ryken	St. Mary's	11	1.2%
Calvert Hall College High School	Baltimore	10	1.1%
Damascus	Montgomery	10	1.1%
Towson	Baltimore	10	1.1%
Glenelg	Howard	9	1.0%
Governor Thomas Johnson H.S.	Frederick	9	1.0%
Linganore	Frederick	9	1.0%
North Dorchester	Dorchester	9	1.0%
Seneca Valley	Montgomery	9	1.0%
Severna Park	Anne Arundel	9	1.0%
Catonsville	Baltimore	8	0.9%
Northern	Calvert	8	0.9%
Our Lady of Good Counsel	Montgomery	8	0.9%
Queene Anne's County	Queene Anne's Cnty	8	0.9%
South Carroll	Carroll	8	0.9%
TOTAL	**24**	**286**	**30.8%**
Out of State High Schools	**State**	**# of Full-Time Freshmen**	**% of SSU Freshmen Class**
Ward Melville	New York	7	0.8%
Delmar Jr.-Sr. High	Delaware	6	0.6%
Smithtown High School	New York	5	0.5%
West Morris Central High School	New Jersey	5	0.5%
Brandywine High School	Delaware	4	0.4%
Oakton High School	Virginia	4	0.4%
Ocean City High School	New Jersey	4	0.4%
St. Anthony's High School	New York	4	0.4%
Happauge High School	New York	3	0.3%
Kingsway Regional High School	New Jersey	3	0.3%
Middle Township High School	New Jersey	3	0.3%
St. Rose High School	New Jersey	3	0.3%
Shawnee High School	New Jersey	3	0.3%
West Babylon High School	New York	3	0.3%
TOTAL	**14**	**57**	**6.1%**
Total First-Time Full-Time Freshmen	**All States/Counties**		**930**

Source: Fall, 2000 semester enrolled pop file
O:/fb00-01 ug reports
Top feeder HS 2000

Table 18: ***Student Transfers*** **Full and Part-Time Undergraduates by Maryland Institution Previously Attended: Fall 1996 to Fall 2000**

Maryland Institution	1996		1997		1998		1999		2000	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany Community College	-	-	5	-	2	-	1	-	-	-
* Anne Arundel Community College	44	5	49	3	48	1	27	-	46	1
Baltimore City Community College	-	-	2	-	3	-	-	-	-	-
Bowie State University	-	1	-	-	1	-	1	-	1	-
Columbia Union College	1	-	-	-	-	-	-	-	-	-
Community College of Baltimore	2	-	-	-	-	-	-	-	-	-
New Baltimore Community College	-	-	-	-	-	-	-	-	-	-
Carroll Community College	5	-	-	-	12	1	13	-	9	1
Catonsville Community College	8	-	8	-	8	-	7	-	11	-
Cecil Community College	8	-	6	1	15	-	7	1	6	1
Charles County Community College	23	1	29	-	39	1	38	1	-	-
* Chesapeake College	30	7	27	4	33	8	35	7	30	5
College of Notre Dame	2	-	1	1	-	-	-	-	-	-
* College of Southern Maryland-CCC	-	-	-	-	-	-	-	-	35	-
Coppin State College	-	-	1	-	1	-	-	-	-	-
Dundalk Community College	1	1	2	-	-	-	4	-	1	-
Essex Community College	14	-	13	1	14	-	15	-	13	3
* Frederick Community College	17	3	8	1	12	1	13	-	23	-
Frostburg State University	11	1	8	1	11	2	12	-	1	1
Garrett Community College	2	-	-	-	3	-	1	-	1	1
Goucher College	-	-	-	-	-	-	-	-	-	-
Hagerstown Junior College	8	-	6	-	10	-	12	-	11	-
* Harford Community College	15	-	13	-	17	1	25	1	22	1
Hood College	-	-	-	-	-	-	-	-	-	-
Howard Community College	7	-	8	2	18	2	15	-	15	-
Loyola College	-	-	1	-	1	-	-	-	-	-
Maryland Institute C Art	1	-	1	-	1	-	1	-	1	-
Montgomery College, Takoma	-	-	1	-	-	-	-	-	-	-
Montgomery College, Rockville	2	-	5	-	14	-	7	-	4	-
Montgomery College, Germantown	17	1	9	-	8	-	9	-	20	-
Morgan State University	-	-	-	-	-	-	3	-	2	-
Mount Saint Mary's College	2	-	-	-	1	-	1	-	2	-
Prince George's Community College	12	-	12	-	11	-	6	1	9	1
Salisbury State University	-	-	-	-	-	-	6	-	-	-
St. John's College	-	-	1	-	-	-	-	-	-	-
St. Mary's College of MD	3	-	-	1	-	-	1	-	2	-
Towson State University	8	1	5	1	11	1	11	2	11	-
Univ. of Maryland, Baltimore	1	-	-	-	1	-	-	-	2	-
Univ. of Maryland, Baltimore County	7	2	6	-	3	1	1	-	3	-
Univ. of Maryland, College Park	5	-	12	1	6	2	4	-	3	-
Univ. of Maryland, Eastern Shore	12	3	17	9	15	3	18	4	13	5
Univ. of Maryland, Univ. College	-	-	-	-	-	2	1	-	-	-
U.S. Naval Academy	-	-	-	-	-	1	-	-	-	1
Villa Julie College	2	-	1	1	4	-	5	-	2	-
Yorktown Business Institute	-	-	-	-	-	-	-	-	-	-
Washington College	1	-	2	-	3	-	4	1	3	1
Western Maryland College	1	-	1	-	3	-	2	-	3	-
* Wor-Wic Community College	41	22	66	17	64	16	54	13	57	18
Subtotal	**313**	**48**	**326**	**44**	**393**	**43**	**360**	**31**	**362**	**40**
Out-of-State Colleges	199	26	182	23	149	18	159	23	167	17
Unknown	10	6	10	27	4	31	7	36	8	32
Total Transfers	**522**	**80**	**518**	**94**	**546**	**92**	**526**	**90**	**537**	**89**

Source: MINC Credit Hours Transferred by Transfer College, Job No. NMIS360 Program No. MISN410 o:\fb0001\transfer student CHs

* The top six feeder institutions of SSU's transfer students.

Table 19: **Applications/Acceptances/Enrollment**
First-Time Freshmen, Fall 1996 to Fall 2000

Applicants for 1st Time Freshman Admission	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2000 % of Total
Within County						
Applied	163	173	193	199	196	4.4%
Accepted	91	121	139	135	120	4.7%
Enrolled	61	85	89	88	78	8.4%
Outside County, In-State						
Applied	2288	2528	2593	2876	3030	67.8%
Accepted	1172	1488	1527	1605	1696	66.9%
Enrolled	450	543	601	586	631	67.6%
Outside State						
Applied	1635	1614	1662	1400	1217	27.3%
Accepted	683	936	991	818	708	27.9%
Enrolled	178	243	233	189	219	23.4%
International						
Applied	12	19	15	26	23	0.5%
Accepted	6	11	8	14	13	0.5%
Enrolled	4	4	5	7	6	0.6%
GRAND TOTAL						
Applied	4098	4334	4463	4501	4466	
Accepted	1952	2556	2665	2572	2537	
Enrolled	693	875	928	870	934	
Acceptance Rate	**48%**	**59%**	**60%**	**57%**	**57%**	
Yield	**36%**	**34%**	**35%**	**34%**	**37%**	

Source: Applications, Acceptances and Enrollments - Degree Seeking, MINC Job NMIS330
o:\fb0001\appl accept and enrollments

Table 20: **Applications/Acceptances/Enrollment**
Transfer Students **Fall 1996 to Fall 2000**

Applicants for Transfer From Other Institutions	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2000 % of Total
Within County						
Applied	108	125	116	115	132	12.2%
Accepted	95	110	100	100	101	12.6%
Enrolled	91	102	91	90	91	15.3%
Outside County, In-State						
Applied	580	607	679	708	694	64.3%
Accepted	484	476	548	526	526	65.8%
Enrolled	367	368	422	379	399	67.3%
Outside State						
Applied	284	261	289	235	235	21.8%
Accepted	227	201	198	163	160	20.0%
Enrolled	145	116	110	103	97	16.4%
International						
Applied	11	22	9	6	18	1.7%
Accepted	9	10	5	2	13	1.6%
Enrolled	9	9	3	2	6	1.0%
GRAND TOTAL						
Applied	983	1015	1093	1064	1079	
Accepted	815	797	851	791	800	
Enrolled	612	595	626	574	593	
Applicant Rate	**83%**	**79%**	**78%**	**74%**	**74%**	
Yield	**75%**	**75%**	**74%**	**73%**	**74%**	

Source: Applications, Acceptances and Enrollments - Degree Seeking, MINC Job NMIS330
o:fb0001\appl accept and enrollments

Table 21:

Transfer Patterns to Salisbury State University

by Sending Institutions

Full Time Students Only

Fall 1995 - Fall 2000

Entering Transfers From:	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Md. Eastern Shore Community Colleges (N=3)	72	15%	79	15%	99	19%	94	17%	89	17%	93	17%
Md. Eastern Shore Four-Year Colleges & Institutions (N=2)	14	3%	12	2%	12	2%	15	3%	24	5%	16	3%
Md. Western Shore Community Colleges (N=18)	173	37%	179	34%	165	31%	240	43%	201	38%	218	41%
Md. Four-Year Colleges & Universities, Public & Independent (N=30)	41	9%	45	9%	59	11%	50	9%	46	9%	35	7%
Out-of-state Community Colleges & Four-Year Institutions	169	36%	201	38%	182	35%	152	27%	159	30%	167	31%
Unknown/Other	1	0%	10	2%	10	2%	6	1%	7	1%	8	1%
GRAND TOTAL	470	100%	526	100%	527	100%	557	100%	526	100%	537	100%

Source: MINC Credit Hours Transferred by Transfer College, Job NMIS360, Prog MISN410
O:/fb00-01 ug reports
Transfer Trends

Table 22:

Retention & Graduation Rates for Transfer Students

Entering Juniors

Fall 1993 through Fall 1999 Classes

		% Enrolled After:			% Graduated After:			
Year	Headcount	1st Year	2nd Year	3rd Year	2nd Year	3rd Year	4th Year	5th Year
1993	131	90.8%	37.4%	13.0%	45.8%	71.0%	79.4%	80.9%
1994	147	82.3%	38.8%	8.2%	40.1%	71.4%	74.1%	76.2%
1995	159	83.0%	33.3%	10.7%	49.7%	71.1%	78.0%	79.9%
1996	137	84.0%	29.2%	7.3%	38.0%	60.6%	65.0%	-
1997	161	79.5%	28.0%	6.8%	45.3%	64.0%	-	-
1998	141	84.4%	46.1%	-	35.5%	-	-	-
1999	133	88.7%	-	-	-	-	-	-

Source: SPSS Longitudinal Research Files
O:/fb00-01 ug reports
Transfer Ret and Grad Rates 2000

Table 23:

Retention Rates
For Freshman Class Cohorts, 1989-1999
At Salisbury State University

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

Retention Rates by Ethnicity

Fall Class of Freshmen	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997 [4]	Fall 1998	Fall 1999	5 Year Averages
Initial Enrollment Numbers[1]												
Whites	704	602	659	569	654	609	591	609	804	766	750	
African-Am	60	43	37	48	55	53	34	61	43	37	36	
Other[2 & 3]									21	112	70	
All	773	659	711	634	726	678	642	685	868	915	856	
	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr
Enrollment 1 Year Later[1]												
	Fall 90	*Fall 91*	*Fall 92*	*Fall 93*	*Fall 94*	*Fall 95*	*Fall 96*	*Fall 97*	*Fall 98*	*Fall 99*	*Fall 00*	
Whites	84.4%	78.6%	80.1%	83.8%	80.4%	80.5%	83.9%	86.4%	83.3%	82.4%	84.3%	**84.1%**
African-Am	75.0%	86.0%	67.6%	72.9%	58.2%	71.7%	79.4%	70.5%	62.8%	67.6%	61.1%	**68.3%**
Other[2 & 3]									66.7%	75.0%	72.9%	
All	83.6%	78.3%	79.5%	82.6%	78.7%	79.5%	83.5%	84.7%	82.0%	80.9%	82.4%	**82.7%**
Enrollment 2 Years Later[1]												
	Fall 91	*Fall 92*	*Fall 93*	*Fall 94*	*Fall 95*	*Fall 96*	*Fall97*	*Fall 98*	*Fall 99*	*Fall 00*	*Fall 01*	
Whites	71.0%	67.6%	69.0%	72.8%	68.2%	70.0%	76.1%	76.5%	74.1%	75.2%		**74.4%**
African-Am	60.0%	72.1%	54.1%	62.5%	56.4%	66.0%	73.5%	62.3%	55.8%	59.5%		**63.4%**
Other[2 & 3]									42.9%	61.1%		
All	70.1%	67.4%	68.5%	71.3%	67.2%	69.2%	75.7%	75.0%	72.5%	72.9%		**73.1%**
Enrollment 3 Years Later[1]												
	Fall 92	*Fall 93*	*Fall 94*	*Fall 95*	*Fall 96*	*Fall 97*	*Fall 98*	*Fall 99*	*Fall 00*	*Fall 01*	*Fall 02*	
Whites	67.3%	62.6%	65.3%	67.3%	64.5%	67.3%	71.6%	69.1%	71.8%			**68.9%**
African-Am	56.7%	60.5%	54.1%	60.4%	51.0%	60.4%	64.7%	55.7%	48.8%			**56.1%**
Other[2 & 3]									40.0%			
All	66.4%	62.1%	64.8%	66.1%	63.4%	66.2%	70.7%	67.7%	69.9%			**67.6%**

Retention Rates by Sex[3]

Fall Class of Freshmen	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997 [4]	Fall 1998	Fall 1999
Initial Enrollment Numbers[1]											
Male									365	394	519
Female									503	521	337
All									868	915	856
	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr
Enrollment 1 Year Later[1]									*Fall 98*	*Fall 99*	*Fall 00*
Male									79.2%	76.9%	81.3%
Female									84.1%	83.9%	83.2%
All									82.0%	80.9%	82.4%
Enrollment 2 Years Later[1]									*Fall 99*	*Fall 00*	*Fall 01*
Male									68.8%	68.5%	
Female									75.3%	76.2%	
All									72.5%	72.9%	
Enrollment 3 Years Later[1]									*Fall 00*	*Fall 01*	*Fall 02*
Male									65.8%		
Female									72.9%		
All									69.9%		

[1]Fall enrollment figures are after "add/drop" and include students who may graduate during that term.

[2]"Other" includes students reporting the race/ethnic categories of American Indian, Asian-American and Hispanic; foreign students; and those students who report their race/ethnicity as unknown, or did not report any race/ethnicity at all.

[3]Beginning in Fall, 2000 retention rates reported by race/ethnicity will include the category "other" explained in footnote 2, as well as retention rates reported by sex. Comparative data beginning with the 1997 cohort is provided.

[4]Beginning in Fall, 2000 the race/ethnicity breakdown for the Fall 1997 cohort has changed. As originally reported, the breakdown was White=802, African-American=43. With the advent of reporting Other (race/ethnicity) as a line item, it was discovered that the White headcount was erroneously reported to the benefit of the Other (race/ethnicity) headcount. The corrected headcount for White is 804.

Source: SPSS Longitudinal Research Files
O:\fb00-01 ug reports
SSU-RetGradRates for 2000
Retention Rates

Table 24:

Graduation Rates
For Freshman Class Cohorts, 1989-1996
At Salisbury State University

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

Graduation Rates by Race/Ethnicity

Fall Class of Freshmen	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997[4]	Fall 1998	3-Year Average	5-Year Average
Initial Enrollment Numbers												
Whites	704	602	659	569	654	609	591	609	804	766		
African-Am	60	43	37	48	55	53	34	61	43	37		
Other[2 & 3]						16	17	15	21	112		
All	773	659	711	634	726	678	642	685	868	915		
	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad
4 Year Graduation Rate[1]												
	Spr 93	*Spr 94*	*Spr 95*	*Spr 96*	*Spr 97*	*Spr 98*	*Spr 99*	*Spr 00*	*Spr 01*	*Spr 00*		
Whites	39.5%	41.7%	41.6%	43.4%	42.5%	40.2%	51.6%	46.0%			45.9%	44.7%
African-Am	26.7%	23.3%	13.5%	22.9%	25.5%	26.4%	29.4%	24.6%			26.8%	25.8%
Other[2 & 3]						25.0%	41.2%	26.7%			30.9%	
All	38.4%	40.2%	40.2%	41.6%	40.8%	38.8%	50.2%	43.6%			44.2%	43.0%
5 Year Graduation Rate[1]												
	Spr 94	*Spr 95*	*Spr 96*	*Spr 97*	*Spr 98*	*Spr 99*	*Spr 00*	*Spr 01*	*Spr 02*	*Spr 03*		
Whites	57.1%	54.7%	55.9%	59.8%	57.2%	53.7%	64.8%				58.6%	58.3%
African-Am	43.3%	46.5%	32.4%	39.6%	40.0%	39.6%	58.8%				46.1%	42.1%
Other[2 & 3]						31.3%	47.1%					
All	56.0%	53.6%	54.7%	57.6%	55.8%	52.1%	64.0%				57.3%	56.8%
6 Year Graduation Rate[1]												
	Spr 95	*Spr 96*	*Spr 97*	*Spr 98*	*Spr 99*	*Spr 00*	*Spr 01*	*Spr 00*	*Spr 03*	*Spr 04*		
Whites	60.5%	58.2%	57.6%	61.2%	58.9%	55.5%					58.5%	58.3%
African-Am	45.0%	53.5%	37.8%	43.8%	45.5%	43.4%					44.2%	44.8%
Other[2 & 3]						31.3%						
All	59.2%	57.2%	56.8%	59.2%	57.9%	54.0%					57.0%	57.0%

Graduation Rates by Sex[3]

Fall Class of Freshmen	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997[4]	Fall 1998	3-Year Average	5-Year Average
Initial Enrollment Numbers												
Male						282	230	296	365	394		
Female						396	412	389	503	521		
All						678	642	685	868	915		
	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad
4 Year Graduation Rate[1]						*Spr 98*	*Spr 99*	*Spr 00*	*Spr 01*	*Spr 00*		
Male						28.7%	44.3%	31.4%			34.8%	
Female						46.0%	53.4%	53.0%			50.8%	
All						38.8%	50.2%	43.6%			44.2%	
5 Year Graduation Rate[1]						*Spr 99*	*Spr 00*	*Spr 01*	*Spr 02*	*Spr 03*		
Male						46.1%	60.9%					
Female						56.3%	65.8%					
All						52.1%	64.0%					
6 Year Graduation Rate[1]						*Spr 00*	*Spr 01*	*Spr 02*	*Spr 03*	*Spr 04*		
Male						48.6%						
Female						57.8%						
All						54.0%						

[1]Graduation figures are "post-grades" and are cumulative.

[2]"Other" includes students reporting the race/ethnic categories of American Indian, Asian-American and Hispanic; foreign students; and those students who report their race/ethnicity as unknown, or did not report race/ethnicity at all.

[3]Beginning in Fall, 2000 retention rates reported by race/ethnicity will include the category "other" explained in footnote 2, as well as retention rates reported by sex. Comparative data beginning with the 1994 cohort is provided.

[4]Beginning in Fall, 2000 the race/ethnicity breakdown for the Fall 1997 cohort has changed. As originally reported, the breakdown was White=802, African-American=43. With the advent of reporting Other (race/ethnicity) as a line item, it was discovered that the White headcount was erroneously reported to the benefit of the Other (race/ethnicity) headcount. The corrected headcount for White is 804.

Source: SPSS Longitudinal Research Files
O:/fb00-01 ug reports
SSU-RetGradRates for 2000
Graduation Rates

Table 25:

Six-Year Graduation Rates
Of SSU First-Time Full-Time Freshman
From SSU and From Other USM Institutions

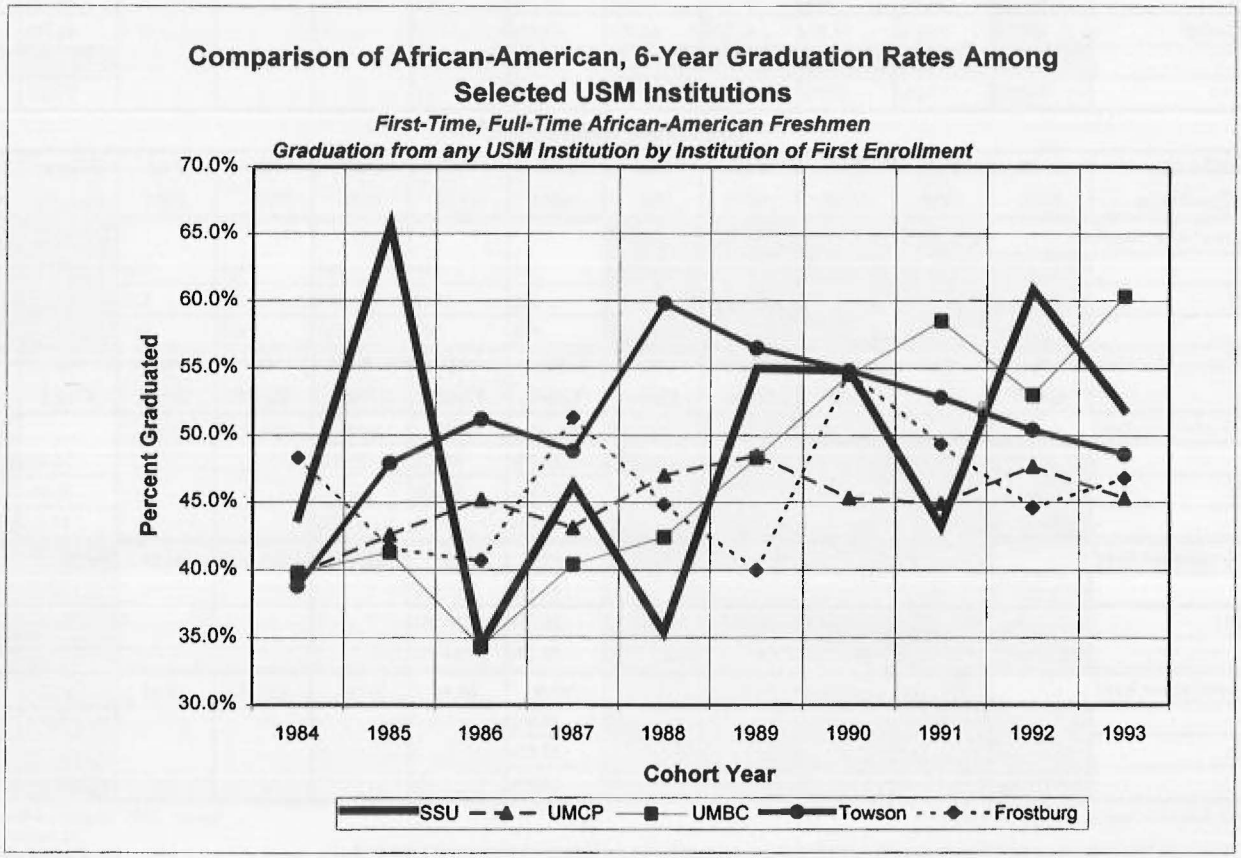
The table below shows two different sets of graduation rates: (1) Students who began at and graduated from SSU, and (2) students who began at SSU, transferred to another USM Institution and subsequently graduated from that or any other USM institution, in addition to students falling into category (1).

Entering Freshmen Class	Initial Cohort[1]			% Graduated Six Years After First Enrollment					
				From SSU[1]			From Any USM Institution[2]		
	All Races	African Amer.	White	All	African Amer.	White	All	African Amer.	White
1980	622	60	546	39.4%	33.3%	40.5%	47.7%	33.3%	49.8%
1981	620	41	564	42.6%	41.5%	42.2%	48.4%	41.5%	48.4%
1982	659	42	607	42.9%	42.9%	43.2%	48.0%	42.9%	48.4%
1983	721	47	664	43.0%	36.2%	43.4%	47.7%	38.3%	48.3%
1984	811	48	740	48.3%	43.8%	49.2%	55.2%	45.8%	56.2%
1985	711	32	660	49.1%	65.6%	48.6%	57.2%	65.6%	57.0%
1986	683	26	633	48.0%	31.0%	N/A	54.6%	34.4%	55.9%
1987	803	54	738	59.7%	44.4%	N/A	64.9%	46.3%	62.2%
1988	854	65	779	57.4%	32.3%	N/A	63.6%	35.4%	65.8%
1989	773	60	704	59.2%	45.0%	60.5%	69.2%	55.0%	69.4%
1990	659	43	602	57.2%	53.5%	58.2%	64.8%	54.8%	66.5%
1991	711	37	659	56.8%	37.8%	57.6%	65.2%	43.2%	66.3%
1992	634	48	569	59.2%	43.8%	61.2%	68.6%	60.8%	69.8%
1993	726	55	654	57.9%	45.5%	58.9%	65.6%	51.9%	67.2%

[1]Initial cohorts and SSU graduation rates are generated from the SPSS Longitudinal Research Files.

[2]Source for 1980-1993 graduation rates from any USM institution is the MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions, June 2000. Initial cohorts reported above (as calculated using the SPSS longitudinal research files) will differ by one or two in some cases from those reported in the MHEC report. This is due to different cohort selection criteria and/or refined data on the part of MHEC.

Figure 7:



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USM Grad Rate Compare - 6 yr African-American
Fall 2000

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

Figure 8:

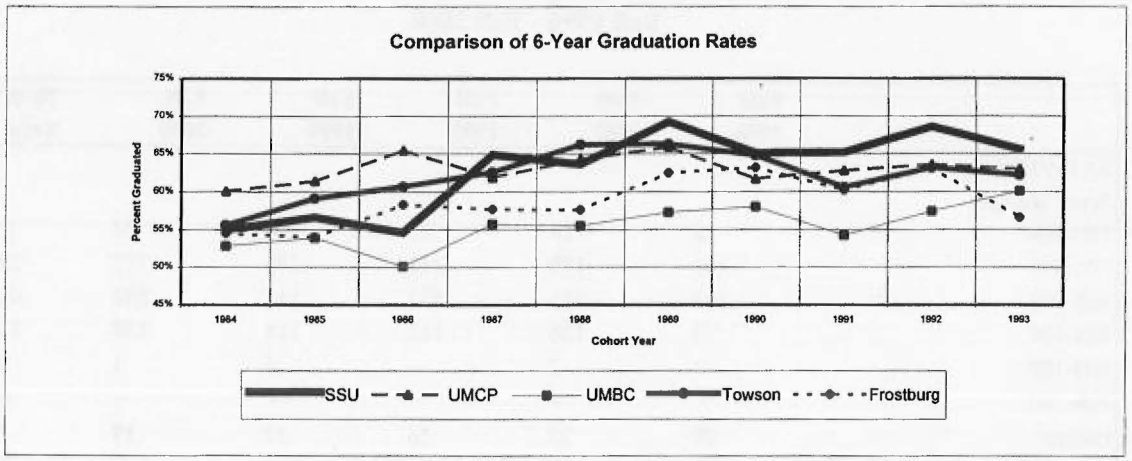

Figure 9:

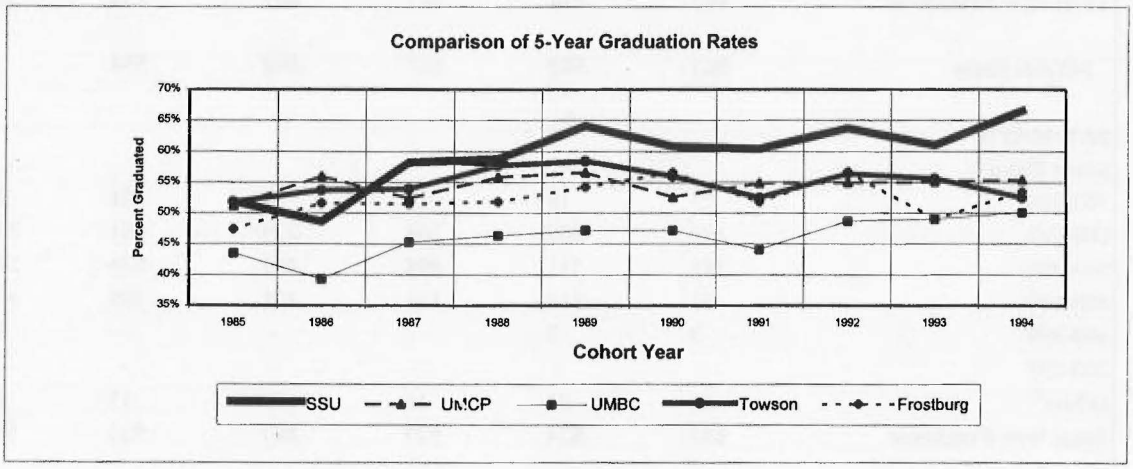

Figure 10:

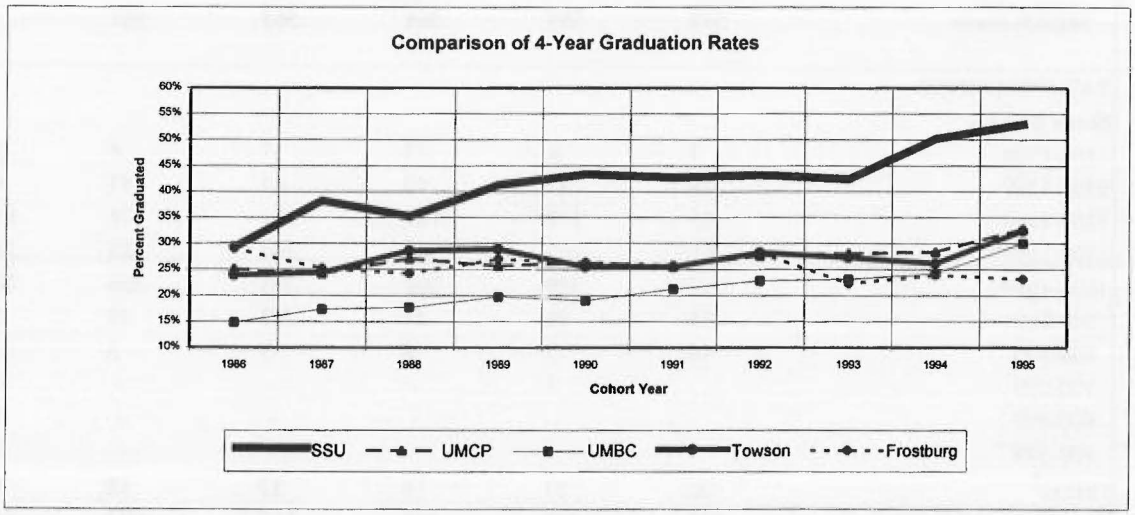

Table 25a:

Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Freshmen
Average of 1991, 1992, and 1993 Cohorts

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	25.4%	52.5%	60.0%
Salisbury	**42.8%**	**61.7%**	**66.5%**
Towson	27.0%	54.8%	62.0%
UMBC	22.4%	47.3%	57.2%
UMCP	27.1%	55.0%	63.1%

Source: MHEC report "Retention and Graduation Rates at Maryland Public Four-Year Institutions", June 2000.

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USM Grad Rate Comparisons-ALL
Sheet1

Table 26:

SAT Score Ranges

New Freshmen[1]

Fall 1996 - Fall 2000

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% of Total
SAT-VERBAL						
Score Ranges						
700-800	18	18	25	26	24	2.6%
600-699	166	179	211	194	192	20.6%
500-599	407	515	532	513	561	60.1%
400-499	79	136	143	114	138	14.8%
300-399	3	2	-	3	1	0.1%
200-299	-	1	-	-	-	0.0%
Others[2]	20	23	16	17	17	1.8%
Total New Freshmen[1]	**693**	**874**	**927**	**867**	**934**	**100%**
MEAN Score	**563**	**553**	**557**	**560**	**554**	
SAT-MATH						
Score Ranges						
700-800	23	19	17	21	21	2.2%
600-699	193	205	263	229	261	27.9%
500-599	381	511	498	499	534	57.2%
400-499	73	114	130	101	100	10.7%
300-399	3	2	3	-	-	0.0%
200-299	-	-	-	-	-	0.0%
Others[2]	20	23	16	17	17	1.8%
Total New Freshmen	**693**	**874**	**927**	**867**	**934**	**100%**
MEAN Score	**569**	**559**	**564**	**564**	**567**	
SAT-COMBINED						
Score Ranges						
1400-1500	7	4	12	7	6	0.6%
1300-1399	36	47	50	44	47	5.0%
1200-1299	125	118	147	141	131	14.0%
1100-1199	261	267	302	290	325	34.8%
1000-1099	197	329	308	303	355	38.0%
900-999	31	78	84	62	49	5.2%
800-899	16	7	8	3	3	0.3%
700-799	-	1	-	-	-	0.0%
600-699	-	-	-	-	-	0.0%
500-599	-	-	-	-	-	0.0%
Others[2]	20	23	16	17	18	1.9%
Total New Freshmen	**693**	**874**	**927**	**867**	**934**	**100%**
MEAN Score	**1132**	**1112**	**1120**	**1124**	**1121**	

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

[2] "Others" are freshmen without SAT scores.

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

*The "Enrollment Summary Statistics" reports a total of 934 first-time freshmen.

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Table 27: **ALL First-Time First-Year Freshman SAT Scores: Fall 1996-2000**

Year	Verbal	Math	Composite	Total w/ Scores	Total Entering
1996	563	569	1132	673	693
1997	553	559	1112	851	874
1998	557	564	1120	911	927
1999	560	564	1124	850	867
2000	554	567	1121	913	934

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Figure 11: **First-Time First-Year MEAN SAT Scores: Fall 1996-2000**

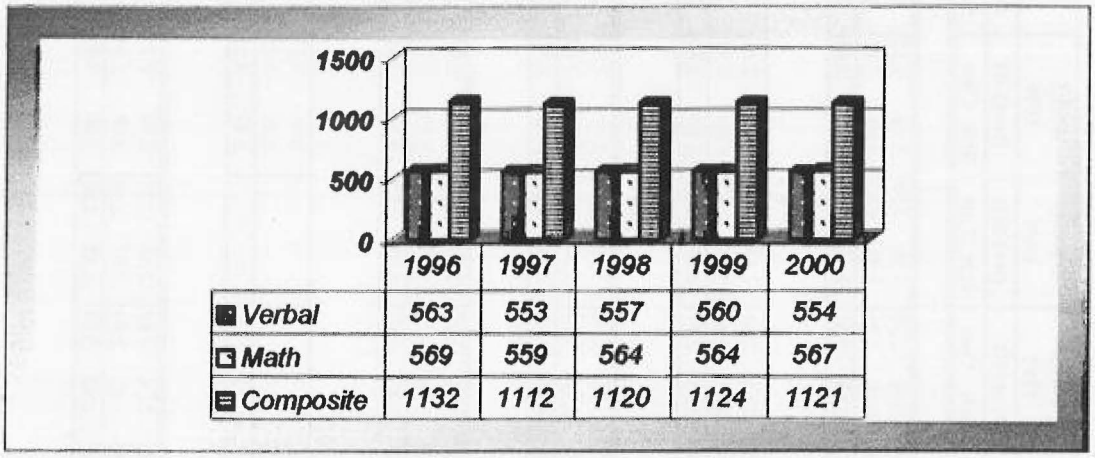

Figure 12: **2000 SAT *Mean* Scores, National, State, & SSU**

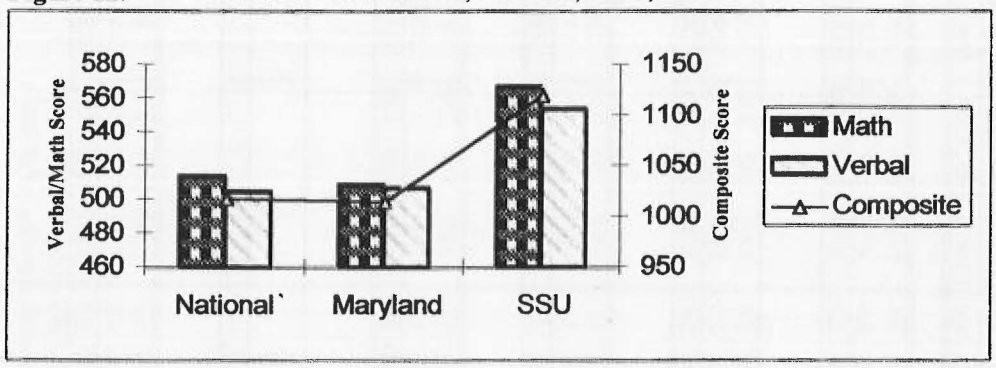

Table 27a: **Comparison of SAT Scores by Percentiles[1] for SSU, State, and National**

2000 Fall Semester	Salisbury State		State of Maryland[3]		National[3]	
25 th Percentile	510 V Combined	520 M 1030[2]	430 V Combined	420 M 850[2]	430 V Combined	440 M 870[2]
50 th Percentile	540 V Combined	560 M 1100[2]	510 V Combined	510 M 1020[2]	500 V Combined	510 M 1010[2]
75 th Percentile	590 V Combined	610 M 1200[2]	590 V Combined	590 M 1180[2]	580 V Combined	590 M 1170[2]

[1] Based on number of UG FTS with SAT scores.

[2] The 'combined' score is a total of the verbal and math scores shown in each category.

[3] Source: College Board

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Table 28

Mean Semester Grade Point
And Cumulative Grade Point Averages
For Full-Time Undergraduates
by Class and Sex

Class and Gender	SPRING 1995 (N=4178)		FALL 1995 (N=4154)		SPRING 1996 (N=4101)		FALL 1996 (N=4329)		SPRING 1997 (N=4070)		FALL 1997 (N=4457)		SPRING 1998 (N=4284)		FALL 1998 (N=4396)		SPRING 1999 (N=4478)		FALL 1999 (N=4701)		SPRING 2000 (N=4614)	
	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum
Freshmen																						
Male	2.62	2.51	2.57	2.51	2.54	2.48	2.39	2.30	2.55	2.42	2.42	2.36	2.36	2.38	2.58	2.52	2.67	2.56	2.60	2.53	2.64	2.57
Female	2.92	2.82	2.91	2.87	2.91	2.88	2.77	2.70	2.85	2.77	2.80	2.71	2.74	2.77	2.87	2.82	2.90	2.81	2.89	2.82	2.92	2.86
Both	**2.79**	**2.69**	**2.78**	**2.72**	**2.76**	**2.72**	**2.60**	**2.52**	**2.72**	**2.61**	**2.63**	**2.56**	**2.58**	**2.60**	**2.74**	**2.68**	**2.79**	**2.69**	**2.76**	**2.69**	**2.81**	**2.74**
Sophomores																						
Male	2.70	2.62	2.67	2.68	2.65	2.65	2.63	2.61	2.73	2.62	2.65	2.61	2.65	2.67	2.73	2.65	2.70	2.63	2.71	2.95	2.73	2.70
Female	2.99	2.88	2.92	2.87	2.96	2.88	2.95	2.88	2.99	2.88	2.96	2.89	2.89	2.87	3.00	2.92	3.04	2.96	3.03	2.66	3.04	2.98
Both	**2.87**	**2.77**	**2.82**	**2.76**	**2.83**	**2.79**	**2.81**	**2.76**	**2.88**	**2.77**	**2.83**	**2.77**	**2.79**	**2.78**	**2.88**	**2.80**	**2.89**	**2.81**	**2.89**	**2.82**	**2.90**	**2.85**
Juniors																						
Male	2.69	2.68	2.75	2.70	2.76	2.71	2.77	2.75	2.86	2.76	2.92	2.80	2.82	2.81	2.91	2.85	2.89	2.80	2.87	2.78	2.85	2.79
Female	3.12	2.97	3.07	2.97	3.10	3.00	3.07	3.01	3.17	3.01	3.15	3.03	3.10	3.03	3.17	3.09	3.17	3.03	3.19	3.06	3.18	3.08
Both	**2.92**	**2.84**	**2.93**	**2.86**	**2.96**	**2.87**	**2.94**	**2.89**	**3.03**	**2.90**	**3.05**	**2.93**	**2.98**	**2.94**	**3.06**	**2.99**	**3.05**	**2.93**	**3.06**	**2.95**	**3.04**	**2.96**
Seniors																						
Male	2.97	2.87	2.98	2.86	3.00	2.87	3.03	2.93	3.01	2.90	2.99	2.89	2.83	2.93	3.09	2.97	3.06	2.95	3.03	2.94	3.03	2.92
Female	3.21	3.06	3.29	3.12	3.24	3.11	3.27	3.14	3.29	3.14	3.30	3.13	2.93	3.15	3.33	3.21	3.31	3.18	3.31	3.17	3.33	3.18
Both	**3.10**	**2.97**	**3.15**	**3.00**	**3.13**	**3.01**	**3.16**	**3.05**	**3.17**	**3.04**	**3.16**	**3.03**	**2.89**	**3.06**	**3.22**	**3.11**	**3.21**	**3.09**	**3.19**	**3.08**	**3.20**	**3.07**
Second Bachelors[1]																						
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.64	3.18	3.49	3.34	3.59	3.30	3.45	3.02
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.40	3.25	3.42	3.27	3.31	3.10	3.28	3.12
Both	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**3.47**	**3.23**	**3.46**	**3.31**	**3.42**	**3.18**	**3.35**	**3.08**
TOTAL																						
Male	2.76	2.69	2.75	2.68	2.77	2.70	2.71	2.65	2.82	2.71	2.74	2.66	2.68	2.71	2.81	2.73	2.83	2.74	2.79	2.72	2.83	2.76
Female	3.07	2.95	3.04	2.96	3.07	2.99	3.02	2.94	3.10	2.98	3.05	2.94	2.92	2.98	3.08	3.00	3.11	3.00	3.10	3.00	3.13	3.04
Both	**2.94**	**2.84**	**2.92**	**2.84**	**2.94**	**2.87**	**2.89**	**2.82**	**2.98**	**2.86**	**2.92**	**2.82**	**2.82**	**2.87**	**2.96**	**2.88**	**2.99**	**2.89**	**2.96**	**2.88**	**3.00**	**2.92**

Source: SPSS Longitudinal Reports, POP994P.RES and POP002P.RES

[1]The mean GPA for Second Bachelor Students is reported beginning in Fall 1998.

Table 29: Undergraduate Grade Distribution: Fall 1995 to Fall 1999

Grade	1995	1996	1997	1998	1999
A	30%	29%	30%	30%	32%
B	33%	32%	33%	33%	33%
C	18%	19%	18%	17%	17%
D	4%	4%	4%	4%	4%
F	3%	3%	3%	3%	3%
PS	4%	4%	3%	3%	2%
S	3%	3%	4%	4%	4%
W	5%	5%	4%	4%	4%

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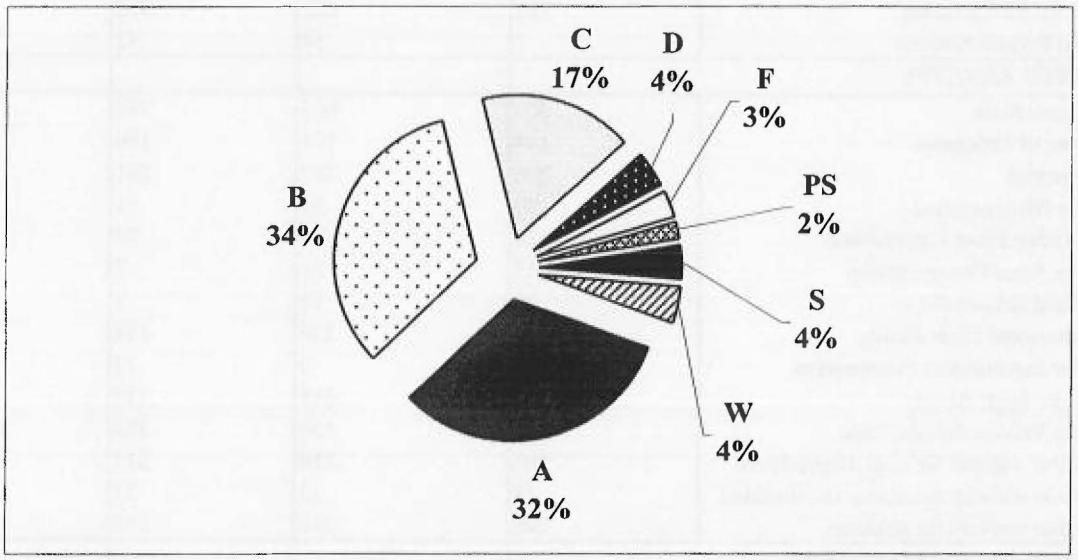
Figure 13: Percentage of Grade Distribution: Fall 2000



Source: Grade Distribution by Discipline, Job NMIS100 Program No. MISN120

Figure 14: Percentage of Grade Distribution: Fall 1995

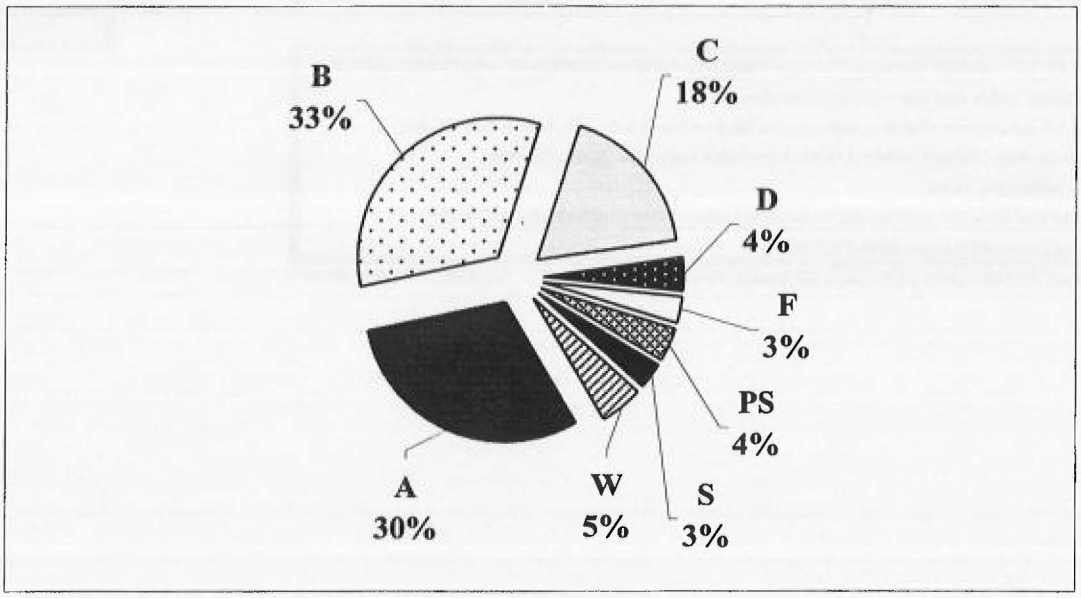


Table 30: **Undergraduate Financial Aid Awards Summary**

Fiscal Year 1996-97 to 1999-00

Type	Number of Recipients				% of FY 00
	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FTES*
GRANTS					
Federal Pell Grants	887	933	893	**846**	17.1%
Federal Supplemental Educational Opportunities Grants	167	231	185	**194**	3.9%
Vocational Rehabilitation Grants	39	41	31	**30**	0.6%
Grants from Private Sources	30	28	32	**26**	0.5%
Institutional Grants[4]	51	33	70	**89**	1.8%
LOANS					
Federal Perkins Loans	159	195	143	**165**	3.3%
Federal Stafford Loans	2422	2618	2655	**2629**	53.2%
Federal PLUS Loans[2]	719	857	952	**911**	18.4%
From Private Sources	4	14	22	**38**	0.8%
SCHOLARSHIPS					
General State	660	665	745	**724**	14.6%
House of Delegates	144	171	196	**190**	3.8%
Senatorial	296	287	261	**266**	5.4%
State Distinguished	49	50	51	**39**	0.8%
All Other From Commission[3]	26	29	24	**102**	2.1%
Other Race/Desegregation	35	21	7	**-**	0.0%
Federal Scholarships	20	12	4	**2**	0.0%
Institutional High Ability	109	120	138	**147**	3.0%
Other Institutional Scholarships	7	9	13	**27**	0.5%
Private High Ability	207	211	248	**263**	5.3%
Other Private Scholarships	320	350	394	**430**	8.7%
Tuition waivers for emp./dependents	205	210	245	**225**	4.6%
Tuition waivers for senior cit./disabled	18	32	33	**29**	0.6%
Tuition waivers for students	246	246	291	**241**	4.9%
STUDENT EMPLOYMENT					
Federal College Work/Study	44	69	90	**78**	1.6%
Total Unduplicated Number of Recipients for ALL Types of Aid[1]	2103	3655	3850	**3813**	

* FTES for FY 00 = 4944.3

[1]In FY 97, University System of MD's new format concerning the calculation of unduplicated number of recipients makes total lower than previous years.

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

[3]Commission indicates Maryland Higher Education Commission through the State Scholarship Board.

[4]Improved computer programming has permitted more concise identification and allocation of grant sources beginning in FY 1996-97

Source: HEGIS reports on financial aid awards, Form S-5 o:\FB00-01\financial aid.xls

Table 31:

Salisbury State University
Financial Aid Comparison Among USM Institutions
FY 1999

	Bowie State	Coppin State	Frostburg State	Salisbury State	Towson	UMBC	UMCP	UMES
# FT undergraduates, Fall 1998[1]	2,191	2,250	3,996	4,607	11,032	6,602	21,630	2,567
Grants[2]	**$ 3,322,617**	**$ 4,904,739**	**$ 2,742,308**	**$ 1,982,769**	**$ 5,818,055**	**$ 5,296,277**	**$ 15,411,016**	**$ 4,244,958**
Grants awarded	1,888	2,825	1,890	1,211	3,404	3,275	9,189	2,654
Unduplicated #	1,246	1,903	1,264	935	2,587	2,276	6,207	1,674
Average award per FT undergrad	$ 1,516	$ 2,180	$ 686	$ 430	$ 527	$ 802	$ 712	$ 1,654
Ratio of unduplicated grants awarded to FT undergrads	0.57	0.85	0.32	0.20	0.23	0.34	0.29	0.65
Loans[2]	**$ 6,115,085**	**$ 8,312,153**	**$ 11,958,178**	**$ 17,296,342**	**$ 35,743,377**	**$ 18,808,888**	**$ 70,129,097**	**$ 9,821,117**
Loans awarded	1,561	1,903	3,010	3,772	7,634	4,126	14,552	2,177
Unduplicated #	1,411	1,713	2,332	2,726	5,802	3,450	11,093	1,812
Average award per FT undergrad	$ 2,791	$ 3,694	$ 2,993	$ 3,754	$ 3,240	$ 2,849	$ 3,242	$ 3,826
Ratio of unduplicated loans awarded to FT undergrads	0.64	0.76	0.58	0.59	0.53	0.52	0.51	0.71
Scholarships[2]	**$ 2,032,883**	**$ 2,483,253**	**$ 3,680,978**	**$ 3,737,556**	**$ 14,210,104**	**$ 14,227,370**	**$ 32,484,098**	**$ 3,448,670**
Scholarships awarded	1,303	1,436	2,319	2,650	7,136	4,719	12,492	1,439
Unduplicated #	1,022	1,237	1,772	2,107	4,948	3,756	9,976	1,239
Average award per FT undergrad	$ 928	$ 1,104	$ 921	$ 811	$ 1,288	$ 2,155	$ 1,502	$ 1,343
Ratio of unduplicated scholarships awarded to FT undergrads	0.47	0.55	0.44	0.46	0.45	0.57	0.46	0.48
Student Employment[2]	**$ 265,870**	**$ 336,879**	**$ 709,057**	**$ 128,017**	**$ 359,772**	**$ 232,245**	**$ 1,035,597**	**$ 1,372,987**
Student Employment awarded	169	172	1,049	90	275	153	1,422	863
Unduplicated #	169	172	987	90	275	153	752	820
Average award per FT undergrad	$ 121	$ 150	$ 177	$ 28	$ 33	$ 35	$ 48	$ 535
Ratio of unduplicated student employment awarded to FT undergrads	0.08	0.08	0.25	0.02	0.02	0.02	0.03	0.32
Total financial aid awarded[2]	**$ 11,736,455**	**$ 16,037,024**	**$ 19,090,521**	**$ 23,144,684**	**$ 56,131,308**	**$ 38,564,780**	**$ 119,059,808**	**$ 18,887,732**
Total financial aid awarded	4,921	6,336	8,268	7,723	18,449	12,273	37,655	7,133
Unduplicated #	2,049	2,645	3,251	3,850	8,323	5,911	16,697	2,608
Average award package per FT undergrad	$ 5,356.67	$ 7,127.57	$ 4,777.41	$ 5,023.81	$ 5,088.04	$ 5,841.38	$ 5,504.38	$ 7,357.90
Ratio of unduplicated grants awarded to FT undergrads	0.94	1.18	0.81	0.84	0.75	0.90	0.77	1.02

Percent of aid offered as grants	28%	31%	14%	9%	10%	14%	13%	22%
Percent of aid offered as loans	52%	52%	63%	75%	64%	49%	59%	52%
Percent of aid offered as scholarships	17%	15%	19%	16%	25%	37%	27%	18%
Percent of other forms of aid	3%	2%	4%	0%	1%	0%	1%	8%

Notes:

[1]Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, March 2000.

[2]Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2000

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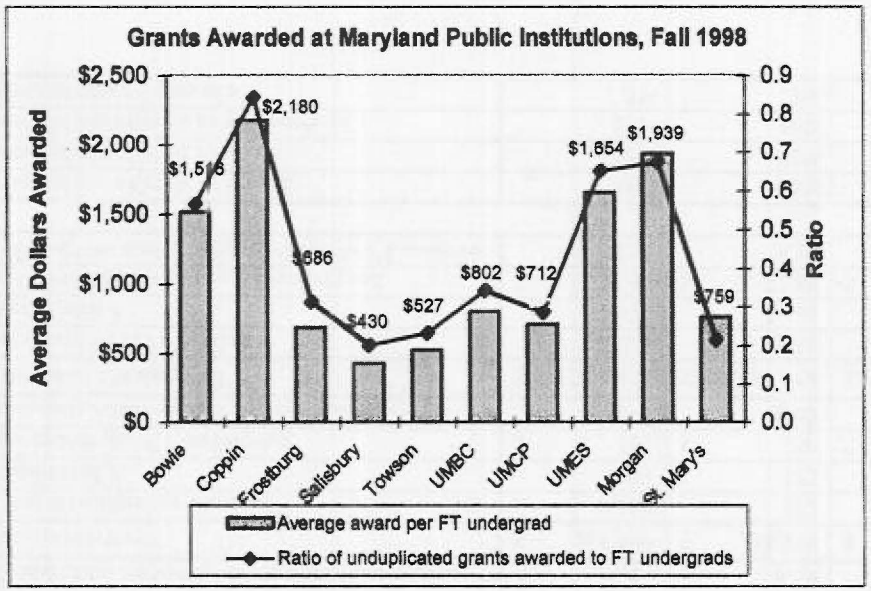
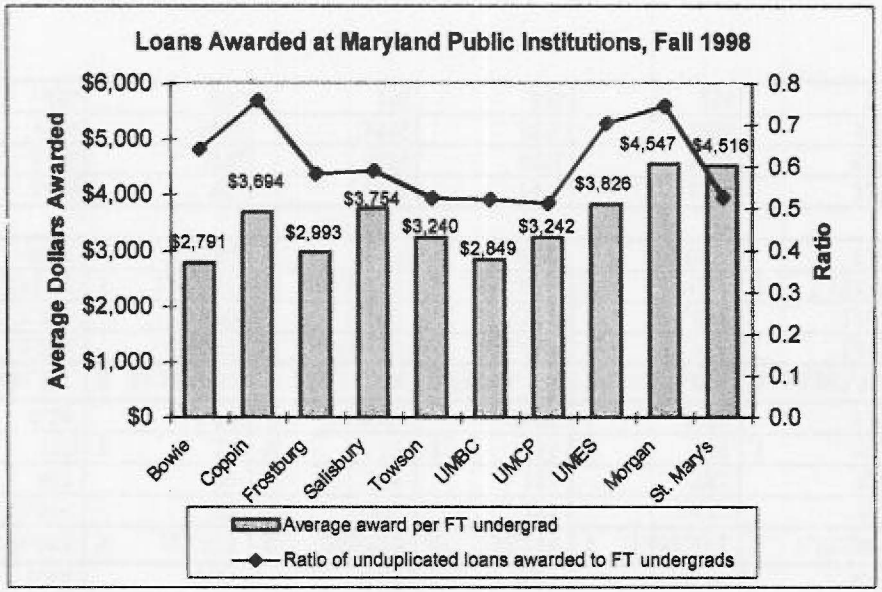
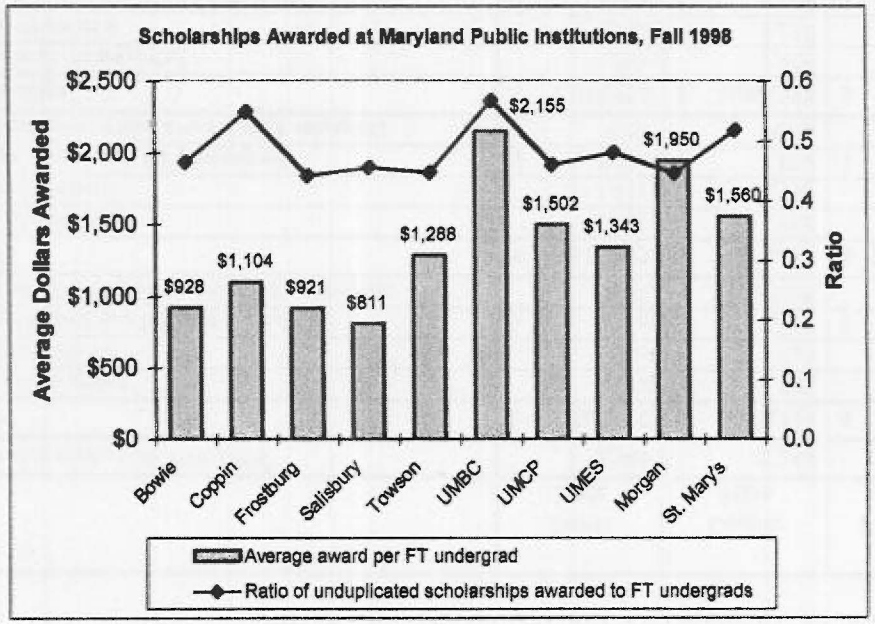
Financial Aid Analysis w Morgan & St M
Table for Charts

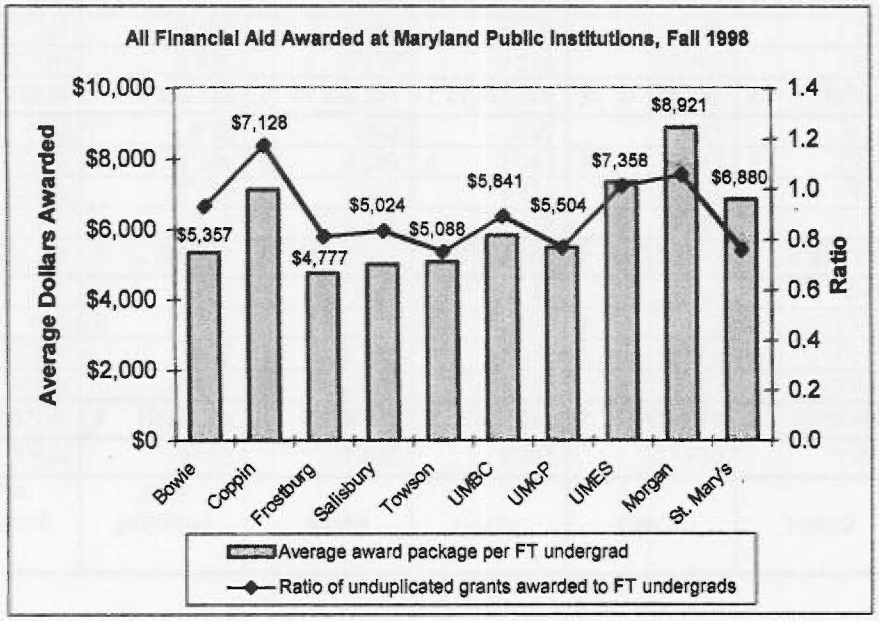
Figure 15:

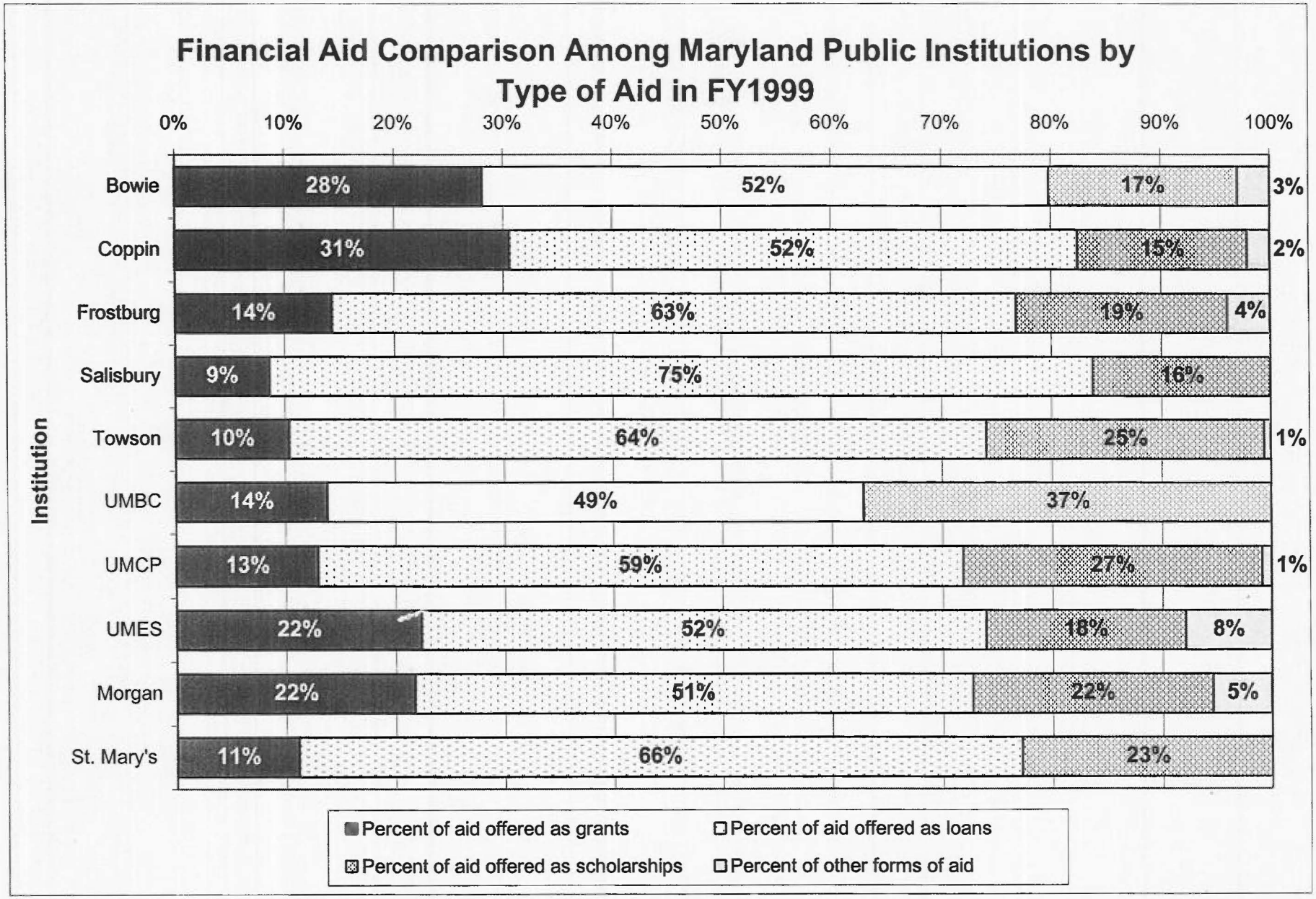
Salisbury State University
Select Financial Aid Comparisons Among Maryland Public Institutions
FY 1999











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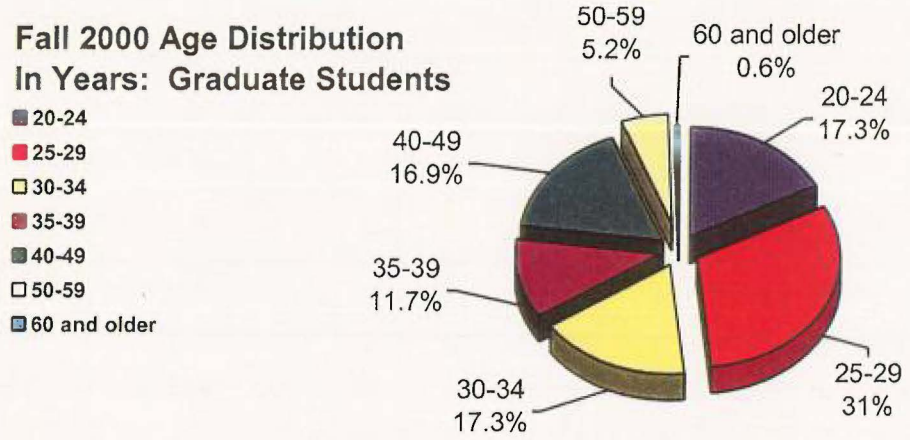
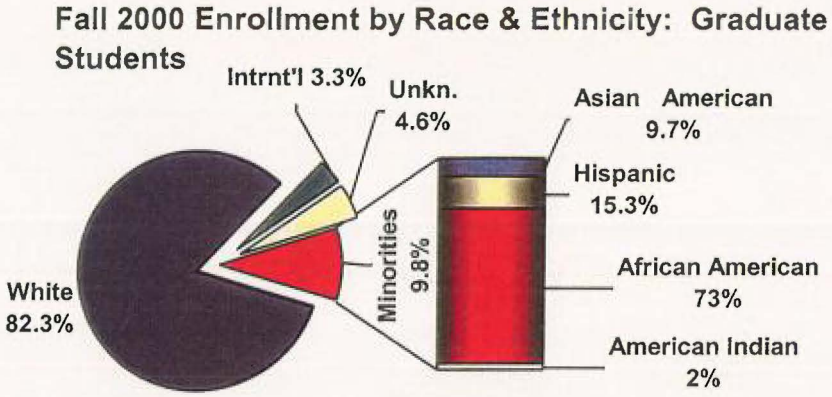
Percent of Aid Chart Chart 1

Percent of Aid Chart Chart 1

Graduate Enrollment & Demographics





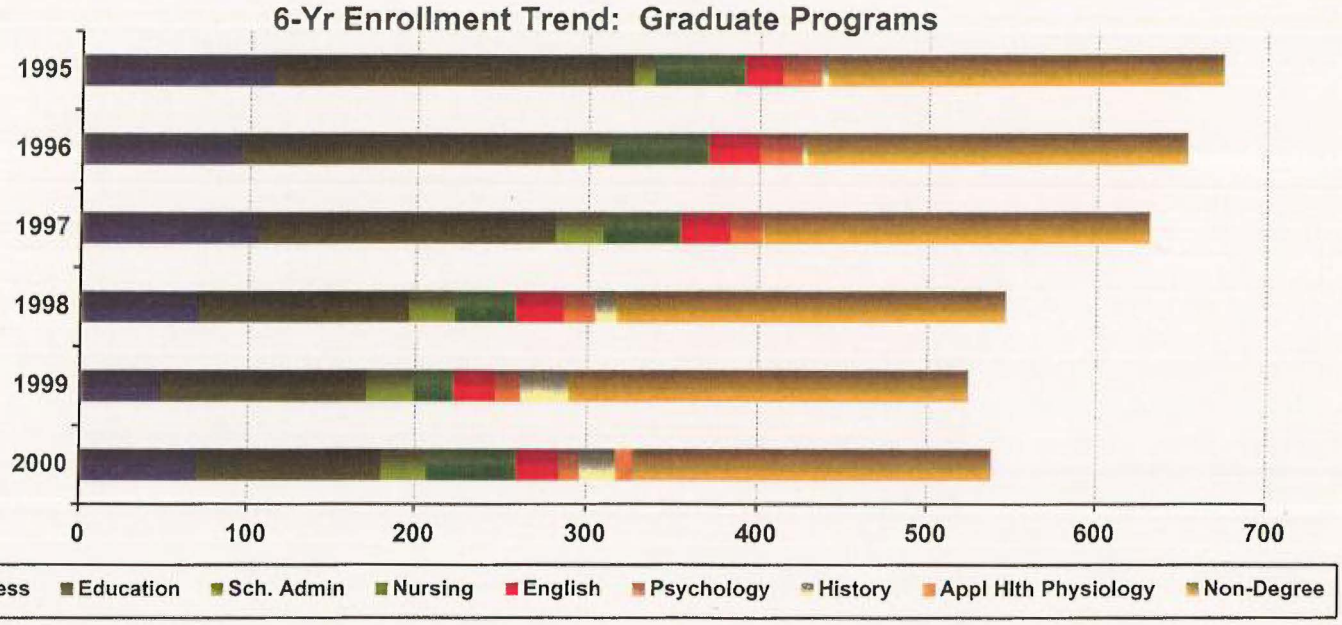


Table 1: ***Total Graduate*** **Enrollment: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	653	631	546	524	538
% Annual Growth	-3.1%	-3.4%	-13.5%	-4.0%	2.7%
Total Men	194	192	148	153	165
% Men	29.7%	30.4%	27.1%	29.2%	30.7%
Total Women	459	439	398	371	373
% Women	70.3%	69.6%	72.9%	70.8%	69.3%
F.T.E.	237.9	233.3	194.9	190.6	204.3
% Annual Growth	3.9%	-1.9%	-16.5%	-2.2%	7.2%
Full-Time Students	153	118	81	83	110
Men	58	47	27	26	48
Women	95	71	54	57	62
% Full-Time	23.4%	18.7%	14.8%	15.8%	20.4%
Average Age				**31**	**28**
Part-Time Students	500	513	465	441	428
Men	136	145	121	127	117
Women	364	368	344	314	311
% Part-Time	76.6%	81.3%	85.2%	84.2%	79.6%
Average Age				**35**	**35**
Average Graduate Student Age				**35**	**34**

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Figure 1: **Total Graduate FTE & Headcount Growth, Headcount Increase: 1996-2000**

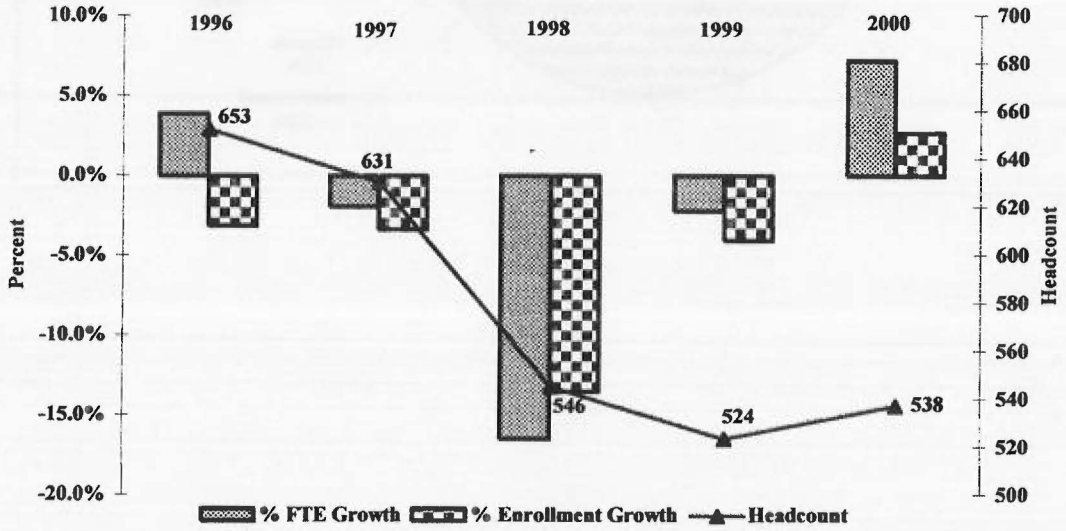

Table 2: ***Total Graduate*** **Demographics: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**653**	**631**	**546**	**524**	**538**
African-American	46	40	39	38	38
American Indian	-	1	1	1	1
Asian/Pacific Islander	5	3	8	5	5
Hispanic	2	5	4	3	8
International	13	21	16	14	18
White	587	560	469	450	443
Unknown	-	1	9	13	25
% Known Minority	8.1%	7.8%	9.7%	9.2%	10.1%
% Minority + International	10.1%	11.1%	12.7%	11.9%	13.6%
% Unknown	0.0%	0.2%	1.6%	2.5%	4.6%

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Figure 2: **Total Graduate Enrollment by Ethnicity: Fall 2000**

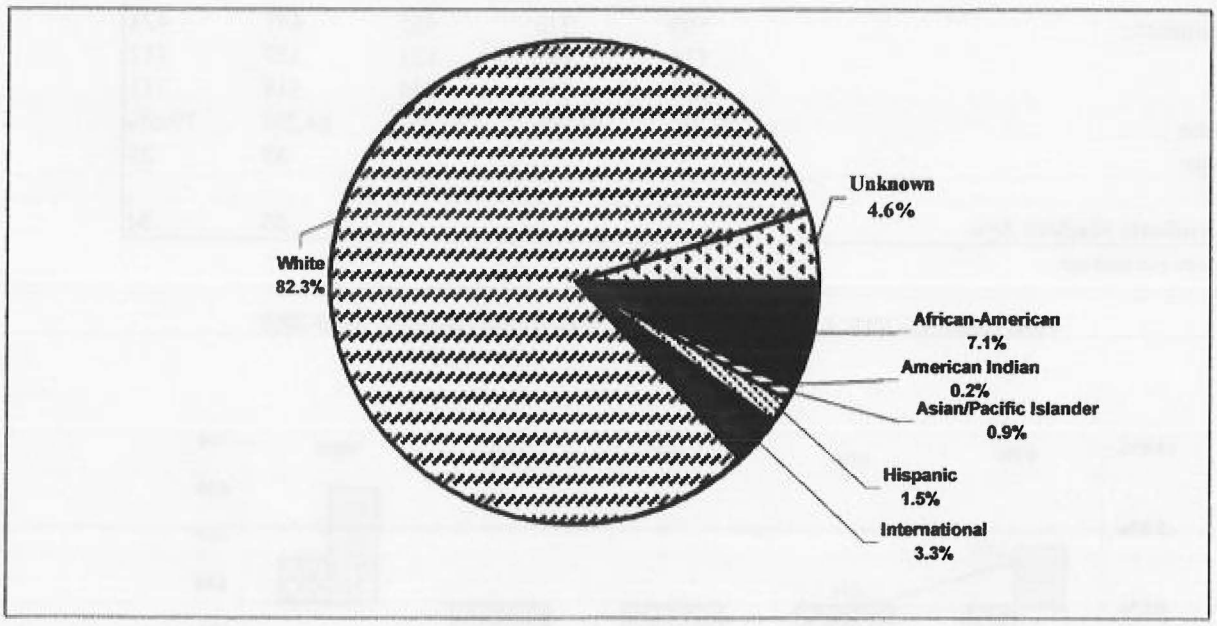

Table 3: ***Total Graduate*** **Enrollment by Age and Sex: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**653**	**631**	**546**	**524**	**538**
Total less than 20 Years Old	-	-	-	-	-
Men	-	-	-	-	-
Women	-	-	-	-	-
% less than 20 years old	0.0%	0.0%	0.0%	0.0%	0.0%
Total 20-24 Yrs Old	108	92	79	74	93
Men	34	33	21	20	36
Women	74	59	58	54	57
% 20 - 24 yrs old	16.5%	14.6%	14.5%	14.1%	17.3%
Total 25-29 Yrs Old	234	242	181	162	167
Men	74	71	46	51	49
Women	160	171	135	111	118
% 25-29 Yrs Old	35.8%	38.4%	33.2%	30.9%	31.0%
Total 30-34 Yrs Old	98	96	100	103	93
Men	34	33	29	35	33
Women	64	63	71	68	60
% 30-34 Yrs Old	15.0%	15.2%	18.3%	19.7%	17.3%
Total 35-39 Yrs Old	69	51	56	57	63
Men	17	15	16	16	21
Women	52	36	40	41	42
% 35-39 Yrs Old	10.6%	8.1%	10.3%	10.9%	11.7%
Total 40-49 Yrs Old	115	115	98	106	91
Men	24	27	24	22	16
Women	91	88	74	84	75
% 40-49 Yrs Old	17.6%	18.2%	17.9%	20.2%	16.9%
Total 50-59 Yrs Old	28	35	30	19	28
Men	11	13	11	7	9
Women	17	22	19	12	19
% 50-59 Yrs Old	4.3%	5.5%	5.5%	3.6%	5.2%
Total 60 and Older	1	0	2	3	3
Men	0	0	1	2	1
Women	1	0	1	1	2
% 60 and Older	0.2%	0.0%	0.4%	0.6%	0.6%

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Table 4: ***Total Graduate*** **Enrollment by State: 1996-2000**

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**653**	**631**	**546**	**524**	**538**
Alabama	1	1	-	-	-
Alaska	-	-	-	-	-
Arizona	-	-	-	-	-
Arkansas	-	-	-	-	-
California	-	-	-	-	1
Colorado	2	-	-	-	-
Connecticut	1	-	-	1	1
Delaware	**53**	**31**	**26**	**27**	**25**
District of Columbia	-	1	-	-	-
Florida	-	2	2	1	1
Georgia	-	-	-	-	-
Hawaii	-	-	-	-	-
Idaho	-	-	-	-	2
Illinois	-	-	-	-	-
Indiana	-	-	-	-	-
Iowa	2	-	-	-	-
Kansas	-	-	-	-	-
Kentucky	-	-	-	-	1
Louisiana	-	-	-	-	-
Maine	-	-	-	-	-
Maryland	**512**	**506**	**453**	**429**	**421**
Massachusetts	-	-	-	1	2
Michigan	-	-	-	1	1
Minnesota	-	-	-	-	-
Mississippi	1	-	-	-	-
Missouri	-	-	-	-	-
New Hampshire	-	-	-	-	-
New Jersey	5	9	2	4	7
New Mexico	-	1	1	0	0
New York	**14**	**13**	**12**	**11**	**17**
North Carolina	2	4	2	4	1
North Dakota	1	-	1	1	5
Ohio	-	1	2	2	1
Oklahoma	-	-	-	-	-
Oregon	1	1	-	-	-
Pennsylvania	12	11	9	10	6
Rhode Island	1	-	-	-	-
South Carolina	-	-	-	-	-
Tennessee	-	-	-	-	-
Texas	-	-	-	-	-
Utah	-	-	-	-	1
Vermont	-	-	-	-	1
Virginia	**30**	**26**	**16**	**15**	**22**
Washington	-	-	-	-	-
West Virginia	1	2	3	1	2
Wisconsin	-	-	-	-	-
International Countries	14	21	16	14	18
Other Foreign	-	1	1	2	2

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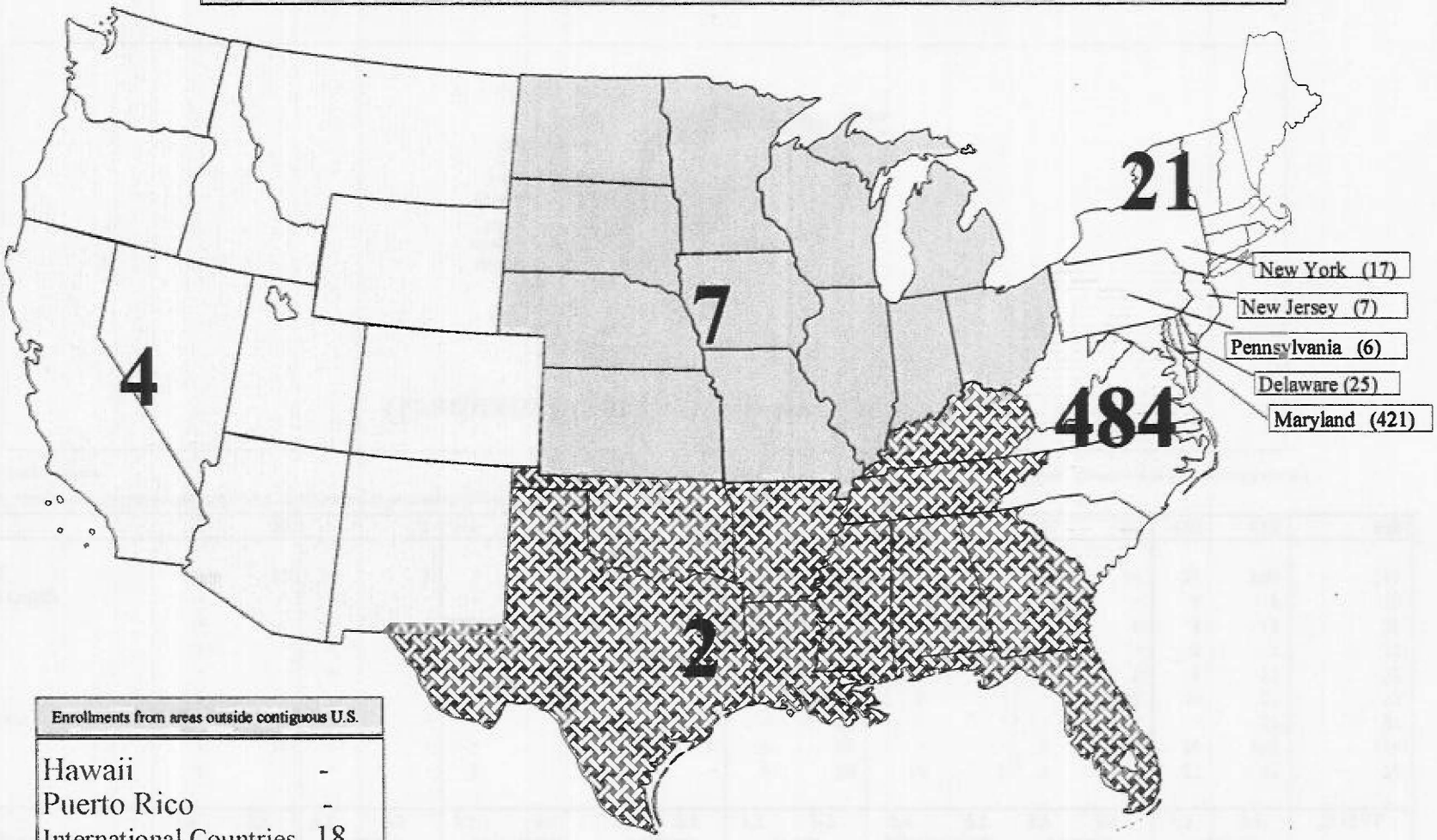
Figure 3:

FALL 2000 Graduate Enrollment
Residency by Region

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



Enrollments from areas outside contiguous U.S.	
Hawaii	-
Puerto Rico	-
International Countries	18
Other Foreign	2

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Total Graduate Students = 538

Table 5:

Graduate Enrollment by Program, Race/Ethnicity, and Status, Fall 2000

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	
Business	1	2	-	-	1	1	1	-	9	38	14	1	1	1	27	43	70
Education	1	11	-	-	-	1	-	1	8	86	-	-	1	1	10	100	110
School Administration	-	2	-	-	-	-	-	-	-	25	-	-	-	-	-	27	27
Nursing	3	2	-	-	-	1	-	-	21	22	1	-	-	2	25	27	52
English	-	-	-	-	-	-	-	1	7	14	1	1	-	1	8	17	25
Psychology	1	-	-	-	-	-	-	-	4	7	-	-	-	-	5	7	12
History	-	1	-	-	-	-	-	-	8	11	-	-	-	1	8	13	21
Applied Health Physiology	-	-	-	-	-	-	1		5	4	-	-	-	-	6	4	10
Non-degree seeking	2	12	-	1	-	1	-	4	16	158	-	-	3	14	21	190	211
Total	**8**	**30**	**-**	**1**	**1**	**4**	**2**	**6**	**78**	**365**	**16**	**2**	**5**	**20**	**110**	**428**	**538**

* The two "other foreign" students were included in one of the other catagories due to the methodology utilized by the USM Service Center in writing the computer program.

o:\fb0001total grad enrl\grad prog-race-status

Source: Enrollment by Program and Race, S-1

Figure 4:

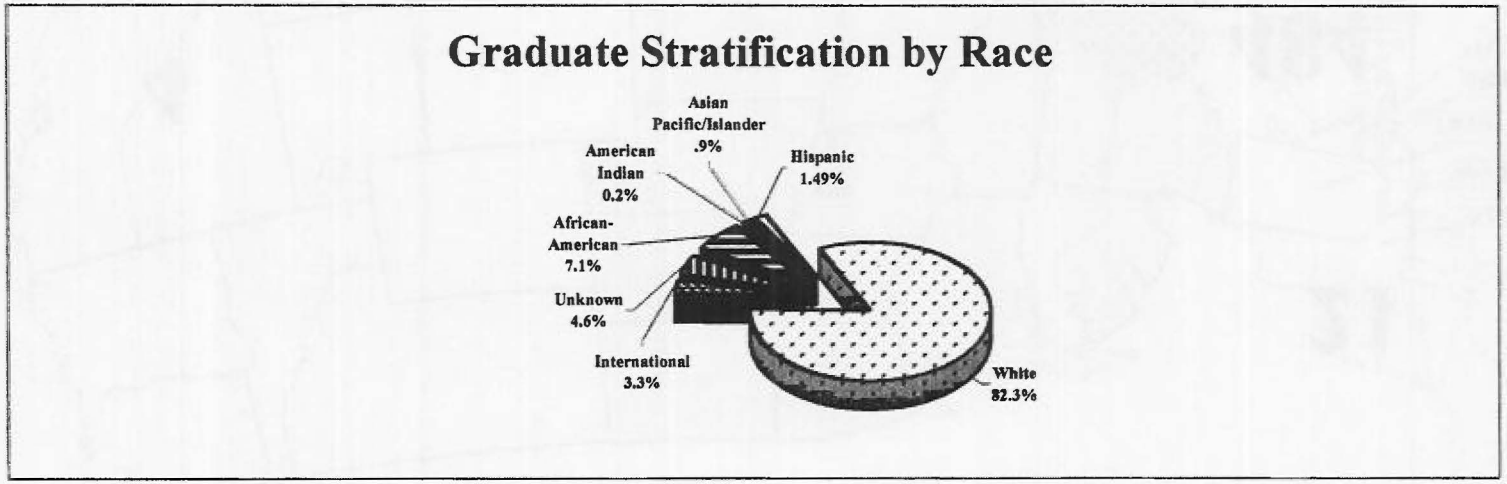

Table 6: Graduate Student Credit Hours by Department: Fall Enrollment 1996-2000

Department	1996	1997	1998	1999	2000	Majors
Accounting	-	-	48	96	96	
Applied Health Physiology	-	-	-	-	87	
Art	3	-	3	-	2	
Biology	18	19	4	18	40	
Business Administration	471	579	315	216	309	12.6%
Chemistry	3	-	-	-	-	
Communication Arts	3	-	-	-	3	
Economics	-	-	69	51	78	
Education, Administration	-	-	-	-	198	8.1%
Master of Arts in Teaching	-	-	-	-	78	
Education, Elementary	21	12	69	66	-	
Education, General	1371	1365	1065	1077	882	36.0%
Education, Secondary	18	3	21	18	-	
English	255	279	210	244	246	10.0%
French	-	3	3	-	-	
General Studies	21	21	50	12	3	
Geography	-	-	3	3	-	
History	54	48	117	150	138	
Mathematics	97	48	21	6	12	
Music	9	6	-	-	-	
Music-Applied	4	5	-	-	4	
Nursing	258	201	152	168	165	6.7%
Philosophy	-	-	-	-	3	
Physical Education	3	6	6	6	6	
Psychology	240	189	180	147	96	
Social Work	6	15	3	9	6	
TOTALS	**2855**	**2799**	**2339**	**2287**	**2452**	**73.4%**
Total FTES	**237.9**	**233.3**	**194.9**	**190.6**	**204.3**	

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor,
Job No. NMIS150, Program No. MISN210. For FTES, divide by 12 for graduate.
o:\total grad enrl\grad-CHs

Table 7: Enrollment in Graduate Degree Programs (Full and Part-Time) by School, and Discipline: Fall 1996 to Fall 2000

School and Degree Program	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Business Administration	95	106	71	48	70
Education	196	175	125	123	110
Education, Administration	21	28	27	28	27
English	30	29	28	24	25
History	3	1	13	28	21
Nursing	58	45	35	23	52
Psychology	25	19	18	15	12
Applied Health Physiology	-	-	-	-	10
Non-Degree Seeking	225	228	229	235	211
TOTAL	**653**	**631**	**546**	**524**	**538**

Table 8: ***Graduate Degrees*** **Awarded by Program: 1996-00**

Fiscal Year	95-96	96-97	97-98	98-99	99-00
Total Degrees	**140**	**158**	**168**	**182**	**145**
Business Administration					
MBA	32	35	37	38	28
Education					
MEd	87	88	95	95	70
Education, Administration					
MEd	0	8	11	12	9
English					
MA	7	11	13	16	15
History					
MA	6	2	-	6	7
Nursing					
MS	5	10	7	11	13
Psychology					
MS	3	4	5	4	3

o:\fb0001 total grad enrl\grad-degrees

Figure 5:

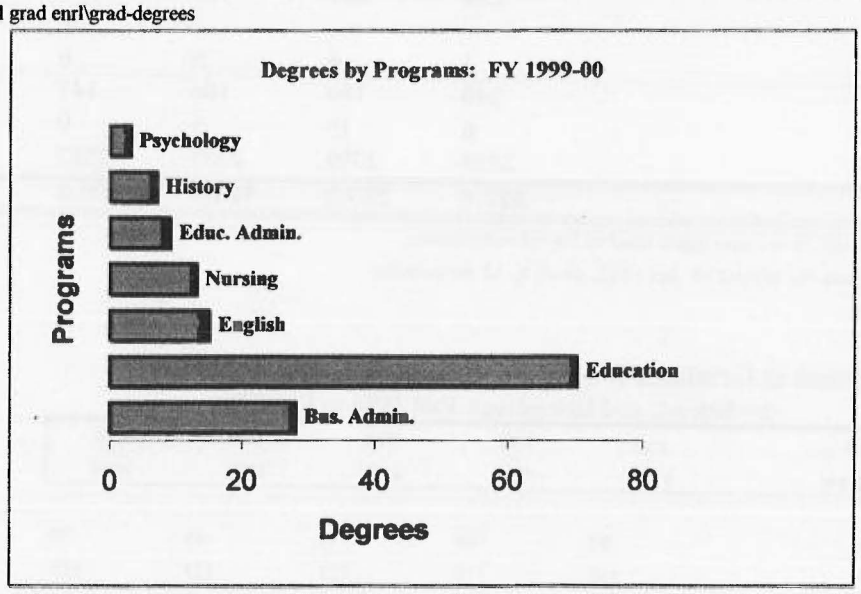

Figure 6:

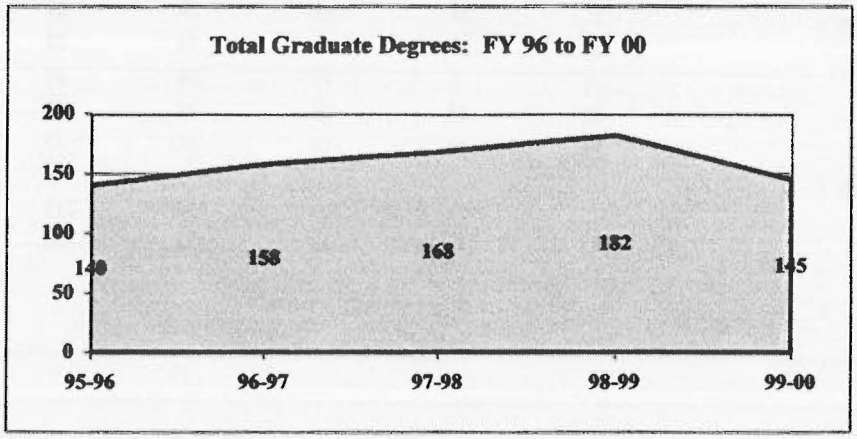

Table 9:

1999-00 Graduate Degrees Awarded
By Major and Track

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

	(No track)	ADMIN	BUAD	CLSP	ECED	EDUC	ELED	ENGL	MATH	PRAC	PSED	PSYC	REED	SCED	SCIE	TOTAL
Business Admin	25		3													28
Education	37				1		6		3		18		2	2	1	70
English	14							1								15
History	7															7
Nursing	0	1		8						4						13
Public Sch Admin	8					1										9
Psychology	2											1				3
Total	93	1	3	8	1	1	6	1	3	4	18	1	2	2	1	145

ADMN: Administration
BUAD: Business Administration
CLSP: Clinical Specialist
ECED: Early Childhood Education

EDUC: Education
ELED: Elementary Ed
ENGL: English
MATH: Mathematics
PRAC: Family Nurse Practitioner

PSED: Post-secondary Educ
PSYC: Psychology
REED: Reading Education
SCED: Secondary Education
SCIE: Science Education

Source: 2000 Degree File (M416300xx.dat)
O:\Fb00-01total grad reports\Dgr Track Grad.xls

Table 10: *Graduate Non-Degree Enrollment: 1996-2000*

Fall Semesters	1996	1997	1998	1999	2000
Total Headcount	**236**	**237**	**234**	**239**	**216**
% Annual Growth	**0.4%**	**0.4%**	**-1.3%**	**2.1%**	**-9.6%**
Total Men	73	72	57	67	58
% Men	30.9%	30.4%	24.4%	28.0%	26.9%
Total Women	163	165	177	172	158
% Women	69.1%	69.6%	75.6%	72.0%	73.1%
F.T.E.	57.4	60.8	61.3	63.8	57.9
% Annual Growth	-5.4%	5.6%	0.8%	3.9%	-10.2%
Full Time Students	44	34	31	33	21
Men	24	19	11	14	16
Women	20	15	20	19	5
% Full Time	18.6%	14.3%	13.2%	13.8%	9.7%
Part Time Students	192	203	203	206	195
Men	49	53	46	53	42
Women	143	150	157	153	153
% Part Time	81.4%	85.7%	86.8%	86.2%	90.3%

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*Source: Enrollment Summary Statistics, NMIS350

Figure 7:

Total Graduate Non-Degree FTE & Headcount Growth: 1996-2000

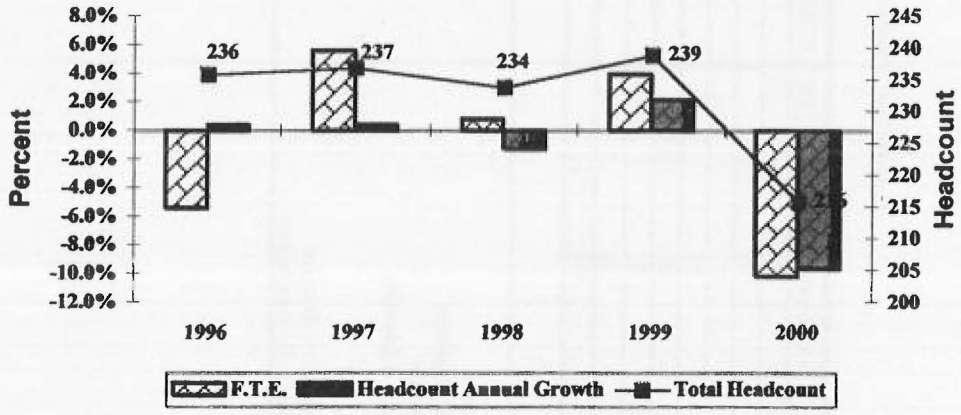

Table 11: ***Graduate Grade Distribution*: 1995-1999**

Grade	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
A	68%	69%	68%	73%	68%
B	24%	25%	21%	20%	22%
C	2%	2%	3%	1%	2%
D	-	-	-	-	-
F	1%	0%	1%	0%	1%
PS (Pass)	-	-	-	-	-
S (Pass)*	-	-	-	-	-
W (Withdrawal)	2%	1%	1%	2%	1%

o:\fb0001 total graduate/grad % of grades

Source: Grade Distribution by Discipline Job NMIS100.

Graduate Grade Distribution: Fall 1999

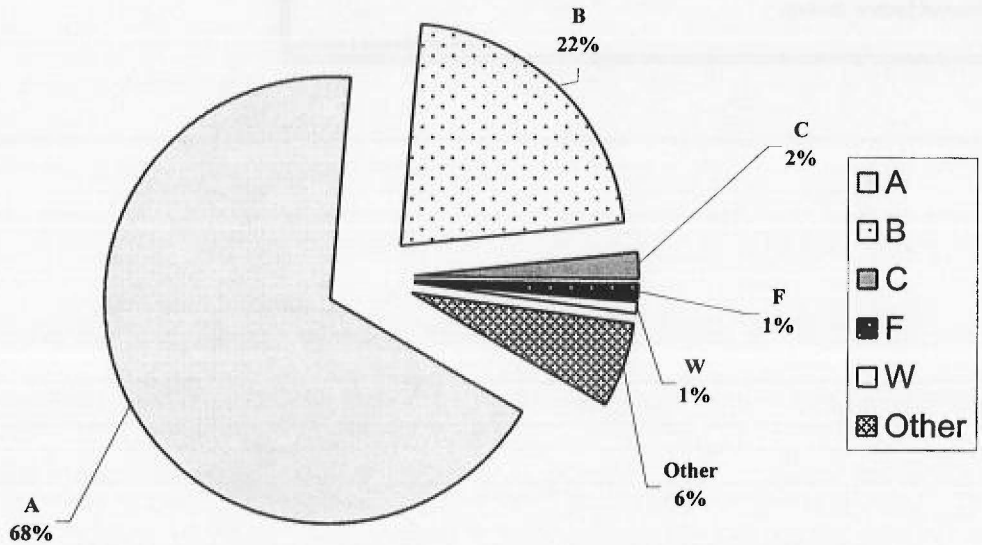

Table 12

Graduate Financial Aid Awards Summary
Fiscal Year 1996-97 to 1999-00

Type	Number of Recipients				% of
	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FTES*
GRANTS/SCHOLARSHIPS/FELLOWSHIPS					
Federal Sources	10	12	7	7	3.7%
Other Race/Desegregation Grants	2	5	4	-	-
State Scholarships from Commission	9	9	6	10	5.3%
Tuition Waivers for Students	7	9	7	8	4.2%
Tuition Waivers for emp./dependents	52	51	70	60	31.8%
Tuition Waivers for Senior Cit./Disabled	-	2	2	5	2.7%
Institutional Sources	-	-	-	23	12.2%
Private Sources	4	4	4	4	2.1%
LOANS					
Federal Stafford Loans[2]	85	77	59	68	36.1%
Federal PLUS Loans[3]	-	-	-	-	-
Federal SLS & all other Federal[4]	-	-	-	-	-
Private Sources	-	-	-	-	-
STUDENT EMPLOYMENT					-
Student Assistantships	33	39	36	40	21.2%
Tuition Waivers to Graduate Assistants	41	43	34	42	22.3%
Total Unduplicated Number of Recipients for ALL Types of Aid[1]	118	170	174	207	

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

*FTES = 188.6

[1] In FY 97, the University System of MD's new format concerning the calculation of unduplicated number of recipients makes total amount lower than previous years.

[2] Guaranteed student loans.

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

[4] SLS is Supplemental Loans to Students

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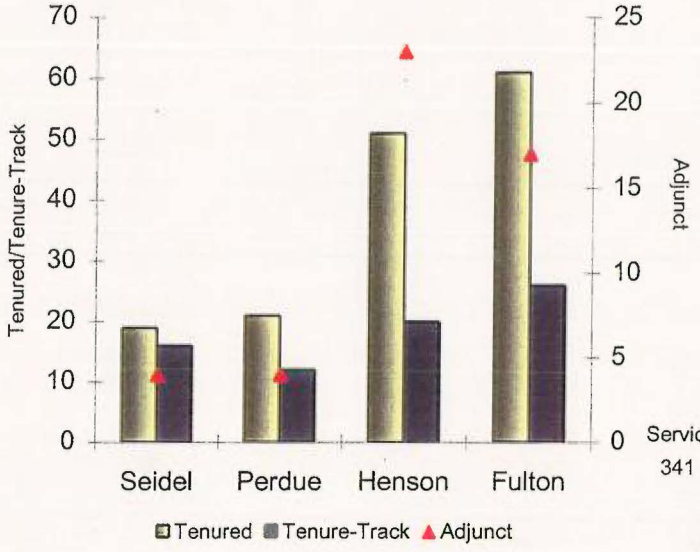
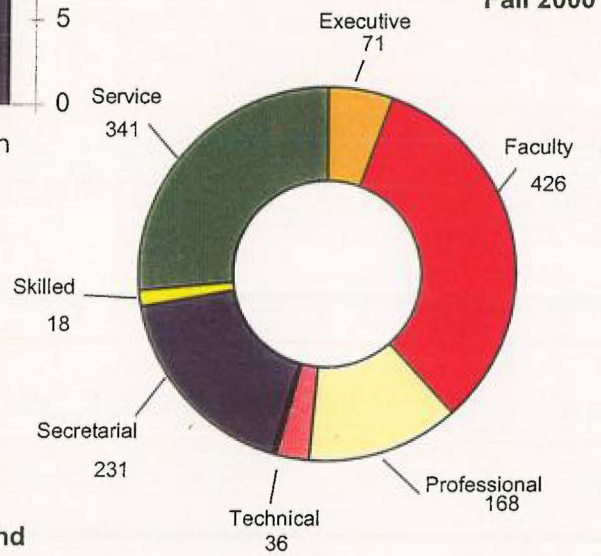
Faculty and Other Personnel

Number of Faculty per School
Fall 2000



All Employees by Category,
Fall 2000



Average Years of Faculty Service and
Age by Rank, Fall 2000

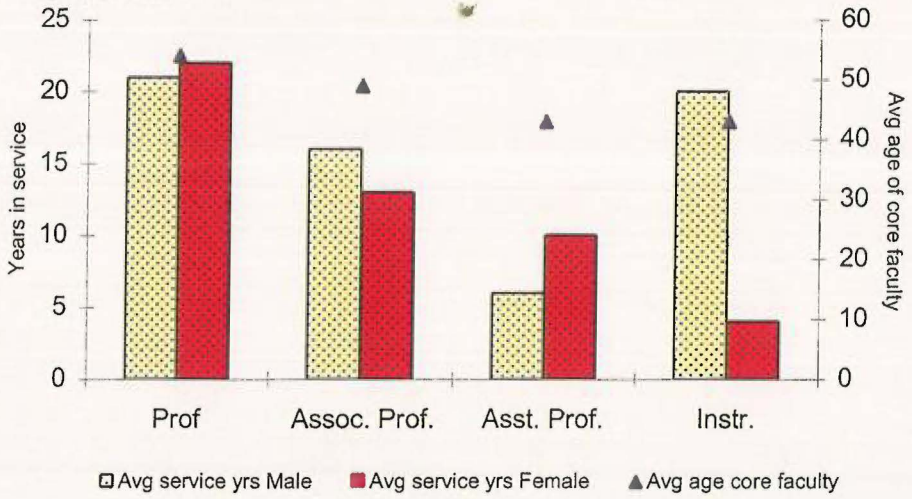


Table 1: **Summary of Faculty Characteristics**

Includes Full-Time Contractual Faculty, **Fall 1996 - Fall 2000**

Characteristic	1996		1997		1998		1999		2000	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	204	80.3%	207	81.5%	212	80.6%	215	82.4%	227.5	82.7%
Full Time Contractual	50	19.7%	47	18.5%	51	19.4%	46	17.6%	47.5	17.3%
Total	254	100.0%	254	100.0%	263	100.0%	261	100.0%	275	100.0%
SCHOOL										
Fulton School of Liberal Arts	95	37.4%	96	37.8%	97	36.9%	96	36.8%	104	37.8%
Henson School of Science & Technology	90	35.4%	87	34.3%	92	35.0%	91	34.9%	94	34.2%
Perdue School of Business	33	13.0%	33	13.0%	36	13.7%	34	13.0%	37	13.5%
Seidel School of Education & Professional Studies	36	14.2%	38	15.0%	38	14.4%	40	15.3%	40	14.5%
Total	254	100.0%	254	100.0%	263	100.0%	261	100.0%	275	100.0%
RACE/ETHNICITY										
African-American	11	4.3%	12	4.7%	10	3.8%	8	3.1%	10	3.6%
White	236	92.9%	235	92.5%	243	92.4%	243	93.1%	256	93.1%
Other	7	2.8%	7	2.8%	10	3.8%	10	3.8%	9	3.3%
Total	254	100.0%	254	100.0%	263	100.0%	261	100.0%	275	100.0%
SEX										
Male	157	61.8%	155	61.0%	164	62.4%	164	62.8%	174	63.3%
Female	97	38.2%	99	39.0%	99	37.6%	97	37.2%	101	36.7%
Total	254	100.0%	254	100.0%	263	100.0%	261	100.0%	275	100.0%
HIGHEST DEGREE										
Doctorate	180	70.9%	183	72.0%	181	68.8%	191	73.2%	204.5	74.4%
Masters	61	24.0%	56	22.0%	66	25.1%	54	20.7%	50.5	18.4%
Bachelors	3	1.2%	5	2.0%	7	2.7%	8	3.1%	10	3.6%
Terminal[1]	10	3.9%	10	3.9%	9	3.4%	8	3.1%	10	3.6%
Total	254	100.0%	254	100.0%	263	100.0%	261	100.0%	275	100.0%
RANK										
Professor	54	26.5%	56	27.1%	60	28.3%	67	31.2%	71	31.2%
Associate Professor	68	33.3%	66	31.9%	65	30.7%	66	30.7%	66	29.0%
Assistant Professor	73	35.8%	75	36.2%	79	37.3%	76	35.3%	82	36.0%
Instructor	9	4.4%	10	4.8%	8	3.8%	6	2.8%	8.5	3.7%
Total Ranked	204	100.0%	207	100.0%	212	100.0%	215	100.0%	227.5	100.0%
Lecturer/Unranked [2]	50		47		51		46		47.5	
TOTAL FACULTY	254		254		263		261		275	
TENURED BY RANK										
Professor	54	100.0%	54	96.4%	59	98.3%	66	98.5%	70	98.6%
Associate Professor	66	97.1%	63	95.5%	63	96.9%	64	97.0%	61	92.4%
Assistant Professor	32	43.8%	31	41.3%	31	39.2%	25	32.9%	21	25.6%
Instructor	3	33.3%	3	30.0%	3	37.5%	1	16.7%	1	11.8%
Total Tenured	155	76.0%	151	72.9%	156	73.6%	156	72.6%	153	67.3%
Tenure-Track	49	24.0%	56	27.1%	56	26.4%	59	27.4%	74.5	32.7%
Total Tenure/Tenure-Track	204	100.0%	207	100.0%	212	100.0%	215	100.0%	227.5	100.0%
Lecturer/Unranked [2]	50		47		51		46		47.5	
TOTAL FACULTY	254		254		263		261		275	

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[1]MFAs in Art and Communication Arts and a MSW in Social Work or Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

[2]Full-Time Contractual Faculty

Table 2: **Faculty Tenure Status* by Rank, Department, and School, 2000 - 2001**

School & Department	Number of Faculty with Tenure				Number of Tenure-Track Faculty					
	Prof.	Assoc.	Asst.	Instr.	Prof.	Asso.	Asst.	Instr.	Total	% Tenured
Fulton School of Liberal Arts										
Art	-	2	2	-	-	1	-	-	5	80%
Communication Arts	2	5	-	1	-	-	4	-	12	67%
English	11	4	-	-	-	1	1	-	17	88%
History	6	2	2	-	-	-	7	-	17	59%
Modern Language	2	1	-	-	-	-	1	-	4	75%
Music	1	2	-	-	-	-	3	-	6	50%
Philosophy	2	2	-	-	-	-	-	-	4	100%
Political Science	2	1	-	-	-	-	2	-	5	60%
Psychology	6	2	1	-	-	-	3	-	12	75%
Sociology	-	1	1	-	-	-	3	-	5	40%
Subtotal	32	22	6	1	-	2	24	-	87	70%
Henson School of Science & Technology										
Biology	4	6	-	-	-	1	6	-	17	59%
Chemistry	4	1	-	-	-	-	3	-	8	63%
Geography	3	2	-	-	-	1	1	-	7	71%
Math/Computer Science	5	5	2	-	-	-	3	-	15	80%
Med Tech/Resp Therapy	-	2	3	-	-	-	1	-	6	83%
Nursing	1	5	5	-	1	-	-	1.5	13.5	81%
Physics	3	-	-	-	-	-	2	-	5	60%
Subtotal	20	21	10	-	1	2	16	1.5	71.5	71%
Perdue School of Business										
Accounting & Legal Studies	5	0	1	-	-	-	3	-	9	67%
Economics & Finance	2	1	-	-	-	-	5	-	8	38%
Marketing & Management	5	4	-	-	-	-	1	-	10	90%
Info Systems Mngmt	1	1	1	-	-	-	2	1	6	50%
Subtotal	13	6	2	-	-	-	11	1	33	64%
Seidel School of Education & Professional Studies										
Education	3	7	1	-	-	-	8	1	20	55%
Physical Education	1	4	2	-	-	-	2	1	10	70%
Social Work	1	1	-	-	-	1	-	3	6	33%
Subtotal	5	12	3	-	-	1	10	5	36	56%
Total	70	61	21	1	1	5	61	7.5	227.5	67%

*Excludes the 47.5 full-time contractual faculty. If included, the "% tenured" for all full-time faculty would be 56% (153 out of 274.5)
o:\FB00-01faculty\factenure

Table 3: **Full-Time Faculty by Rank, Sex, & School, Fall 2000**

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer (Contractual)	Total	Percentage
Fulton School of Liberal Arts							
Male	27	14	20	1	9	71	25.8%
Female	5	10	10	-	8	33	12.0%
Subtotal	**32**	**24**	**30**	**1**	**17**	**104**	**37.8%**
Henson School of Science & Technology							
Male	18	14	12	0.0	11.0	55	20.0%
Female	3	9	14	1.5	11.5	39	14.2%
Subtotal	**21**	**23**	**26**	**1.5**	**22.5**	**94**	**34.2%**
Perdue School of Business							
Male	12	6	9	-	3	30	10.9%
Female	1	-	4	1	1	7	2.5%
Subtotal	**13**	**6**	**13**	**1**	**4**	**37**	**13.5%**
Seidel School of Education & Professional Studies							
Male	4	5	8	-	1	18	6.5%
Female	1	8	5	5	3	22	8.0%
Subtotal	**5**	**13**	**13**	**5**	**4**	**40**	**14.5%**
GRAND TOTAL							
MALE	**61**	**39**	**49**	**1.0**	**24.0**	**174**	**63.3%**
FEMALE	**10**	**27**	**33**	**7.5**	**23.5**	**101**	**36.7%**
TOTAL	**71**	**66**	**82**	**8.5**	**47.5**	**275**	**100.0%**

Figure 1: **Full-Time Faculty by Rank & Sex: Fall 2000**

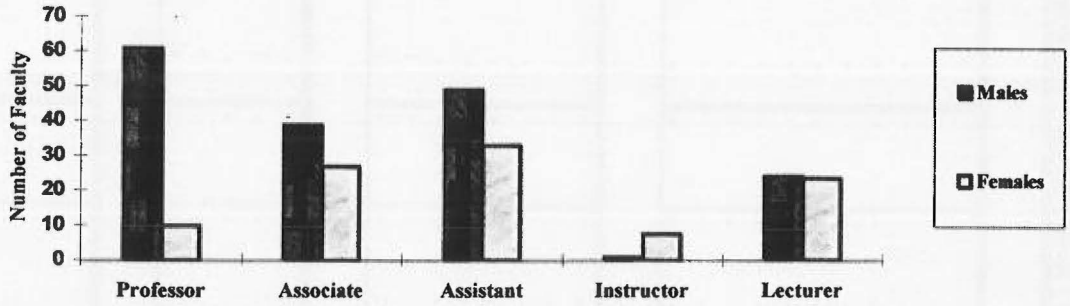

Table 4: **Average Years of Service and Age of Core Faculty by Rank***

(Up to and including Fall 2000 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty*	**71**	**67**	**81**	**8.5**	**227.5**
Av. Age of core faculty	54	49	43	43	47
Av. Years of service for core faculty	20	14	8	5	13
Male average years of service	21	16	6	20	14
Female average years of service	22	13	10	4	11

*Excluding FT Contractual (N=47.5)

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Table 5: **Full-Time[1] Faculty by Race, Sex, School, and Department, Fall 2000**

School & Department	African-American			American Indian			Asian American			Hispanic			White			Total		
	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Total
Fulton School of Liberal Arts																		
Art	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Communication Arts	1	-	1	-	-	-	-	-	-	1	-	1	10	4	14	12	4	16
English	1	-	1	-	-	-	-	-	-	-	-	-	12	6	18	13	6	19
History	-	1	1	-	-	-	-	-	-	-	-	-	17	5	22	17	6	23
Modern Language	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	3	3	6
Music	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	3	1	4
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	7	5	12	7	6	13
Sociology	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Subtotal	2	2	4	-	-	-	-	-	-	1	-	1	68	31	99	71	33	104
Henson School of Science & Technology																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	12	9	21	13	9	22
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	7	3	10	8	3	11
Geography	-	-	-	-	-	-	-	1	1	-	-	-	8	-	8	8	1	9
Math/Computer Science	-	-	-	-	-	-	-	-	-	-	-	-	16	4	20	16	4	20
Med Tech/Resp Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	5	8	3	5	8
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	1	16	17	1	16	17
Physics	-	-	-	-	-	-	1	-	1	-	-	-	5	1	6	6	1	7
Subtotal	2	-	2	-	-	-	1	1	2	-	-	-	52	38	90	55	39	94
Perdue School of Business																		
Accounting & Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	8	1	9
Economics & Finance	-	-	-	-	-	-	2	-	2	-	-	-	5	1	6	7	1	8
Marketing & Management	-	-	-	-	-	-	-	-	0	-	-	-	10	2	12	10	2	12
Info Systems Mngmt	-	-	-	-	-	-	3	1	4	-	-	-	2	2	4	5	3	8
Subtotal	-	-	-	-	-	-	5	1	6	-	-	-	25	6	31	30	7	37
Seidel School of Education & Professional Studies																		
Education	1	1	2	-	-	-	-	-	-	-	-	-	8	13	21	9	14	23
Physical Education	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	6	4	10
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	3	6	3	4	7
Subtotal	2	2	4	-	-	-	-	-	-	-	-	-	16	20	36	18	22	40
TOTAL	6	4	10	-	-	-	6	2	8	1	-	1	161	95	256	174	101	275

o:\FB0001 faculty\FAC BY GENDER RACE SCHOOL AND DEPT

[1]Includes 47.5 full-time contractuals

Table 6:

Highest Degree Awarded to Tenured/Tenure Track Faculty
by State & Institution, Academic Year 2000 - 2001

Granting Degree Instituton	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U of Alabama	3	-	-	3
ARKANSAS				
University of Arkansas	1	-	-	1
ARIZONA				
Arizona State U.	1	-	-	1
University of Arizona	3	-	-	3
CALIFORNIA				
California Institute of the Arts	–	1	-	1
U. of S. Calif.	1	-	-	1
UCLA	1	-	-	1
U. of California, Los Angeles	1	-	-	1
University of California, Irvine	1	-	-	1
U.S. Int'l University	1	-	-	1
COLORADO				
University of Denver	1	-	-	1
University of Colorado	2	-	-	2
CONNECTICUT				
University of Connecticut	2	-	-	2
Yale University	1	-	-	1
DELAWARE				
University of Delaware	7	1	-	8
DISTRICT OF COLUMBIA				
Catholic University of America	4	1	-	5
George Washington University	3	-	-	3
Georgetown University	2	-	-	2
FLORIDA				
Florida State University	2	-	-	2
University of Florida	1	-	-	1
GEORGIA				
Emory University	2	1	-	3
Georgia State U.	1	-	-	1
University of Georgia	3	-	-	3
ILLINOIS				
Northwestern University	1	-	-	1
Southern Illinois University	3	-	-	3
University of Chicago	–	1	-	1
University of Illinois	1	-	-	1
INDIANA				
Indiana University	7	-	-	7
IOWA				
University of Iowa	4	-	-	4
KANSAS				
Kansas State U	1	-	-	1
University of Kansas	3	-	-	3
KENTUCKY				
U. of Kentucky	1	-	-	1
Murray State University	–	1	-	1
LOUISIANA				
Louisiana University	1	-	-	1
Louisana State U.	1	-	-	1
Louisiana Tech. U.	1	-	-	1
Northwestern State U.	1	-	-	1
MARYLAND				
Johns Hopkins U.	2	1	-	3
Salisbury State University	-	5.5	-	5.5
University of MD	8	4	-	12
UMB	3	2	-	5
UMCP	17	-	-	17
UMES	1	-	-	1

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
MASSACHUSETTS				
Boston College	1	-	-	1
Boston University	1	-	-	1
Clark University	-	-	1	1
Northeastern U. (Boston)	2	-	-	2
U. of Massachusetts	3	-	-	3
Tufts University	1	-	-	1
MICHIGAN				
East Michigan U.	-	1	-	1
Michigan State U.	3	1	-	4
University of Michigan	1	-	-	1
MINNESOTA				
University of Minnesota	1	-	-	1
MISSISSIPPI		-		
University of Mississippi	1	-	-	1
Mississippi State U.	1	-	-	1
University of S. Mississippi	1	-	-	1
MISSOURI				
Washington U., St. Louis	-	1	-	1
NEBRASKA				
University of Nebraska	2	-	-	2
NEVADA				
U. of Nevada @ Las Vegas	1	-	-	1
NEW HAMPSHIRE		-	-	
Dartmouth College	1	-	-	1
NEW JERSEY				
Princeton University	-	1	-	1
Rutgers University	1	-	-	1
NEW YORK				
Cornell University	1	1	-	2
SUNY, Albany	2	-	-	2
SUNY at Buffalo	2	-	-	2
SUNY at Stony Brook	1	-	-	1
Syracuse University	4	-	-	4
SUNY, Binghamton	1	-	-	1
NORTH CAROLINA				
Appalachian St. U.	-	1	-	1
North Carolina St. U.	1	-	-	1
University of NC, Greensboro	1	-	-	1
OHIO				
Bowling Green State U.	1	-	-	1
Kent State University	–	1	-	1
Ohio State University	6	-	-	6
Case Western Reserve Univ.	1	-	-	1
Union Institute	1	-	-	1
OKLAHOMA				
Oklahoma State U.	2	-	-	2
University of Oklahoma	2	-	-	2
OREGON				
University of Oregon	2	-	-	2
PENNSYLVANIA				
Lehigh University	3	-	-	3
Penn State University	6	1	-	7
University of Pennsylvania	3	-	-	3
University of Pittsburgh	1	-	-	1
Carnegie Mellon University	1	-	-	1
Temple University	3	-	-	3
RHODE ISLAND				
Brown University	1	-	-	1

Highest Degrees Awarded to Tenured/Tenure-Track Faculty Academic Year 2000-2001 (cont.)

Granting Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
SOUTH CAROLINA				
Clemson University	-	1	-	1
University of South Carolina	4	-	-	4
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
University of Tennessee	4	1	-	5
TEXAS				
Texan Christian University	1	-	-	1
University of Houston	1	-	-	1
University of North Texas	1	-	-	1
University of Texas	2	-	-	2
UTAH				
University of Utah	2	-	-	2
VIRGINIA				
College of William & Mary	1	-	-	1
University of Virginia	2	-	-	2
Va. Polytechnic Inst. & St. Univ.	2	-	-	2
WASHINGTON				
University of Washington	1	-	-	1
WEST VIRGINIA				
West Virginia U.	-	1	-	1
WISCONSIN				
University of Wisconsin-Madison	1	-	-	1
FOREIGN COUNTRIES		-		
University of Toronto	2	-	-	2
University of Guelph, Canada	1	-	-	1
University of Calgary, Canada	1	-	-	1
University of British Columbia , Canada	1	-	-	1
Tenured/Tenure-Track Faculty Subtotal	196	30.5	1	227.5

*Includes 3 MFAs, 3 Masters in Med Tech/Resp.Therapy, and 2 Master's in Social Work. (considered to be terminal in their fields)

Figure 2:

All Full-Time Faculty
Percentage of Highest Degree: Fall 2000

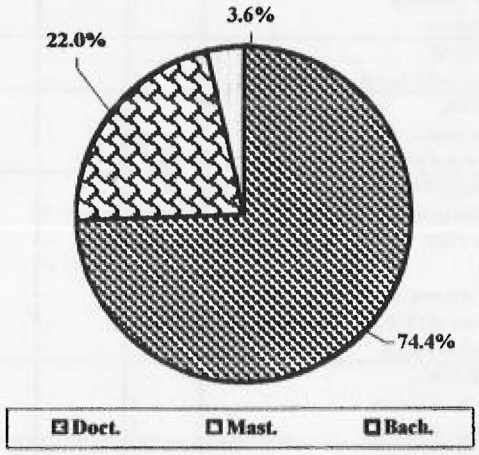

Table 6a: Highest Degrees Awarded to Full-Time Contractual Faculty

By State & Institution

Academic Year 2000-2001

Granting Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
ARIZONA				
University of Arizona	-	1	-	1
CALIFORNIA				
UCLA	1	-	-	1
DELAWARE				
University of Delaware	-	1	-	1
Wilmington College	-	1	-	1
DISTRICT OF COLUMBIA				
George Washington University	1	1	-	2
Indiana			-	
Indiana U - Bloomington	1	-	-	1
KANSAS				
University of Kansas	-	1	-	1
MARYLAND				
Salisbury State University	-	13	6	19
UMB	-	2	-	2
Washington College	-	1	-	1
UMBC	1	-	-	1
UMCP	2	-	-	2
UMES	-	1	-	1
Towson University	-	1	-	1
NEW YORK				
Syracuse U.	1	-	-	1

Granding Degree Institution	No. of Degrees Doct.	Mast.	Bach.	TOTAL
NEBRASHA				
U of Nebraska-Lincoln	-	1	-	1
NORTH CAROLINA	-		-	
Appalachian State U.	-	1	-	1
E. Carolina U.	-	1	-	1
OHIO			-	
Ohio State University	1	1	-	2
OKLAHOMA				
U. of Oklahoma		-	1	1
PENNSYLVANIA				
Lehigh U.	-	1	-	1
Temple U.	-	1	-	1
Villanova	-	-	1	1
Penn State U.	-	1	-	1
VIRGINIA				
George Mason University	0.5	-	-	0.5
WEST VIRGINIA	-			
West Virginia U.	-	-	1	1
Total Full-Time Contractual Faculty*	8.5	30	9	47.5
GRAND TOTAL FOR ALL FACULTY	204.5	60.5	10	275.0

*Includes 1 MSW and one MFA (considered to be terminal in their field).

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Tenured/Tenure-Track Faculty: 40 states, the District of Columbia and 4 foreign countries represented; 86.0% with doctoral degrees, 90% with terminal degrees.
All Full-Time Faculty (275): 40 states, the District of Columbia and 4 foreign countries represented; 74% with doctoral degrees; 78% with terminal degrees.

Table 7:

Salisbury State University
Faculty Salary Comparison
AY 2000-2001 (effective date 11/15/2000)

	Assistant Professors Excluding Perdue School							All Assistant Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)
Female faculty salaries	29	5	$ 40,040	$ 46,738	$ 58,299	$ 46,941	8.5%	33	4	$ 40,040	$ 47,330	$ 69,419	$ 49,080	8.3%
Male faculty salaries	40	2	$ 40,040	$ 44,619	$ 61,826	$ 46,460	7.8%	49	2	$ 40,040	$ 47,017	$ 71,698	$ 49,473	7.5%
All Faculty Salaries	**69**	**3**	**$ 40,040**	**$ 45,991**	**$ 61,826**	**$ 46,662**	**8.2%**	**82**	**3**	**$ 40,040**	**$ 47,063**	**$ 71,698**	**$ 49,315**	**7.9%**
1999-2000 AAUP 85th percentile (2) & (3)				**$ 47,400**							**$ 47,400**			
Median salary above/(below) AAUP 85th percentile for Fall, 1999				**$ (1,409)**							**$ (337)**			
				Fulton School of Liberal Arts Mean				30	2	$ 40,040	$ 43,596	$ 58,299	$ 44,656	7.9%
				Henson School of Science Mean				26	4	$ 40,759	$ 46,884	$ 59,280	$ 47,167	8.7%
				Perdue School of Business Mean				13	2	$ 52,957	$ 62,406	$ 71,698	$ 63,204	6.2%
				Seidel School of Professional Studies Mean				13	3	$ 43,302	$ 48,880	$ 61,826	$ 50,282	7.5%

	Associate Professors Excluding Perdue School							All Associate Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)
Female faculty salaries	27	2	$ 46,680	$ 51,257	$ 57,749	$ 51,284	9.0%	27	2	$ 46,680	$ 51,257	$ 57,749	$ 51,284	9.0%
Male faculty salaries	33	4	$ 46,502	$ 52,527	$ 66,844	$ 53,954	7.8%	39	4	$ 46,502	$ 53,181	$ 80,297	$ 56,398	7.7%
All Faculty Salaries	**60**	**4**	**$ 46,502**	**$ 51,543**	**$ 66,844**	**$ 52,752**	**8.5%**	**66**	**4**	**$ 46,502**	**$ 52,164**	**$ 80,297**	**$ 54,306**	**8.3%**
1999-2000 AAUP 85th percentile (2) & (3)				**$ 58,600**							**$ 58,600**			
Median salary above/(below) AAUP 85th percentile for Fall, 1999				**$ (7,057)**							**$ (6,436)**			
				Fulton School of Liberal Arts Mean				24	4	$ 48,464	$ 51,259	$ 60,301	$ 52,870	8.9%
				Henson School of Science Mean				23	3	$ 46,502	$ 51,579	$ 65,063	$ 52,172	8.4%
				Perdue School of Business Mean				6	7.5	$ 55,314	$ 70,016	$ 80,297	$ 69,839	7.1%
				Seidel School of Professional Studies Mean				13	2	$ 47,462	$ 51,714	$ 66,844	$ 53,563	7.9%

	Full Professors Excluding Perdue School							All Full Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Inc(1)
Female faculty salaries	9	3	$ 59,488	$ 62,674	$ 69,831	$ 64,059	8.3%	10	3	$ 59,488	$ 64,483	$ 70,545	$ 64,707	8.2%
Male faculty salaries	49	8	$ 57,408	$ 65,828	$ 108,990	$ 67,643	7.1%	61	7	$ 57,408	$ 68,539	$ 110,985	$ 71,192	6.9%
All Faculty Salaries	**58**	**7**	**$ 57,408**	**$ 65,793**	**$ 108,990**	**$ 67,087**	**7.3%**	**71**	**6**	**$ 57,408**	**$ 68,279**	**$ 110,985**	**$ 70,279**	**7.1%**
1999-2000 AAUP 85th percentile (2) & (3)				**$ 73,000**							**$ 73,000**			
Median salary above/(below) AAUP 85th percentile for Fall, 1999				**$ (5,913)**							**$ (2,721)**			
				Fulton School of Liberal Arts Mean				32	10	$ 57,408	$ 67,447	$ 81,143	$ 66,824	7.0%
				Henson School of Science Mean				21	6	$ 57,408	$ 64,808	$ 79,642	$ 66,115	7.9%
				Perdue School of Business Mean				13	2	$ 68,902	$ 79,159	$ 110,985	$ 84,518	6.4%
				Seidel School of Professional Studies Mean				5	7	$ 59,464	$ 64,192	$ 108,990	$ 72,855	6.5%

NOTES:
(1) Average percent increase is calculated using mean salaries as of 01/01/2000 and mean salaries as of 11/15/2000.
(2) 1999-2000 AAUP percentile information from Faculty Salaries, Percentiles of USM Institutions. USM, Office of the Chancellor, 4/18/2000.
(3) SSU salaries reported to AAUP in 1999 were based on Fall 1999 salaries, not salaries as of 1/2000.

Salisbury State University
Median Salary Comparison by Rank
AY 2000-2001

Figure 3:

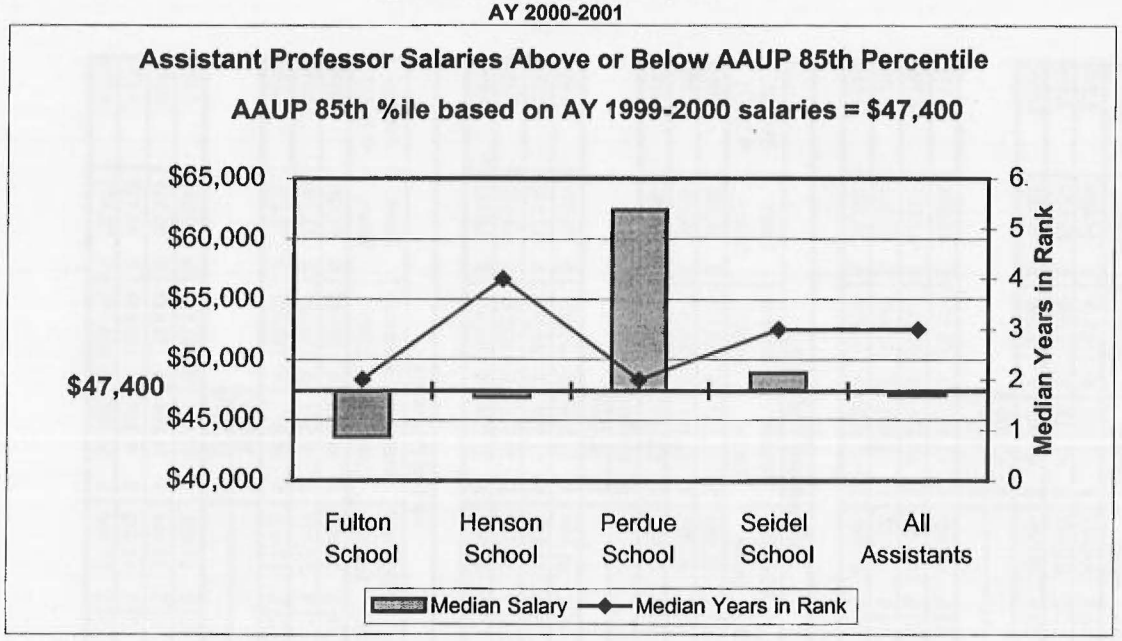


Figure 4:

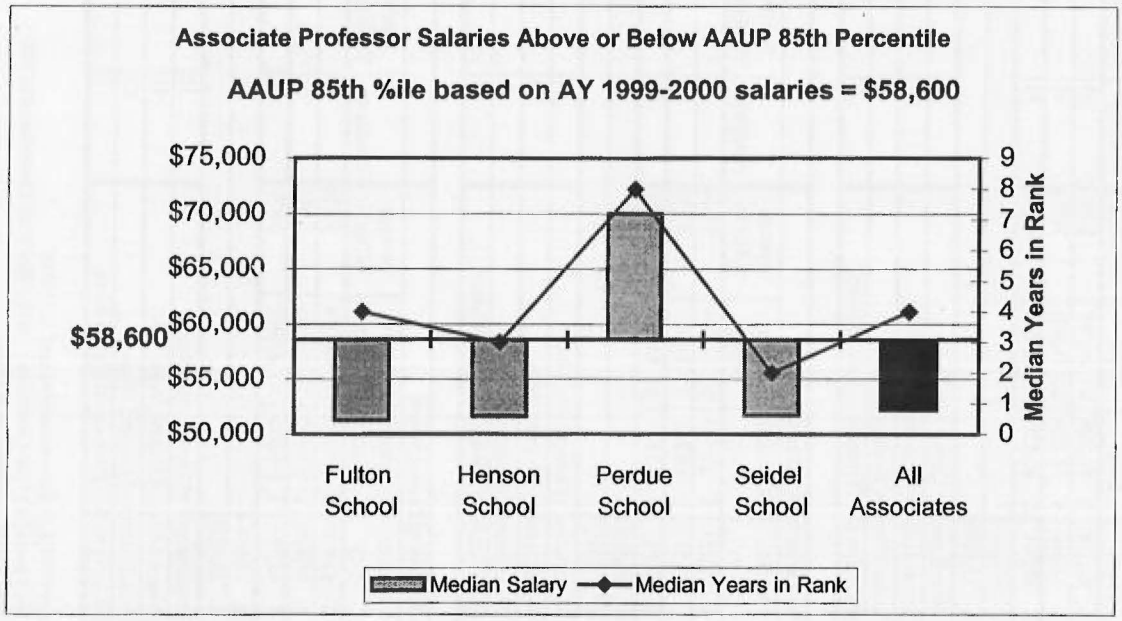
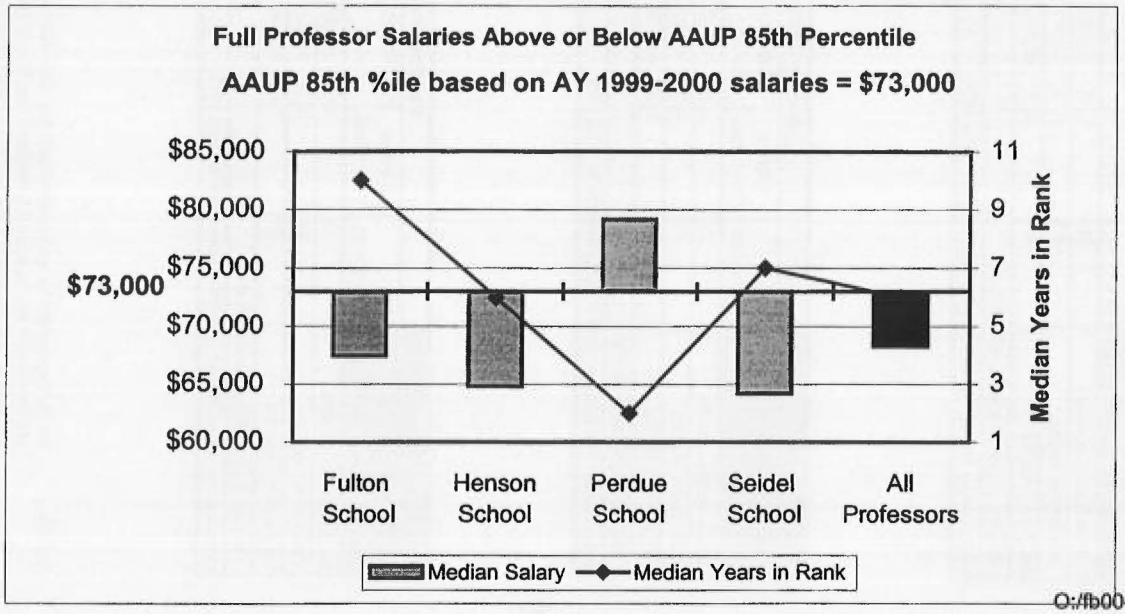


Figure 5:



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Salary Charts blackwhite

Table 8: Faculty Salary Percentiles USM Institutions

Compared to respective Carnegie Classifications FY1996-FY2000

Comparison Group	Campus	Faculty Rank	FY96 %ile	FY97 %ile	FY98 %ile	FY99 %ile	FY2000 %ile
Master's I & II	BSU	Prof.	62	55	30	66	68
	BSU	Assoc.	75	61	46	67	49
	BSU	Asst.	72	67	62	78	73
Master's I & II	CSC	Prof.	78	74	61	65	62
	CSC	Assoc.	69	69	57	53	57
	CSC	Asst.	82	77	73	73	74
Master's I & II	FSU	Prof.	46	40	53	56	55
	FSU	Assoc.	45	35	48	57	62
	FSU	Asst.	56	52	62	65	55
Master's I & II	SSU	Prof.	73	68	66	65	65
	SSU	Assoc.	69	59	49	53	53
	SSU	Asst.	58	50	56	68	72
Master's I & II	TU	Prof.	69	63	58	58	61
	TU	Assoc.	68	59	59	60	68
	TU	Asst.	75	70	67	68	62
Master's I & II	UB[1]	Prof.	93	89	80	83	77
	UB[1]	Assoc.	89	79	82	83	78
	UB[1]	Asst.	93	87	74	50	81
Master's I & II	UMES	Prof.	43	21	13	30	44
	UMES	Assoc.	73	71	69	74	75
	UMES	Asst.	80	81	74	82	66
Research II	UMBC	Prof.	70	69	74	80	80
	UMBC	Assoc.	65	58	52	64	76
	UMBC	Asst.	78	77	78	80	76
Research I	UMCP	Prof.	73	63	66	60	64
	UMCP	Assoc.	57	56	52	58	68
	UMCP	Asst.	77	71	79	90	92
	UMB[2]	Prof.					
	UMB[2]	Assoc.					
	UMB[2]	Asst.					
Average USM %ile[3] (Weighted by number of faculty)		**Prof.**	**71**	**63**	**63**	**62**	**62**
		Assoc.	**63**	**58**	**55**	**61**	**61**
		Asst.	**74**	**69**	**71**	**77**	**77**
Average USM %ile, all ranks[3] (Weighted by number of faculty)			**69**	**63**	**62**	**66**	**66**

[1] Weighted according to TU proportions of business and liberal arts in FY99. Excludes law faculty.

[2] Different for each professional school.

[3] Excludes UMB and UMUC and UB's law faculty

Table 9: FACULTY SALARIES AT 85TH %ILE OF MASTER'S, RESEARCH I & RESEARCH II UNIVERSITIES: FY1996-FY2000

Comparison Group	Faculty Rank	Faculty Salary at 85th Percentile (Thousands of $)					Percent change between 85th %ile
		FY96	FY97	FY98	FY99	FY2000	FY99 to FY2000
Master's I & II	**Prof.**	$62.9	$64.9	$67.6	$68.3	$73.0	6.9%
	Assoc.	$50.0	$52.1	$54.5	$54.6	$58.6	7.3%
	Asst.	$41.5	$43.3	$44.2	$45.0	$47.4	5.3%
Research II	**Prof.**	$73.7	$75.0	$78.3	$80.5	$82.7	2.7%
	Assoc.	$52.3	$52.8	$55.2	$56.6	$58.3	3.0%
	Asst.	$43.2	$44.5	$46.0	$47.6	$49.7	4.4%
Research I	**Prof.**	$81.0	$83.3	$87.1	$92.1	$95.1	3.3%
	Assoc.	$56.4	$57.4	$60.9	$65.1	$67.0	2.9%
	Asst.	$46.8	$48.3	$49.9	$52.2	$54.6	4.6%

Shading identifies where interpolation was used to determine salary at 85th %tile.

SOURCE: These tables were supplied by the University System of Maryland, and represent the status of faculty salaries for academic year 1999-2000.

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USM Salary %tiles

Table 10:

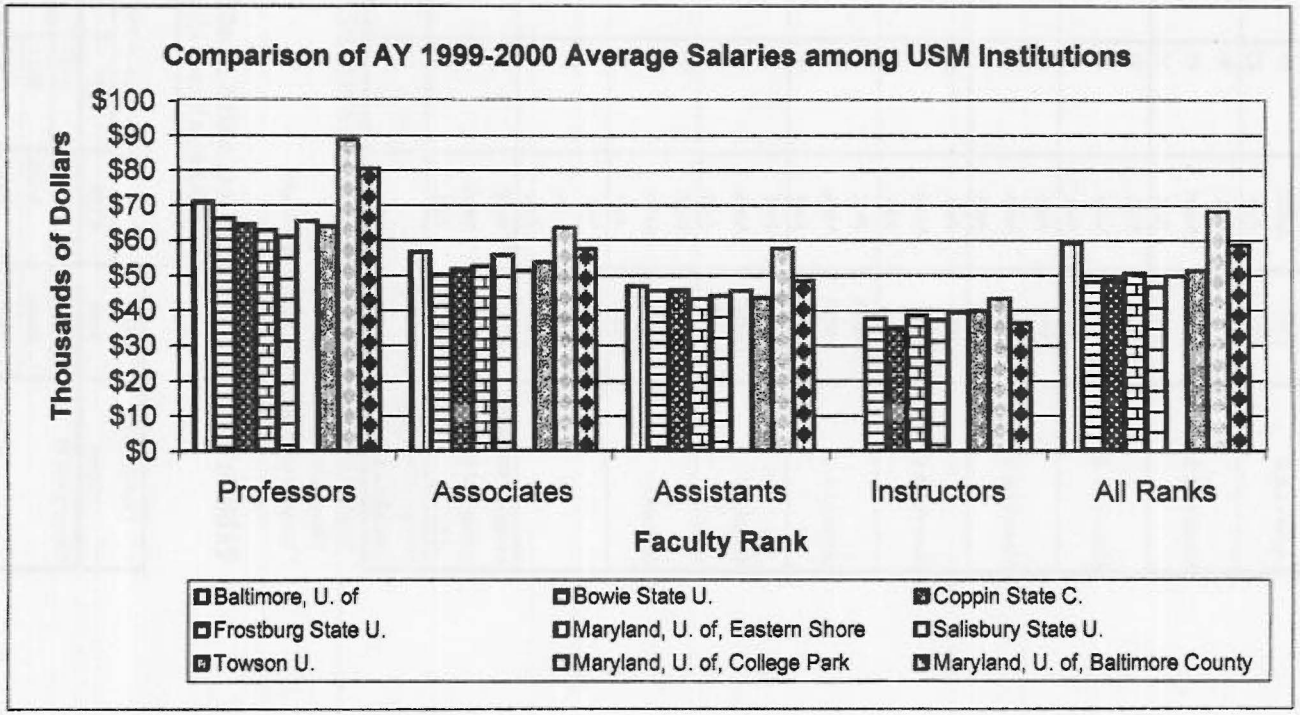
FACULTY SALARIES:
University System of Maryland Institutions
AY 1999-2000

	Average Salary by Rank (Thousands of $)					Number of Full-Time Faculty				
University	Professors	Associates	Assistants	Instructors	All Ranks	Professors	Associates	Assistants	Instructors	All Ranks
Baltimore, U. of	70.8	56.6	48.9		59.1	38	39	27	0	102
Bowie State U.	66.0	50.2	45.6	37.6	48.2	26	25	73	20	144
Coppin State C.	64.3	51.7	45.8	35.0	48.7	24	22	46	12	104
Frostburg State U.	62.7	52.6	43.1	38.6	50.5	73	67	63	9	212
Maryland, U. of, Eastern Shore	60.8	55.7	44.1	37.2	46.7	12	33	41	8	94
Salisbury State U.	65.3	51.3	45.5	39.3	49.9	67	66	76	6	215
Towson U.	63.8	53.7	43.6	39.8	51.3	170	121	157	17	465
Maryland, U. of, College Park	88.8	63.5	57.5	43.3	68.1	557	367	240	37	1201
Maryland, U. of, Baltimore County	80.5	57.3	48.3	36.3	58.4	116	127	103	21	367

NOTE: Figures for UB include only business and liberal arts faculty and are weighted in the same proportion that business and other faculty are found at TU in FY2000.

SOURCE: AAUP, ACADEME, "The Economic Status of the Profession, 1999-2000", March/April 2000 from data obtained from AAUP electronically. This table was provided by the University System of Maryland, and represents the status of salaries for academic year 1999-2000.

Figure 6:



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Salary Charts

Salisbury State University
Faculty Workload Tables
Fall 1999 - Spring 2000 Report on Faculty Teaching Workload

Figure 7:

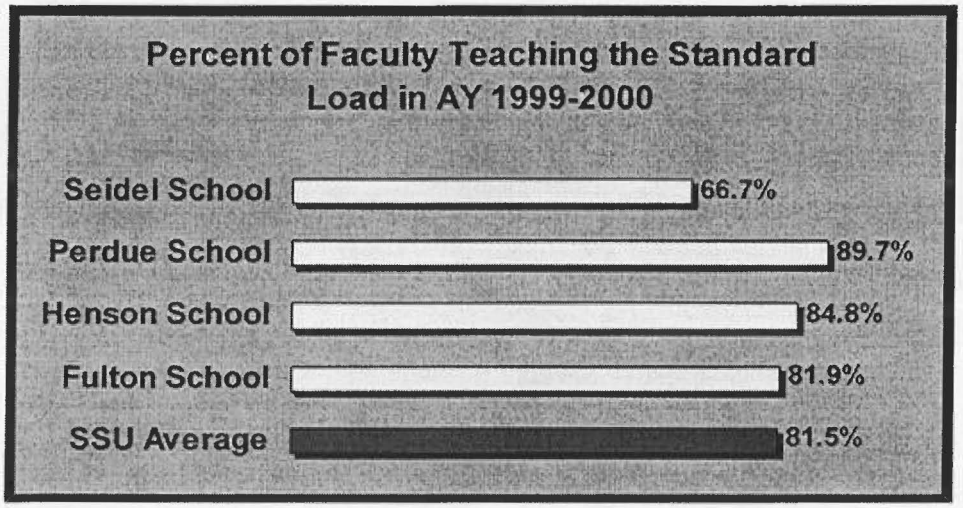


Figure 8:

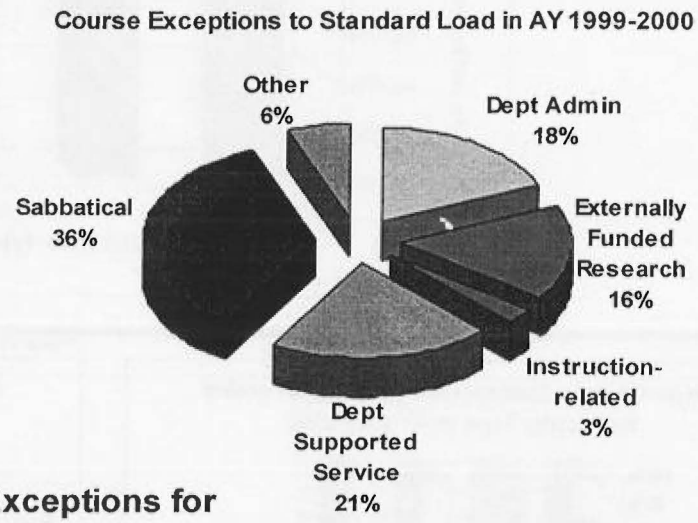


Figure 9:

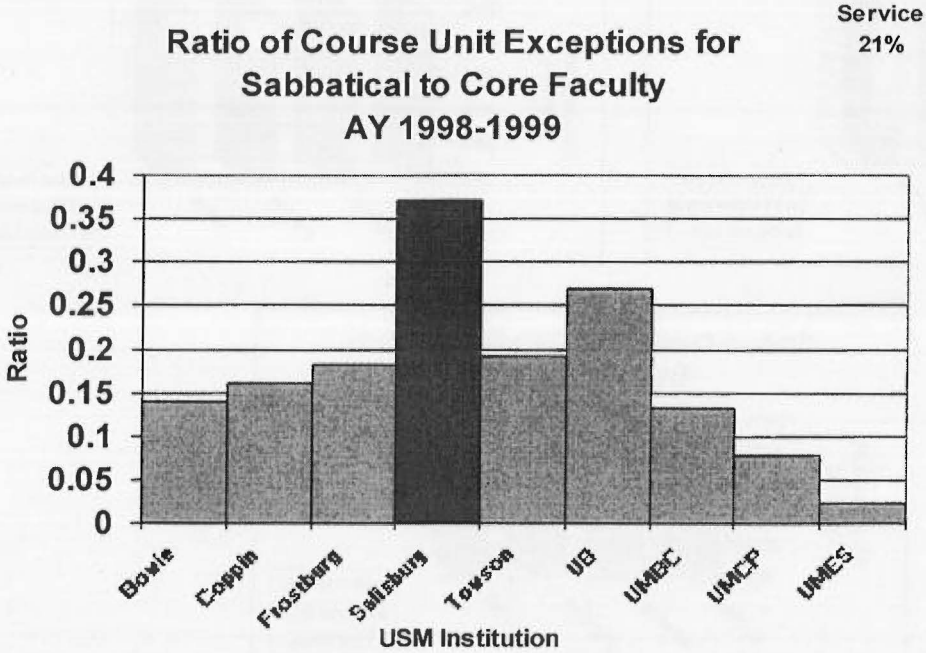


Table 11:

Salisbury State University
Student Credit Hours Generated by Division & Faculty Type: Academic Year 1999-2000

Department	Total SCH Generated	SCH generated by: T/TT Faculty	SCH generated by: Dept Chair	Core Faculty Total	% SCH generated by Core Faculty	SCH generated by FT Contractual Faculty	% LD SCH generated by FTC Faculty	SCH generated by PT Contractual Faculty	% SCH generated by PTC Faculty	SCH generated by Teaching Assistants	% SCH generated by T/A's
Lower Division	81,667	40,351	2,550	42,901	52.5%	18,841	23.1%	17,298	21.2%	2,627	3.2%
Upper Division	58,720	37,628	4,086	41,714	71.0%	8,009	13.6%	8,858	15.1%	139	0.2%
Graduate Division	4,276	2,745	306	3,051	71.4%	113	2.6%	1,112	26.0%	0	0.0%

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 10:

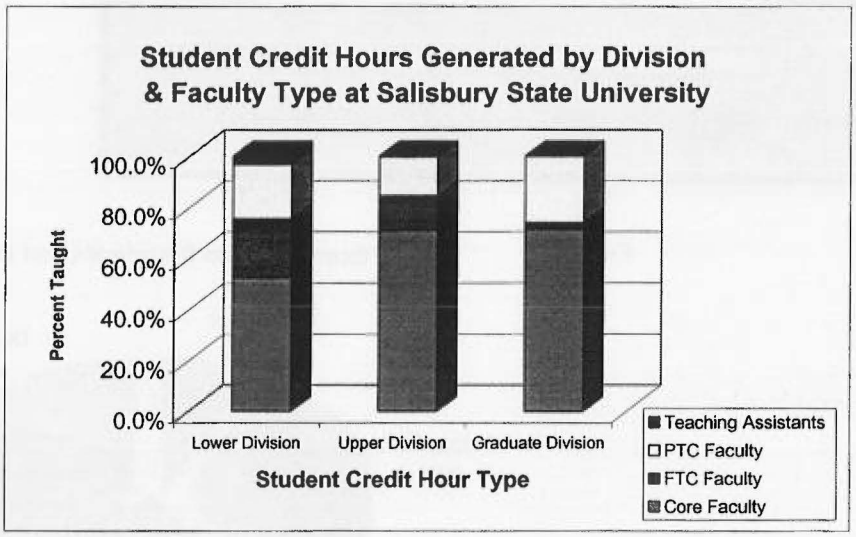


Figure 11:

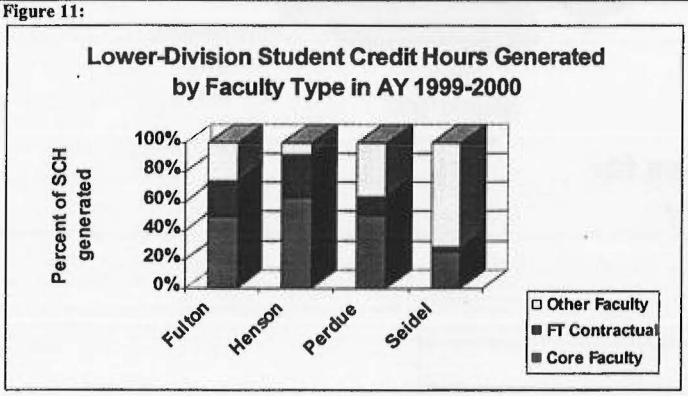


Figure 12:

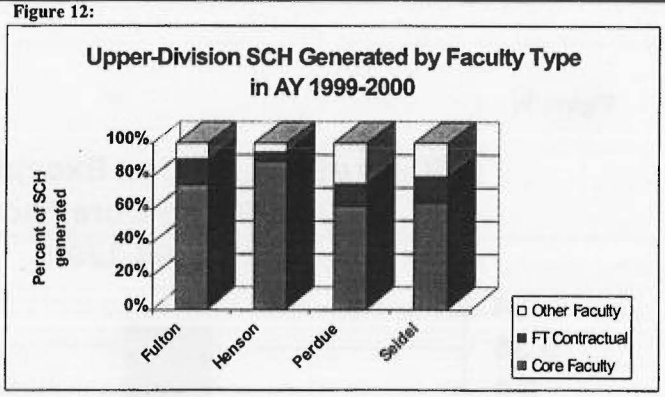


Figure 13:

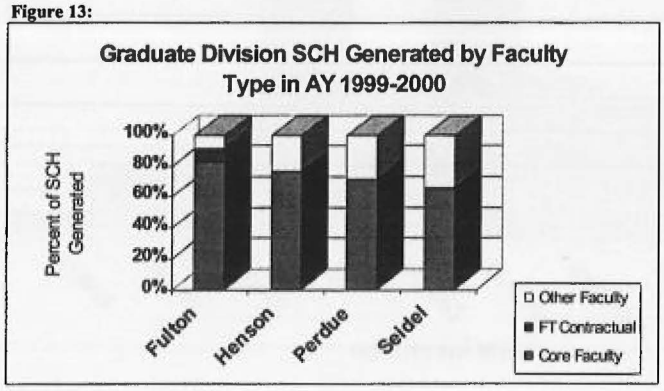


Table 12:

Salisbury State University

Student Credit Hours Generated by Division and Faculty Type in the Fulton School of Liberal Arts
Academic Year 1999-2000

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by: T/TT Faculty	LD SCH generated by: Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty	LD SCH by Teaching Assistants	% LD SCH generated by T/A's
Art	2,841	1,089	54	1,143	40.2%	81	2.9%	1,617	56.9%	0	0.0%
Communication Art	6,403	3,685	6	3,691	57.6%	1,098	17.1%	1,614	25.2%	0	0.0%
English	8,343	2,795	84	2,879	34.5%	2,094	25.1%	1,253	15.0%	2,118	25.4%
History	10,095	3,402	0	3,402	33.7%	4,461	44.2%	2,232	22.1%	0	0.0%
Modern Languages	2,097	405	222	627	29.9%	651	31.0%	819	39.1%	0	0.0%
Music	1,675	1,169	131	1,300	77.6%	0	0.0%	375	22.4%	0	0.0%
Philosophy	2,217	1,419	117	1,536	69.3%	681	30.7%	0	0.0%	0	0.0%
Political Science	1,857	1,602	78	1,680	90.5%	177	9.5%	0	0.0%	0	0.0%
Psychology	3,015	1,893	492	2,385	79.1%	534	17.7%	96	3.2%	0	0.0%
Sociology	1,950	1,194	354	1,548	79.4%	0	0.0%	402	20.6%	0	0.0%
Lower division percent averages for Fulton School					**49.9%**		**24.1%**		**20.8%**		**5.2%**

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by: T/TT Faculty	UD SCH generated by: Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
Art	1,946	570	294	864	44.4%	201	10.3%	881	45.3%
Communication Art	2,788	1,649	377	2,026	72.7%	507	18.2%	255	9.1%
English	3,332	2,618	3	2,621	78.7%	549	16.5%	162	4.9%
History	2,991	1,602	228	1,830	61.2%	759	25.4%	402	13.4%
Modern Languages	757	579	94	673	88.9%	42	5.5%	42	5.5%
Music	529	285	50	335	63.4%	0	0.0%	193	36.6%
Philosophy	941	738	203	941	100.0%	0	0.0%	0	0.0%
Political Science	1,051	774	277	1,051	100.0%	0	0.0%	0	0.0%
Psychology	5,532	4,123	98	4,221	76.3%	1,203	21.7%	108	2.0%
Sociology	1,056	798	207	1,005	95.2%	0	0.0%	51	4.8%
Upper division percent averages for Fulton School					**74.4%**		**15.6%**		**10.0%**

GRAD DIVISION STUDENT CREDIT HOURS (only those departments generating grad division credit hours are shown)

Department	Total Grad SCH Generated	Grad SCH generated by: T/TT Faculty	Grad SCH generated by: Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Art	3	0	3	3	100.0%	0	0.0%	0	0.0%
English	496	349	0	349	70.4%	102	20.6%	45	9.1%
History	285	198	84	282	98.9%	0	0.0%	3	1.1%
Music	28	2	5	7	25.0%	0	0.0%	21	75.0%
Philosophy	3	3	0	3	100.0%	0	0.0%	0	0.0%
Psychology	237	216	3	219	92.4%	0	0.0%	18	7.6%
Grad division percent averages for Fulton School					**82.0%**		**9.7%**		**8.3%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 14:

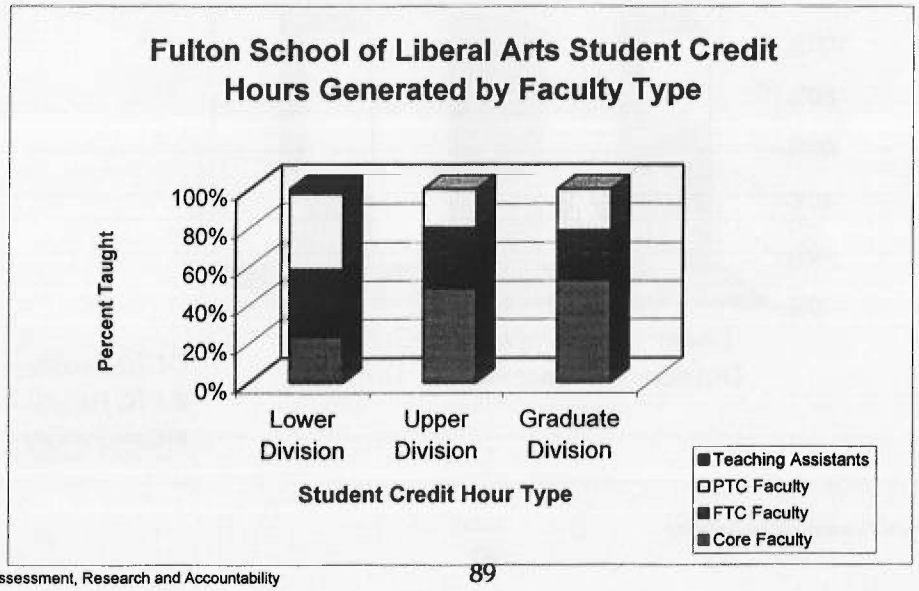


Table 13:

Salisbury State University

Student Credit Hours Generated by Division and Faculty Type in the Henson School of Science & Technology
Academic Year 1999-2000

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by: T/TT Faculty	LD SCH generated by: Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty
Biological Sciences	7,138	3,720	0	3,720	52.1%	3,065	42.9%	353	4.9%
Chemistry	4,226	2,807	516	3,323	78.6%	548	13.0%	355	8.4%
Geography and Geosciences	4,950	4,378	0	4,378	88.4%	572	11.6%	0	0.0%
Health Sciences	45	45	0	45	100.0%	0	0.0%	0	0.0%
Math and Computer Sciences	8,838	3,937	92	4,029	45.6%	3,311	37.5%	1,497	16.9%
Nursing	0	0	0	0	N/A	0	N/A	0	N/A
Physics	1,945	1,436	132	1,568	80.6%	377	19.4%	0	0.0%
Lower division percent averages for Henson School					**62.9%**		**29.0%**		**8.1%**

UPPER DIVISION STUDENT CREDIT HOURS

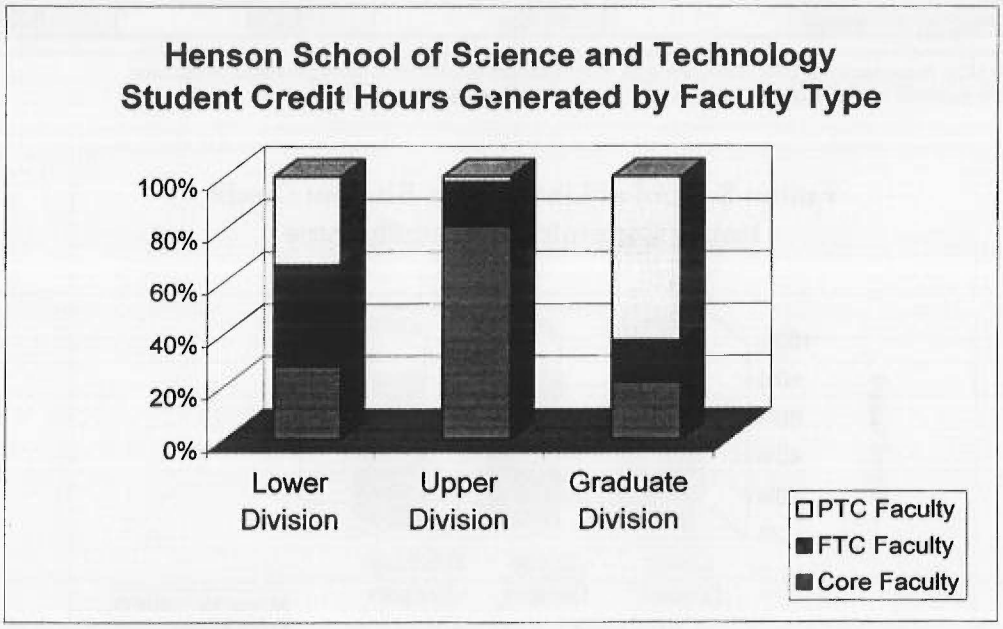
Department	Total UD SCH Generated	UD SCH generated by: T/TT Faculty	UD SCH generated by: Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
Biological Sciences	3,238	2,916	168	3,085	95.3%	19	0.6%	134	4.1%
Chemistry	542	503	15	518	95.6%	24	4.4%	0	0.0%
Geography and Geosciences	606	396	195	591	97.5%	15	2.5%	0	0.0%
Health Sciences	896	619	77	696	77.7%	125	14.0%	75	8.4%
Math and Computer Sciences	1,083	895	152	1,047	96.7%	21	1.9%	15	1.4%
Nursing	2,386	1,704	37	1,742	73.0%	333	13.9%	311	13.0%
Physics	275	216	59	275	100.0%	0	0.0%	0	0.0%
Upper division percent averages for Henson School					**88.1%**		**6.0%**		**5.9%**

GRAD DIVISION STUDENT CREDIT HOURS (only those departments generating grad division credit hours are shown)

Department	Total Grad SCH Generated	Grad SCH generated by: T/TT Faculty	Grad SCH generated by: Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Biological Sciences	18	18	0	18	100.0%	0	0.0%	0	0.0%
Geography and Geosciences	6	6	0	6	100.0%	0	0.0%	0	0.0%
Math and Computer Sciences	30	30	0	30	100.0%	0	0.0%	0	0.0%
Nursing	275	189	7	196	71.4%	2	0.8%	77	27.8%
Grad division percent averages for Henson School					**76.1%**		**0.6%**		**23.3%**

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 15:



Henson Workload SCH
SCH generation
12/12/00

Table 14:

Salisbury State University

Student Credit Hours Generated by Division and Faculty Type in the Perdue School of Business

Academic Year 1999-2000

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by : T/TT Faculty	LD SCH generated by : Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty
Accounting and Legal Studies	2,979	1,836	201	2,037	68.4%	567	19.0%	375	12.6%
Economics	2,613	1,662	0	1,662	63.6%	0	0.0%	951	36.4%
Information Systems Mgmt	2,094	399	0	399	19.1%	450	21.5%	1,245	59.5%
Management and Marketing	327	0	0	0	0.0%	0	0.0%	327	100.0%
Lower division percent averages for Perdue School					51.1%		12.7%		36.2%

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by : T/TT Faculty	UD SCH generated by : Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty
Accounting and Legal Studies	1,590	1,338	105	1,443	90.8%	0	0.0%	147	9.2%
Economics	2,067	1,566	264	1,830	88.5%	0	0.0%	237	11.5%
Information Systems Mgmt	2,332	1,398	223	1,621	69.5%	0	0.0%	711	30.5%
Management and Marketing	6,934	2,714	393	3,107	44.8%	1,779	25.7%	2,048	29.5%
Upper division percent averages for Perdue School					61.9%		13.8%		24.3%

GRAD DIVISION STUDENT CREDIT HOURS

Department	Total Grad SCH Generated	Grad SCH generated by : T/TT Faculty	Grad SCH generated by : Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Accounting and Legal Studies	114	114	0	114	100.0%	0	0.0%	0	0.0%
Economics	192	192	0	192	100.0%	0	0.0%	0	0.0%
Information Systems Mgmt	42	42	0	42	100.0%	0	0.0%	0	0.0%
Management and Marketing	330	138	0	138	41.8%	0	0.0%	192	58.2%
Grad division percent averages for Perdue School					71.7%		0.0%		28.3%

NOTE: By USM instructions, the USM faculty workload report excludes student credit hours generated on overload. This accounts for discrepancies between SCH reported here and elsewhere in the Fact Book.

Figure 16:

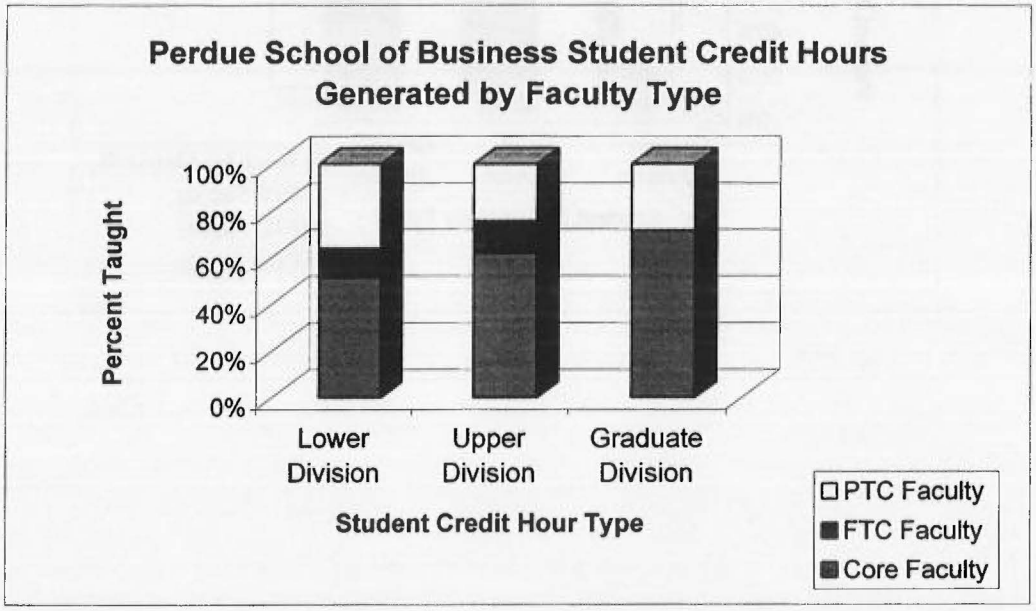


Table 15:

Salisbury State University

Student Credit Hours Generated by Division and Faculty Type in the Seidel School of Professional Studies

Academic Year 1999-2000

LOWER DIVISION STUDENT CREDIT HOURS

Department	Total LD SCH Generated	LD SCH generated by: T/TT Faculty	LD SCH generated by: Dept Chair	Core Faculty Total	% LD SCH generated by Core Faculty	LD SCH by FT Contractual Faculty	% LD SCH generated by FTC Faculty	LD SCH by PT Contractual Faculty	% LD SCH generated by PTC Faculty	LD SCH by Teaching Assistants	% LD SCH generated by T/A's
Education	0	0	0	0	N/A	0	N/A	0	N/A	0	N/A
Physical Education	5,735	1,310	71	1,381	24.1%	57	1.0%	3,788	66.1%	509	8.9%
Social Work	285	168	0	168	58.9%	117	41.1%	0	0.0%	0	0.0%
Lower division percent averages for Seidel School					25.7%		2.9%		62.9%		8.5%

UPPER DIVISION STUDENT CREDIT HOURS

Department	Total UD SCH Generated	UD SCH generated by: T/TT Faculty	UD SCH generated by: Dept Chair	Core Faculty Total	% UD SCH generated by Core Faculty	UD SCH by FT Contractual Faculty	% UD SCH generated by FTC Faculty	UD SCH by PT Contractual Faculty	% UD SCH generated by PTC Faculty	UD SCH by Teaching Assistants	% UD SCH generated by T/A's
Education	10,196	5,840	32	5,872	57.6%	1,665	16.3%	2,602	25.5%	57	0.6%
Physical Education	3,248	2,580	155	2,735	84.2%	38	1.2%	393	12.1%	82	2.5%
Social Work	2,406	1,207	379	1,586	65.9%	729	30.3%	91	3.8%	0	0.0%
Upper division percent averages for Seidel School					64.2%		15.8%		19.1%	0	0.9%

GRAD DIVISION STUDENT CREDIT HOURS

Department	Total Grad SCH Generated	Grad SCH generated by: T/TT Faculty	Grad SCH generated by: Dept Chair	Core Faculty Total	% Grad SCH generated by Core Faculty	Grad SCH by FT Contractual Faculty	% Grad SCH generated by FTC Faculty	Grad SCH by PT Contractual Faculty	% Grad SCH generated by PTC Faculty
Education	2,190	1,233	204	1,437	65.6%	0	0.0%	753	34.4%
Physical Education	18	15	0	15	83.3%	0	0.0%	3	16.7%
Social Work	9	0	0	0	0.0%	9	100.0%	0	0.0%
Grad division percent averages for Seidel School					65.5%		0.4%		34.1%

NOTE: Student credit hours as reported in the faculty workload report will differ from total student credits hours generated as reported in last year's Fact Book. The reason for the difference is because faculty workload excludes student credit hours generated on overload.

Figure17:

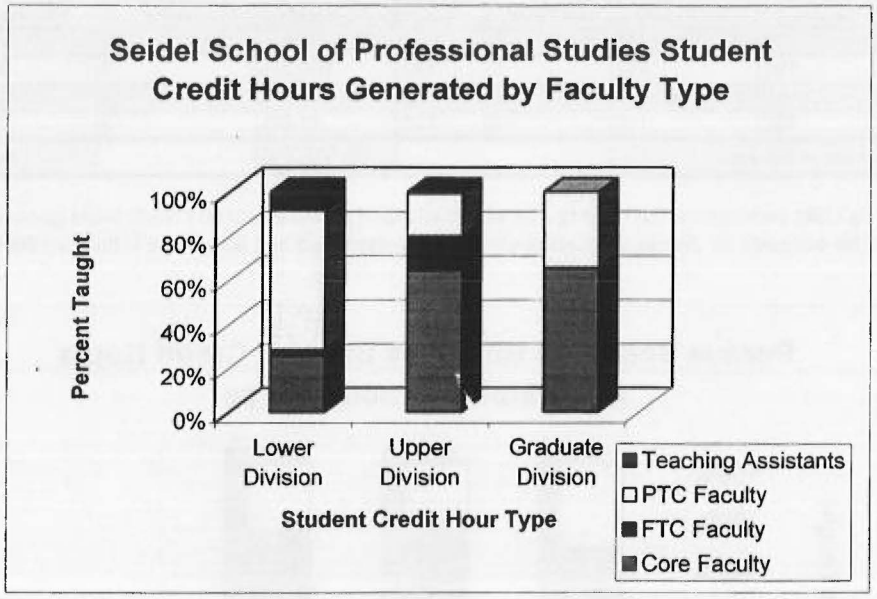


Table 16:

Salisbury State University
NON-INSTRUCTIONAL PRODUCTIVITY
Fall 1999 - Spring 2000 Report on Faculty Teaching Workload

SALISBURY STATE UNIVERSITY						
		Type of Faculty				
Line #		Core Faculty	FTC Faculty	Research Faculty	Department Total	
	Research, Scholarship and Other Selected Activities	#	#	#	#	Ratio
28	# of Books Published	15	1		16	0.08
29	# of Refereed Works	147	7		154	0.80
30	# of Non-refereed Works	195	16		211	1.10
31	# of Creative Activities	363	28		391	2.04
32	# of Professional Presentations	291	12		303	1.58
33	# of Externally Funded Grants & Contracts	36	1		37	0.19
34	# of Faculty Awarded Grants	26	1		27	0.14
35	$s Awarded in Grants & Contracts	$2,351,437	$95,275		$ 2,446,712	$ 12,760
36	# of Days Spent in Public Service	3,141	513		3,654	19.06

NOTE: Core faculty FTEF is used as the divisor for the non-instructional productivity to faculty ratio. For AY1999-2000, that number is 191.75.

Figure 18:

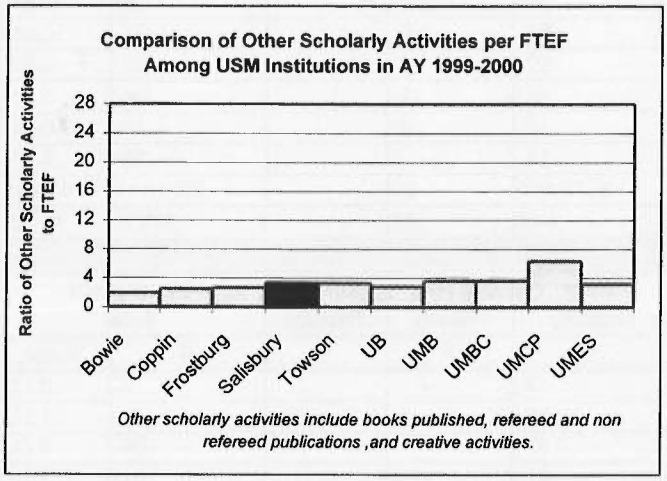


Figure 19:

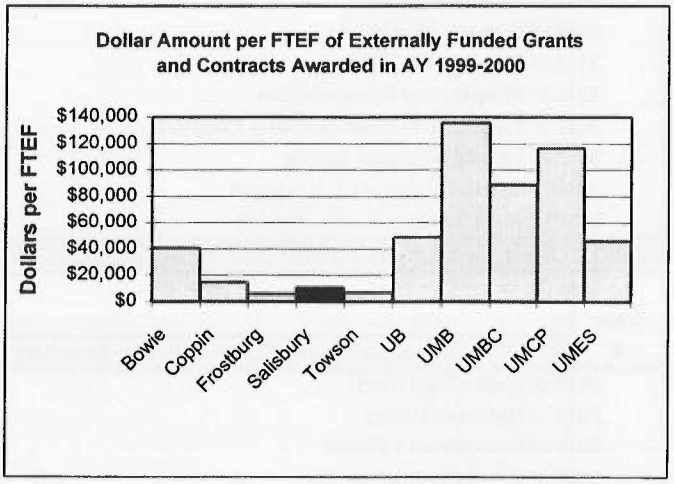
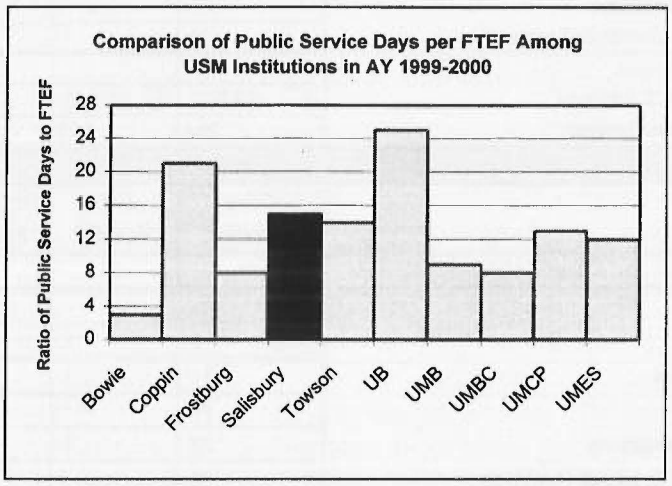


Figure 20:



NOTE: The data presented in these graphs are from the Seventh Annual Report on the Workload of USM Faculty, and are preliminary. These ratios are calculated using core faculty FTEF plus department chairs divided by the non-instructional productivity of that same group. The non-instructional productivity of full-time contractual faculty is excluded for USM purposes.

Salisbury State University

NON-INSTRUCTIONAL PRODUCTIVITY

Fall 1999 - Spring 2000 Report on Faculty Teaching Workload

Table 16: (Cont'd)

FULTON SCHOOL OF LIBERAL ARTS						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	6	-		6	0.09
29	# of Refereed Works	68	4		72	1.04
30	# of Non-refereed Works	60	15		75	1.09
31	# of Creative Activities	188	26		214	3.10
32	# of Professional Presentations	94	8		102	1.48
33	# of Externally Funded Grants & Contracts	3	-		3	0.04
34	# of Faculty Awarded Grants	3	-		3	0.04
35	$s Awarded in Grants & Contracts	$ 445,126	-		$ 445,126	$ 6,451
36	# of Days Spent in Public Service	1,038	253		1,291	18.71

HENSON SCHOOL OF SCIENCE AND TECHNOLOGY						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	6	1		7	0.11
29	# of Refereed Works	35	1		36	0.57
30	# of Non-refereed Works	56	0		56	0.88
31	# of Creative Activities	50	2		52	0.82
32	# of Professional Presentations	92	2		94	1.48
33	# of Externally Funded Grants & Contracts	17	0		17	0.27
34	# of Faculty Awarded Grants	13	-		13	0.21
35	$s Awarded in Grants & Contracts	$373,117	$0		$373,117	$5,887
36	# of Days Spent in Public Service	943	129		1,072	16.92

PERDUE SCHOOL OF BUSINESS						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	3	-		3	0.11
29	# of Refereed Works	39	1		40	1.51
30	# of Non-refereed Works	65	-		65	2.45
31	# of Creative Activities	91	-		91	3.43
32	# of Professional Presentations	28	-		28	1.06
33	# of Externally Funded Grants & Contracts	3	1		4	0.15
34	# of Faculty Awarded Grants	2	1		3	0.11
35	$s Awarded in Grants & Contracts	$ 88,039	$ 95,275		$ 183,314	$ 6,918
36	# of Days Spent in Public Service	254	103		357	13.5

SEIDEL SCHOOL OF PROFESSIONAL STUDIES						
Line #	Research, Scholarship and Other Selected Activities	Core Faculty #	FTC Faculty #	Research Faculty #	Department Total #	Ratio
28	# of Books Published	-	-		-	0.00
29	# of Refereed Works	5	1		6	0.18
30	# of Non-refereed Works	14	1		15	0.46
31	# of Creative Activities	34	-		34	1.03
32	# of Professional Presentations	77	2		79	2.40
33	# of Externally Funded Grants & Contracts	13	-		13	0.40
34	# of Faculty Awarded Grants	8	-		8	0.24
35	$s Awarded in Grants & Contracts	$1,445,155	$0		$1,445,155	$43,959
36	# of Days Spent in Public Service	906	28		934	28.4

NOTE: Core faculty FTEF is used as the divisor for the non-instructional productivity to faculty ratio. For AY1999-2000, that number is 191.75.

Source: 1999-2000 Faculty Workload Report

O:/fb00-01 faculty/NIP for Factbook

Table 17: Number of Employees by Occupational Category, Race/Ethnicity, and Status
Fall 2000

Category/Sex	White		African-American		Other[1]		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	38	-	5	-	-	-	43	-
Female	24	2	1	-	1	-	26	2
Subtotal	62	2	6	-	1	-	69	2
Faculty[2]								
Male	160	50	6	3	8	9	174	62
Female	94	80	4	1	3	8	101	89
Subtotal	254	130	10	4	11	17	275	151
Professional[3]								
Male	66	11	2	1	2	8	70	20
Female	61	8	4	-	-	5	65	13
Subtotal	127	19	6	1	2	13	135	33
Teaching & Research Assistants								
Male	-	1	-	-	-	-	-	1
Female	-	-	-	-	-	-	-	-
Subtotal	-	1	-	-	-	-	-	1
Technical/Paraprofessional								
Male	17	-	2	-	-	1	19	1
Female	12	-	3	-	1	-	16	-
Subtotal	29	-	5	-	1	1	35	1
Secretary/Clerical								
Male	7	9	2	2	4	-	13	11
Female	129	36	29	4	6	3	164	43
Subtotal	136	45	31	6	10	3	177	54
Skilled Crafts								
Male	12	1	3	-	-	-	15	1
Female	-	1	-	-	-	1	-	2
Subtotal	12	2	3	-	-	1	15	3
Service/Maintenance								
Male	52	27	60	33	2	7	114	67
Female	22	39	52	37	3	7	77	83
Subtotal	74	66	112	70	5	14	191	150
TOTALS								
Male	352	99	80	39	16	25	448	163
Female	342	166	93	42	14	24	449	232
Grand Total	694	265	173	81	30	49	897	395

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[1]"Other" indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, and American Indian) exclusive of African-American and white.
[2]Includes 47.5 Full-time contractual faculty.
[3]Includes accountants, nurses, counselors and librarians.

Source: MHEC Employees in Institutions of Higher Education as of December 2000.

Table 18: **Number of Employees by Occupational Category and Status**
Fall 1996 - Fall 2000

Category/Status	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% Change 1996 - 2000
Executive/Administrative						
Full-Time	83	79	78	63	69	-16.9%
Part-Time	5	2	2	2	2	-60.0%
Subtotal	88	81	80	65	71	-19.3%
Faculty						
Full-Time						
Permanent	204	207	212	215	227	11.3%
Temporary	50	47	51	46	48	-4.0%
Subtotal	254	254	263	261	275	8.3%
Part-Time	98	114	108	133	151	54.1%
Subtotal	352	368	371	394	426	21.0%
Professional						
Full-Time	68	90	106	123	135	98.5%
Part-Time	6	11	16	16	33	450.0%
Subtotal	74	101	122	139	168	127.0%
Teaching & Research Assistants						
Full-Time	-	-	-	-	-	-
Part-Time	1	1	4	3	1	-
Subtotal	1	1	4	3	1	-
Technical/Paraprofessional						
Full-Time	33	34	33	30	35	6.1%
Part-Time	-	2	1	-	1	-
Subtotal	33	36	34	30	36	9.1%
Secretary/Clerical						
Full-Time	183	192	174	169	177	-3.3%
Part-Time	52	48	66	43	54	3.8%
Subtotal	235	240	240	212	231	-1.7%
Skilled Crafts						
Full-Time	17	17	16	16	15	-11.8%
Part-Time	-	-	-	-	3	-
Subtotal	17	17	16	16	18	5.9%
Service/Maintenance						
Full-Time	212	227	225	214	191	-9.9%
Part-Time	11	21	44	85	150	1263.6%
Subtotal	223	248	269	299	341	52.9%
TOTALS						
Full-Time	850	893	895	876	897	5.5%
Part-Time	173	199	241	282	395	128.3%
GRAND TOTAL	**1023**	**1092**	**1136**	**1158**	**1292**	**26.3%**

Source: MHEC Employees in Institutions of Higher Education
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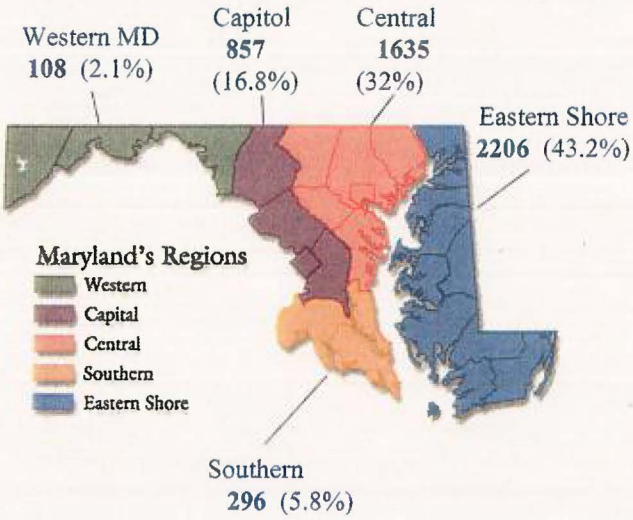
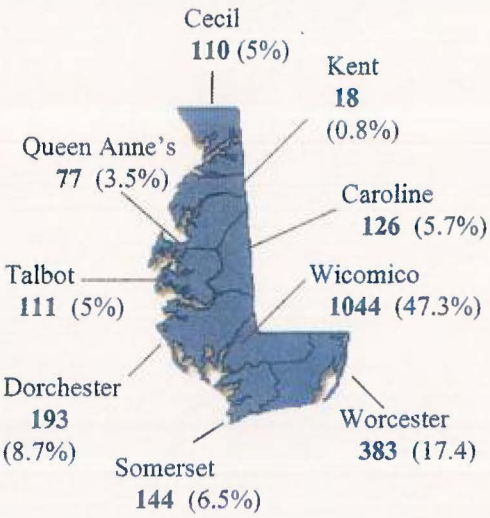
Institutional Mission and Planning

Total Maryland Enrollment is 5,102



Total Eastern Shore Enrollment is 2206



Mission Statement in Response to the *2000 Maryland State Plan for Postsecondary Education*
Salisbury State University (October 2000)

INSTITUTIONAL IDENTITY

Founded in 1925 as a college for the preparation of teachers, Salisbury State University has progressed to become a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional, and professional programs, with several select, mostly applied, graduate programs. Although historically the largest proportion of students came from the Eastern Shore of Maryland, currently the largest proportion of the University's students come from the counties of the Western Shore of Maryland, Baltimore City, and from other states and nations. Salisbury State University remains staunchly loyal to the Eastern Shore, its communities and its heritage, yet recognizes that its appeal and service, both now and for the near future, are to a widely diverse region. In recent years, the University has achieved both regional and national distinction among its peers and has been acknowledged in several national publications as one of the best public universities in its class.

Salisbury State University unites highly-qualified and diverse faculty, staff, and students to create a student-centered learning community firmly grounded in a liberal arts education and rooted in excellence. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Particular emphases are afforded active learning and the preparation of students for engaged citizenship with a passion for life-long learning. As a vital regional resource, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, cultural events, and active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury State University offers degree programs in the liberal arts, science and technology, nursing and health sciences, education, professional studies, business, and information systems management. Graduate programs are largely applied, with degrees offered in business, nursing, education, English, applied health physiology, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines enrollments in critical programs to determine their capacity for growth.

Salisbury State University maintains a productive collaborative relationship with the University of Maryland Eastern Shore, a Historically Black University located nearby. The two universities serve the Maryland Eastern Shore and the region and mutually benefit from a positive partnership that broadens diversity, permits the sharing of resources, and allows for collaborative educational programming. Salisbury State University and the University of Maryland Eastern Shore jointly support a common academic calendar, undergraduate dual degree programs, a joint master's program, dual registration, shuttle service, and other cooperative activities. Additionally, in response to the needs of the burgeoning regional electronics industry, the two universities collaborate with the University of Maryland, College Park, offering a model electrical engineering degree program that will augment the number of engineering graduates.

The University is a participant in the Eastern Shore Association of College Presidents (ESACP), which includes the presidents of Chesapeake College, Salisbury State University, the University of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. The focus of this regional partnership is to identify strategies that ensure that regional educational needs are met by regional institutions through connected programs, collaborative programs, distance education, and other opportunities. The first major initiatives of the group include the development of a higher education center at Chesapeake College and a grant-funded technology training initiative for faculty at all five institutions. The higher education center at Chesapeake College will serve the regional population and offer upper-division and graduate courses.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, the University is considering new and creative efforts to increase the diversity of faculty, staff, and students. Salisbury State University values the outstanding, highly-committed faculty and staff who work together to create a robust learning environment that emphasizes the sense of community and quality that are at the core of the University initiatives.

INSTITUTIONAL CAPABILITIES

Salisbury State University will continue as a comprehensive institution that is recognized as a model by regional and national peers. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in internships, international experiences, undergraduate research, service learning, and leadership opportunities. These activities are vital components of the learning experience and of preparation for engaged citizenship.

Research, scholarship, and creative activity remain fundamental to University life and are integral to both the teaching and learning process. Faculty are encouraged and supported for engaging students in research, scholarship, and creative endeavors. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental health, environmental sciences, and biology are particularly meaningful. Moreover, applied research in other disciplines contributes significantly to the solution of community problems. The University also houses the Research Center for Delmarva History and Culture, a major resource on Maryland colonial history. Building on areas of

academic strength in its undergraduate and master's curriculum, Salisbury State University is interested in exploring the possibility of offering doctoral programs, preferably in collaboration with other institutions.

As a comprehensive institution, Salisbury State University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. For example, the School of Education and Professional Studies is actively engaged in every aspect of K-12 education in the region and continues to seek new and creative ways to address the teacher shortage. The School of Business includes a number of outreach programs that serve the business community and provide support for the many small businesses in this largely rural community. Salisbury State University is the cultural hub of the region and has recently acquired the Ward Museum of Wildfowl Art, which owns one of the most comprehensive collections of wildfowl art and carvings in the world. Students, faculty, and staff annually contribute thousands of volunteer hours in community service and the University hosts a number of service learning programs, including Learn and Serve, AmeriCorps, Habitat for Humanity, and Shore CAN—the local citizens' action network. The University will continue to monitor regional educational needs and will consider programmatic and partnership efforts, including the possibility of doctoral programs which may address those needs. A realistic enrollment growth plan will be developed that is responsive to State enrollment projections yet sensitive to present geographic and physical constraints.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury State University is increasingly outcomes-oriented and reports these measures to internal academic and administrative leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a strategic plan and outcomes that support the State of Maryland's objectives for higher education, as well as the Managing For Results (MFR) process. Although the strategic goals and objectives of the University are considered dynamic, changing according to the needs of its stakeholders and the creativity of institutional leaders, the strategic goals and objectives are derived from the *2000 Maryland State Plan for Postsecondary Education*. Salisbury State University's current goals and objectives are:

Goal 1. Maintain a superior, active, and engaged learning community.

- continue to offer a selective undergraduate education that emphasizes the critical thinking, writing, communication, and professional and technical competencies of SSU graduates; and
- ensure that undergraduates are well-prepared for graduate school, and increase the proportion of those who attend graduate or professional schools; and
- maintain and expand professional accreditation in disciplines eligible for specialized accreditation, holding to the rigorous standards of excellence demanded by accrediting bodies; and
- maintain virtually perfect student licensure and passing rates in those professional disciplines that require certified competencies to practice in the chosen profession; and
- continue to prepare students for employment within and beyond their chosen disciplines, emphasizing both the theoretical and applied components of education with opportunities for internships, undergraduate research experiences, leadership experiences, international experiences, and service learning opportunities; and
- establish clear expectations for faculty concerning the use and adoption of new technologies to enhance learning; and
- expand institutional support of instructional technology programs for faculty, and gradually increase participation in online courses; and
- regularly assess institutional performance in providing a diverse, high-quality educational experience.

Goal 2. Provide an educational environment that promotes student success.

- expand and/or maintain a campus culture that reflects greater diversity; and
- expand opportunities for qualified students from within and outside of the State of Maryland—and increasingly from typically underserved groups—to attain a superior college education; and
- maintain selectivity for incoming freshmen while simultaneously strengthening articulation programs for transfer students; and
- increase advising, counseling, and mentoring initiatives to enhance the retention and graduation rates of all students, particularly students who have been traditionally at risk or underserved; and
- continue to embrace and expand collaborative relationships with neighboring institutions to open opportunities for diversity and the sharing of valuable educational, programmatic, and personnel resources; and
- increase the number of lower-division courses taught by core faculty and assure that students are increasingly satisfied with their level of access to faculty; and
- increase opportunities and experiences for minority students that will encourage them to continue their education at the graduate school or professional level; and
- continue to modernize library information technology services, enhancing materials and improving circulation; and
- prepare teachers education graduates to help all students succeed in increasingly diverse educational systems.

Goal 3. **Continue to be active partners in responding to the educational, economic, cultural, and social needs of the region and the State.**

- pursue periodic input from regional employers regarding the quality of SSU graduates, the importance of various skills and competencies in specific professions, and the performance of SSU graduates relative to other graduates in those competencies; and
- proactively respond to the workforce needs of the State and the region, to offer or expand approved programs in high demand areas, such as information technology, teaching, and nursing; and
- expand opportunities for community outreach through increasing grant and sponsored program activities that respond to community needs; and
- proactively engage the community in the preparation of underserved and underrepresented students for college; and
- continue participation with the Eastern Shore Association of College Presidents (ESACP) to develop a higher education center at Chesapeake College that will provide upper-level and graduate programs to the Eastern Shore region; and
- continue to collaborate with Ocean City/Worcester County to meet regional education needs; and
- continue to collaborate with ESACP partners as well as institutions in neighboring Delaware and Virginia to offer articulated (2+2) programs; and
- participate in MarylandOnline in areas where the University has expertise; and
- integrate existing material culture and historical research resources to become a State leader in Chesapeake Bay history and culture; and
- ensure that all graduates are fluent with information technology commensurate with the needs of the market in their chosen majors; and
- increase distance courses and programs, including those offered at regional community colleges, centers, and other locations; and
- experiment with developing courses that operate according to non-traditional semesters; and
- promote the commercial applications of academic research and institution-developed technology; and
- support faculty, staff, and students who utilize research and professional expertise to engage in objective public policy examination and discourse; and
- collaborate with business to identify and take advantage of opportunities to stimulate or reinforce the growth of the regional economy.

Goal 4. **Build a diverse and satisfied student body and workforce.**

- embrace diversity as a guiding principle of an SSU education; and
- ensure that the demographic profile of the University's faculty, staff, and students more closely reflect the diversity foundation of the state and region; and
- initiate active and creative efforts to enhance the educational opportunities afforded people who have been typically underserved; and
- develop and refine a multi-criteria admissions profile of a richly diverse student body while maintaining standards of high quality; and
- maintain and expand current partnership programs that focus on early contact with and support of minority high school students; and
- allocate a greater portion of State funds to need-based financial aid.

Goal 5. **Strengthen the University's resources.**

- continue to enhance resources and revenue streams, increasing both the variety and amounts of funding from alternative sources; and
- remain committed to attracting and retaining the best qualified personnel and providing competitive compensation/benefits within the limits of fiscal resources; and
- proactively prepare for lean fiscal periods by expanding reserve funds for sustaining future initiatives; and
- continue to pursue funding from generous institutional supporters who are committed to assisting the fiscal future of the institution through restricted and unrestricted giving, gifts-in-kind, and donations of property; and
- increase the alumni giving rate.

MANAGING FOR RESULTS (MFR)
UNIVERSITY SYSTEM OF MARYLAND

RB29.00 SALISBURY STATE UNIVERSITY (October 2000)

PROGRAM DESCRIPTION

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

MISSION

Salisbury State 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 State 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 State 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 State 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 explore opportunities to provide doctoral programs in areas of need.

KEY GOALS AND OBJECTIVES

Goal 1. Maintain a superior, active, and engaged relationship between academic programs, the faculty, staff, and students.

- **Objective 1.1** Through 2004, the proportion of University graduates who are satisfied with the quality of education will be maintained at no less than the 98% level attained in 2000.
- **Objective 1.2** The number of professional and other academic programs that are eligible for accreditation and are accredited will increase from 88% in 1999 to 100% by 2002.
- **Objective 1.3** An annual student pass rate of no less than 90% on medical technology, nursing, respiratory therapy, and teaching licensure and professional exams will be maintained through 2004. The 1999 levels were 80%, 87%, 100%, and 96%, respectively.
- **Objective 1.4** The proportion of University graduates who are satisfied with their level of preparation for graduate or professional school will increase from 96% in 1998 to 98% in 2004.
- **Objective 1.5** The proportion of University graduates who are satisfied with their level of preparation for employment will increase from 92% in 1998 to 94% in 2004.

Goal 2. Prepare students for careers in Maryland and a global economy, for civic engagement, and for advanced educational study.

- **Objective 2.1** Through 2003, the proportion of University graduates who attend graduate school within one year of graduating will be no less than the three-year average going rate of 26% in 1999.
- **Objective 2.2** Through 2003, the proportion of employers who are satisfied with the entry-level skills of employees who were SSU graduates will be maintained at the 100% level attained in 2000.
- **Objective 2.3** Through 2004, the proportion of graduates employed full-time one-year after graduation will be no less than the three-year average of 83.4% in 1998.
- **Objective 2.4** Through 2004, the ratio of University graduates employed full-time in Maryland to those employed full-time anywhere shall be no less than the 1999 level of .754.
- **Objective 2.5** The median salary of University graduates employed full-time one year after graduation will increase from $25,500 in 1998 to $32,500 by 2004.

RB29.00 SALISBURY STATE UNIVERSITY (Continued)

Objective 2.6 Through 2004, the number of Teachers Education graduates **employed as teachers in Maryland** shall be greater than the .771 **ratio of in-state to out-of-state Teachers Education graduates** in 1999.

Objective 2.7 Through 2004, the number of Information Technology graduates **employed in IT related fields in Maryland** shall be greater than the .765 **ratio of in-state to out-of-state graduates in information technology fields** in 1999.

Goal 3. Continue to be partners in responding to the educational, economic, cultural and social needs of the region and State.

Objective 3.1 The annual number of University graduates in information technology (IT) fields will increase from 48 in 1999 to 60 by 2004.

Objective 3.2 The annual number of University graduates in Teachers Education will increase from its five-year average of 229 in 1999 to 235 in 2004.

Objective 3.3 The second-year retention rates of University first-time, full-time freshmen will increase from its five-year average of 81.1% in 1999 to 83.0% in 2005.

Objective 3.4 The second-year retention rates of University first-time, full-time African-American freshmen will increase from its five-year average of 69.2% in 1999 to 72.5% in 2005.

Objective 3.5 The six-year graduation rates of University first-time, full-time freshmen will increase from its five-year average of 66.3% in 1999 to 69% in 2005.

Objective 3.6 The six-year graduation rates of University first-time, full-time African-American freshmen will increase from its five-year average of 49.8% in 1999 to 56% in 2005.

Objective 3.7 The annual number of University baccalaureate recipients will increase from its five-year average of 1,177 in 1999 to 1,190 in 2004.

Goal 4. Strengthen the diversity of the student population and University workforce.

Objective 4.1 Increase the proportion of full-time tenured/tenure-track faculty who are women from 36% in 1998 to not less than 38% in 2004.

Objective 4.2 Increase the proportion of full-time executive/managerial staff that are women from 32% in 1998 to not less than 35% in 2004.

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.

Objective 4.4 Increase the proportion of full-time executive/managerial staff that are African-American from 6% in 1998 to 9% in 2004.

Objective 4.5 Increase the proportion of African-American undergraduates from 8% in 1998 to 10% in 2004.

Objective 4.6 Increase the proportion of minority undergraduates from 11% in 1998 to 13% in 2004.

Goal 5. Strengthen the University's fiscal and human resources.

Objective 5.1 Increase annual University fund-raising from $1.90 million in 1998 to $2.4 million in 2004.

Objective 5.2 Increase the gross assets of the SSU Foundation from $26.5 million in 1998 to $40 million in 2003.

Objective 5.3 Increase the annual dollars awarded in grants from $2.00 million in 1998 to $4.00 million by 2004.

Objective 5.4 Increase the proportion of lower-division student credit hours taught by core faculty from 56% in 1998 to 67% in 2004.

Objective 5.5 Increase the salary levels of University faculty as a percentile of AAUP peers at the ranks of assistant, associate, and professor from 68th, 53rd, and 65th, respectively in 1999 to the 85th percentile by 2004.

Objective 5.6 Increase the proportion of administrative staff who earn salaries that are at or above the 60th percentile of CUPA peers from 33% in 2000 to 55% in 2004.

Note:
Objectives 1.3-1.5, 2.1-2.7, 3.1-3.7, 4.5, and 5.1 are required by various Maryland agencies, including: the Department of Budget and Management, the Maryland Higher Education Commission, and/or the University System of Maryland.

MANAGING FOR RESULTS (MFR)
UNIVERSITY SYSTEM OF MARYLAND

PERFORMANCE MEASURES/PERFORMANCE INDICATORS - FISCAL YEAR BASIS

Indicators:	1998 Actual	1999 Actual	2000 Actual	2001 Estimated	2002 Estimated	Target/ Year
Inputs:						
Full-time, tenured/tenure-track faculty: % women	36%	35%	34%	34%	35%	38%/'04
Full-time, executive/managerial staff: % women	32%	28%	33%	34%	35%	35%/'04
Full-time, tenured/tenure-track faculty: % African-American	5%	4%	4%	4.5%	5%	6%/'04
Full-time, executive/managerial staff: % African-American	6%	6%	8%	8%	8%	9%/'04
Percentage of minority undergraduates	11%	11%	11%	11%	11.5%	13%/'04
Percentage of African-American undergraduates	8%	8%	8%	7.5%	8.5%	10%/'04
Annual giving (dollars in millions)	$1.90	$2.04	$2.10	$2.15	$2.20	$2.4/'04
Grants awarded (dollars in millions)	$2.00	$2.37	$3.22	$3.60	$4.00	$4.0/'04
Gross Assets of SSU Foundation (dollars in millions)	$26.5	$32.5	$36.0	$38.0	$40.0	$40.0/'03
Lower-division student credit hours taught by core faculty	56%	50%	53%	60%	63%	67%/'04
Faculty salary as a percentile of AAUP peers						
Assistant	56th	68th	72nd	75th	77th	85th/'04
Associate	49th	53rd	53rd	57th	60th	85th/'04
Professor	66th	65th	65th	68th	70th	85th/'04
Proportion of administrative staff salaries at or above the 60th percentile of CUPA peers	N/A	N/A	33%	36%	45%	55%/'04
Outputs:						
Second-year first-time full-time freshmen retention rates [2]	81.2%	81.1%	81.6%	82.0%	82.4%	83%/'05
Second-year first-time full-time freshmen African-American retention rates [2]	71.8%	69.2%	71.5%	71.9%	72.3%	72.5%/'05
Six-year graduation rates: all full-time undergraduates [2]	65.6	66.3	66.7%	67.3%	67.8%	69%/'05
Six-year graduation rates: African-American undergraduates[2]	46.9	49.8	53.1%	54.0%	54.5%	56%/'05
Number Information Technology (IT) graduates	51	48	45	48	52	60/'04
Number of graduates in Teachers Education [2]	229	229	225	225	227	235/'04
Number of baccalaureate recipients [2]	1187	1177	1170	1174	1178	1190/'04
Outcomes:						
Employer satisfaction with SSU graduates	N/A	N/A	100%	100%	100%	100%/'03
Graduate school attendance within one year [3,4]	26.3%	26.0%	26.6%	26.7%	26.9%	26.0%/'03
Proportion employed full-time one-year after graduation[3,4]	83.4%	85.1%	85.3%	84.7%	84.0%	83.4%/'04
Ratio employed in Maryland one-year after graduation[3]	.770	.754	.752	.750	.750	.754/'04
Ratio of IT graduates employed full-time in Maryland in an IT field[3]	N/A	1.00	.90	.90	.90	.771/'04
Ratio of Teachers Education graduates employed full-time in Maryland as Teachers[3]	N/A	.90	.87	.87	.87	.765/'04
Median salary level of graduates one-year after graduation (in thousands)[3]	$25.5	$28.5	$27.5	$30.0	$30.0	$32.5/'04
Quality:						
Undergraduate satisfaction with educational quality[3]	N/A	N/A	98%	98%	98%	98%/'04
Satisfaction with preparation for graduate school[3]	96%	95%	98%	97%	97%	98%/'04
Satisfaction with preparation for employment[3]	92%	92%	93%	93%	93.4%	94%/'04
Percent of eligible programs accredited	88%	88%	100%	100%	100%	100%/'02
Licensure/Exam pass rates:						
Medical Technology[1]	100%	80%	100%	100%	100%	90%/'04
Nursing[1]	87%	87%	91%	90%	90%	90%/'04
Respiratory Therapy[1]	100%	100%	100%	100%	100%	90%/'04
Teaching	99%	96%	96%	96%	96%	90%/'04

[1]Low enrollment numbers may dramatically affect the annual passing rate percentage.
[2]Five-year averages are utilized to offset the impact of large annual variations.
[3]Data reported utilizing the Annual Alumni Follow-up Survey: all respondents.
[4]Three-year averages are utilized to offset the impact of annual variations.

SSU MISSION & THE STRATEGIC PLAN, 1998-2003

(Approved February 1998)

MISSION

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

VALUES

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

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

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

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

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

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

region. We seek to instill in our students a lifelong commitment to civic engagement.

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

VISION

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

Expected Outcomes

Salisbury State University's graduates will:

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

GOALS AND OBJECTIVES

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

Objectives

1. **The University will continue to strengthen its emphasis on learning.**
   - Each school/department will define clear expectations for student validation of learning outcomes prior to graduation.
   - Faculty development opportunities and resource support will assist faculty in modifying teaching approaches, creating learning environments, pursuing scholarly activities and assessing student learning outcomes.
   - Faculty workload, evaluation and reward systems will reflect the emphasis on learning.
   - The academic calendar, class size, and student-faculty ratios will be examined in the context of the focus on learning and recommendations made regarding needed changes.
   - Emerging technologies will be implemented in ways that complement the traditional academic program and meet regional educational/training needs.

2. **The general education component of the curriculum will be integral to major programs of study and elective courses to enhance academic community, and to contribute substantially to educational excellence.**
   - The general education component of the curriculum will be reviewed by the faculty and recommendations made for any proposed changes.
   - The role and importance of interdisciplinary courses will be considered in the general education review.
   - A comprehensive assessment of the outcomes of general education will be undertaken.

3. **Students will actively engage in learning opportunities provided by undergraduate research, internships, and other comparable experiences.**

- Schools will define undergraduate research projects, internships, or other active learning experiences for their students and will establish targets for appropriate levels of achievement.
- Internships for students will be cultivated by academic departments and will be coordinated to assure successful experiences and access to information for both students and faculty.
- Resources will be identified to encourage students to participate in undergraduate research and scholarly projects and to reward outstanding accomplishments.
- Schools will provide a vehicle for celebrating and communicating undergraduate accomplishments.
- Faculty and staff reward systems will reflect the emphasis on faculty and staff involvement in active learning experiences.

4. **Students will actively engage in service learning opportunities provided by structured community involvement experiences.**
   - Schools will define service learning experiences for their students and will establish targets for appropriate levels of achievement.
   - Service learning opportunities will be centrally coordinated on campus to facilitate access for students and faculty.
   - Service learning experiences will be coordinated with other aspects of the students' curriculum.
   - Faculty and staff participation in student service learning experiences will be included in the reward systems.
   - Outcomes of service learning programs will be regularly assessed.

5. **Students will actively engage in international learning opportunities provided by an array of international learning experiences.**
   - Schools will identify international learning experiences for their students and will establish appropriate levels of achievement.
   - Opportunities for international experiences for students and faculty in all disciplines will be expanded and clearly communicated.
   - Administrative processes will be streamlined where necessary to facilitate agreements for international experiences.
   - The outcomes and impact of the international learning experiences will be regularly assessed.

6. **The University will clearly express the shared civic principles used to guide interactions in the campus community.**
   - The principles presently guiding community life that are articulated either directly or indirectly in various campus documents and processes will be refined to provide comprehensive direction for community living.
   - Faculty, students and staff will identify, refine, articulate, and determine application of these principles.

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

8. **The University will maintain its controlled growth rate of 3% over the next five years.**
   - A long term enrollment plan will be developed that emphasizes enrollment of first-time full-time freshmen and the implications of growth in this sector of students.
   - The use of extended learning to increase enrollments while minimally impacting facilities will be explored.
   - The focus of growth will be primarily at the graduate level.

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

Objectives

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

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

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

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

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

6. **Student services will be restructured to reflect a wellness model.**
   - The development of an integrated campus-based wellness program for faculty, students and staff will be explored.
   - Current physical fitness facilities will be expanded to meet student, faculty and staff demand.

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

Objectives

1. **The University will develop and promote innovative educational programs and economic support programs for the region.**
   - Available and emerging technologies will be evaluated for use in offering on-site programs to meet workplace educational needs.

- Schools will have partnership boards with appropriate regional organizations to serve as incubators for programs contributing to economic development.
- An expedited approval process for programs enhancing economic development will be explored.

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

3. **The educational needs of high school students seeking higher education experiences will be addressed.**
   - University experience programs will be provided for high school students as a way of earning college credit and experiencing college life.
   - University experience programs will be effectively tied to recruiting outstanding students for the freshman class.

4. **Efforts will continue to expand collaboration and partnership opportunities.**
   - Partnerships with the K-12 school system will be expanded.
   - Collaborative academic programs will continue to be a priority, particularly those between SSU and UMES.
   - Plans to assess the effectiveness of collaborations and partnerships and resource use will be built into agreements.
   - Opportunities for collaboration through the Eastern Shore Associated Colleges will be explored on an ongoing basis.

5. **The educational mission of the university will be supported with well-rounded cultural and academic resource programs.**
   - Cultural/academic resource programs will be used to complement the University's academic objectives.
   - A plan will be developed and implemented for increasing community, faculty, staff and student involvement in and support of cultural/academic resource programming.

6. **The University will develop an integrated mechanism for the community to access the services and expertise of the University.**
   - The University will support entrepreneurial activity with the community.
   - The University will support faculty, staff, and students engaging in outreach activities.

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

Objectives

1. **The University will recruit students and faculty reflective of our desire for a diverse and culturally rich community.**
   - The University will continue to implement the Minority Achievement Plan and will continue active recruiting of international students and other under-represented student groups.
   - Faculty recruitment will increase the number of qualified women and minority faculty as well as faculty with degrees from a wide range of institutions.
   - Innovative efforts to recruit minority students, such as school partnerships, faculty and student mentoring, and school enrichment programs will be expanded.

2. **An inclusive shared governance structure will be developed.**
   - Faculty, staff, and students will be represented and will be strongly encouraged to participate in the governance structure.
   - University governance mechanisms will ensure that individuals are consistently treated with justice, equity, and respect for diversity and human dignity.
   - Administrative decision making processes will be reviewed to assure that faculty, staff and students have appropriate input into decision making.

3. **Communication at all levels of the campus community will be improved.**
   - The various units of the administrative and governance structures will be used as vehicles for communication.
   - Satisfaction with communications within the University community will be monitored on an on-going basis.

4. **The budget process will be more open and participatory.**
   - Administrative and governance structures will ensure that faculty and staff will have significant opportunities for input into the budget process.
   - Communication about budget decisions will be enhanced.

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

Objectives

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

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

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

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

5. **The efficiency, effectiveness, and quality of services provided by all administrative units will be improved.**
   - All administrative units will complete a self-assessment to identify strategies for improving efficiency, effectiveness and quality and will implement appropriate strategies.
   - Information systems will be upgraded as necessary.
   - Administrative units improving their efficiency, effectiveness, and quality of service will be acknowledged and rewarded.

6. **The University's physical environment and facilities will reflect the mission, goals, and objectives of the institution.**
   - The facilities master plan will be closely tied to the University strategic plan.
   - Academic departments currently housed on the East campus will be relocated to the main campus.
   - A mechanism will be determined to allow for faculty, student, and staff input into physical environment and facilities priorities.

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

Miscellaneous

Table 1 : **Tuition and Fees**

	1996-97	1997-98	1998-99	1999-00	2000-01
Undergraduate Program					
Tuition and Fees					
Resident	$3,608	$3,842	$4,002	$4,156	$4,312
% Increase	4.9%	6.5%	4.2%	3.8%	3.8%
Non-Resident	$6,918	$7,594	$8,212	$8,550	$9,048
% Increase	5.6%	9.8%	8.1%	4.1%	5.8%
Room (double occupancy)	**$2,550**	**$2,650**	**$2,800**	**$2,900**	**$3,000**
% Room Increase	2.0%	3.9%	5.7%	3.6%	3.4%
Board (19-meal plan)	**$2,390**	**$2,490**	**$2,590**	**$2,690**	**$2,790**
% Board Increase	4.4%	4.2%	4.0%	3.9%	3.7%
Total Tuition, Room & Board					
Resident	$8,548	$8,982	$9,392	$9,746	$10,102
% Increase	3.9%	5.1%	4.6%	3.8%	3.7%
Non-Resident	$11,858	$12,734	$13,602	$14,140	$14,838
% Increase	4.5%	7.4%	6.8%	4.0%	4.9%
Graduate Program					
Tuition and Fees					
Resident (per credit)	$140	$152	$158	$162	$168
% Increase	8.5%	8.6%	3.9%	2.5%	3.7%
Non-Resident (per credit)	$210	$250	$310	$318	$336
% Increase	20.0%	19.0%	24.0%	2.6%	5.7%
Facilities Fee (per credit)	$3	$3	$4	$4	$4

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Figure 1:

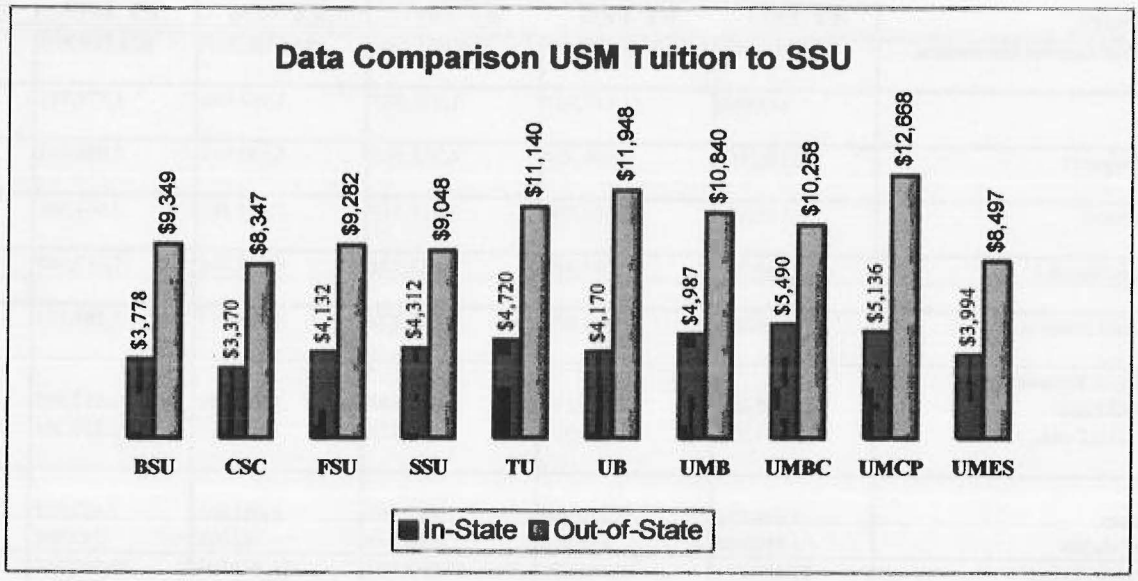

Table 2: **Operating Revenue: Fiscal Year 1995 - Fiscal Year 1999***

Source	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	% of Year
Tuition and Fees	$16,794,797	$17,470,084	$18,538,853	$20,548,619	$21,831,911	31.4%
Government Appropriations						
Federal	-	-	-	-	-	-
State	19,550,493	19,827,901	20,163,774	20,939,693	22,178,854	31.9%
Government Grants & Contracts						
Federal-Restricted	1,420,142	1,496,499	1,718,169	1,922,759	2,093,971	3.0%
Federal-Unrestricted	29,502	39,039	44,191	63,795	-	0.0%
State-Restricted	663,192	814,549	1,189,563	545,121	1,185,434	1.7%
State-Unrestricted	78,187	64,722	69,644	52,544	-	0.0%
Private Gifts, Grants and Contracts-						
Restricted	60,126	68,145	68,345	678,022	128,454	0.2%
Unrestricted	12,590	16,407	22,010	10,434	-	0.0%
Sales and Services of Educational Activities	67,055	67,927	18,746	70,822	172,982	0.2%
Sales and Services of Auxiliary Enterprises	16,979,925	17,815,471	18,251,720	19,614,267	21,455,360	30.8%
Other Sources	468,143	541,825	523,714	576,707	567,076	0.8%
Total Current Funds Revenues	**$56,124,152**	**$58,222,569**	**$60,608,729**	**$65,022,783**	**$69,614,042**	**100%**

Table 3: **Expenditures: Fiscal Year 1995 - Fiscal Year 1999***

Expenditures	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	% of Year
Educational & General Instruction	$16,733,138	$18,138,699	$18,027,744	$18,958,765	$20,279,792	30.9%
Research	887,016	1,142,887	1,570,087	1,562,643	1,774,513	2.7%
Academic Support	3,556,559	4,064,394	4,352,983	4,632,965	5,030,993	7.7%
Student Services	3,249,356	3,442,300	3,518,340	3,414,367	3,684,565	5.6%
Instructional Support	5,567,760	6,184,479	6,432,721	6,981,106	7,917,469	12.1%
Operation and Maintenance of Plant	4,526,803	4,741,822	5,193,778	4,805,247	5,184,193	7.9%
Scholarships & Fellowships						
Restricted Funds	1,252,696	1,274,193	1,460,441	1,622,329	1,693,095	2.6%
Unrestricted Funds	887,998	886,311	980,278	1,067,619	1,250,365	1.9%
Transfers						
Mandatory	2,078,071	2,023,996	2,465,401	2,091,865	2,432,921	3.7%
Non-mandatory	1,010,068	468,856	-849,264	45,221	247,081	0.4%
Auxiliary Enterprises	17,193,471	17,760,491	17,997,504	21,221,091	16,205,338	24.7%
Total Current Funds Expenditures & Transfers	**$56,942,936**	**$60,128,428**	**$61,150,013**	**$66,403,218**	**$65,700,325**	**100.0%**

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Source: IPEDS Finance Report

*This report runs a year behind because of the January reporting date.

Table 4: **Office of Grants and Sponsored Research Funding Report - FACT BOOK**

EXTERNAL GRANTS - FY 2000

	Total Submissions	Total Award Dollars	Total Cost Share	Total Annual Dollars	FY 00 Indirect Amount
Administration	$804,743	$132,527	$31,527	$132,527	$5,604
Fulton	$2,122,184	$685,377	$211,947	$685,377	$43,550
Henson	$3,617,454	$475,052	$63,072	$434,602	$5,114
Perdue	$826,154	$464,400	$167,099	$391,361	$36,650
Seidel	$1,767,182	$1,465,511	$1,429,383	$892,302	$67,224
FY 2000 Totals	$9,137,717	$3,222,511	$1,903,028	$2,536,169	$158,142
FY 2000 Pending	$2,751,932				

EXTERNAL GRANTS Cumulative 1996-2000

	FY 96	FY 97	FY 98	FY 99	FY 00
Proposals Submitted in Dollar Amounts	$2,781,972	$3,156,829	$5,387,571	$7,223,563	**$9,137,717**
Total Award Dollars	$1,346,586	$1,325,984	$2,002,611	$2,370,532	**$3,222,511**
Total Annual Dollars	Not Tracked	Not Tracked	$2,185,519	$1,342,305	**$2,536,169**
Percent of Dollars Awarded	48%	42%	37%	38%	**35%**
Proposals Submitted					
Administration	14	11	11	5	**17**
Fulton	15	13	12	10	**13**
Henson	19	19	21	30	**32**
Perdue	18	8	13	10	**8**
Seidel	7	5	5	18	**21**
Total Proposals Submitted	73	56	62	73	**91**
Total Proposals Awarded	42	29	37	37	**48**
Percent of Proposals Awarded	57%	51%	59%	50%	**52%**
Principal Investigators*					
*unduplicated count					
Administration	6	6	6	4	**10**
Fulton	8	8	5	6	**11**
Henson	9	11	12	15	**19**
Perdue	7	4	5	7	**4**
Seidel	5	5	3	8	**12**
Total	35	34	31	40	**56**
% of FT Faculty	14%	13%	12%	15%	**21%**
Cost Share Committed on Total Awards	Not Tracked	$730,178	$631,179	$1,253,424	**$1,823,988**

Source: SSU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2000

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Table 5: **LIBRARY COLLECTIONS AND TRANSACTIONS**
Fall 1996 through Fall 2000

	1996	1997	1998	1999	2000
COLLECTIONS					
Number of volumes	235,336	240,007	243,698	246,294	**249,710**
Separate government documents collections	191,459	198,980	209,277	217,687	**225,901**
Microforms	632,650	653,046	668,593	686,751	**700,446**
Current periodical subscriptions	1,673	1,668	1,661	1,662	**1,674**
Audio-visual materials	29,574	29,589	29,604	10,638	**10,638**
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	**23,467**
TRANSACTIONS					
Total hours open per typical week	101	101	101	101	**101**
General Loans (Circulation)	49,442	43,142	38,109	33,536	**32,687**
Reserve Loans	23,568	23,102	17,481	15,979	**14,911**
Directional Transactions	6,534	17,397	17,907	10,397	**9,933**
Informational Transactions	17,237	27,573	22,317	20,320	**17,480**
Bibliographic Instruction					
a. Population served	2,099	997	1,737	1,586	**2,021**
b. Number of Classes	186	76	128	70	**103**
Orientations					
a. Population served	795	519	868	1,171	**579**
b. Number of Groups	90	38	47	39	**31**

Source: SSU's Library Office
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Table 6 : **Physical Facilities Inventory: 2000-01**

Building Name	Use	Year Built	Year Renovated	Total Square Footage Assignable	Total Square Footage Gross
1212 Camden Avenue	N/A	Est. 1940	N/A	1,876	2,680
Administrative Annex	N/A	1925	2000	3,828	5,468
Admissions Center	Offices	1930	--	5,390	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,304	1,863
Allenwood Center (Unit 400)	Offices	Est 1972	1999	1,304	1,863
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	809	939
Architectural & Engineering Ctr	Offices	Est.1950	--	1,074	1,535
Alumni House	Alumni Support	1996	--	6,135	7,818
Athletic Storage Building	Storage	1999	N/A	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
Blackwell Library	Library	1958	1975	40,011	67,125
Caruthers Hall	Classrooms/Offices	1955	1979	33,520	53,523
Center for Conflict Resolution	Offices	1934	1994	2,042	2,917
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,291	48,118
Commons Building	Dining Hall	1997	--	87,212	124,589
Community Outreach	Offices	1935	1993	1,400	2,000
Devilbiss Science Hall	Classrooms/Offices	1967	--	38,153	59,886
Dogwood Village	Dormitory	1985	--	20,225	26,880
Faculty Development House	Academic	1937	--	2,590	3,085
Fulton Hall	Classrooms/Offices	1991	--	50,706	95,000
Greenhouse	Maintenance	1994	--	4,800	5,150
Grounds Storage Building	Storage	1999	N/A	1,875	1,875
Holloway Hall	Classrooms/Offices	1924	1976	64,390	118,127
Honors House	Classrooms/Offices	1956	1994	2,762	3,946
International House	Residential	1943	1995	1,791	2,559
Language House	Offices	1929	--	2,655	3,340
Maggs Annex 1 & 2	Offices	--	--	1,920	2,560
Maggs Physical Activity Center	Classrooms/Offices	1977	--	79,796	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
Philosophy House	Classrooms/Offices	1942	--	1,720	2,457
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Power Professional Building	Classrooms/Offices	1989	--	21,486	30,695
President's Residence	Residential	Est. 1930	1994	3,684	5,264
Regents Retreat	Residential	Est. 1965	1996	756	1,080
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	3,360	4,300
Tennis Barn	Sports	1975	--	19,500	20,000
University Center	Student Act.	1988	--	37,854	72,718
University Center Annex B	Offices	1951	1980	538	768
University Police	Offices	1965	1992	5,185	6,050
Ward Museum	Museum	1992		21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
Total Footage				**830,800**	**1,265,936**
	Total square footage consisting of:				
	1) Auxiliary Enterprises (dormitories, student union, dining hall)			406,746	607,569
	2) Other			424,054	658,367

Acres of Land Maintained	143.97

Source: Physical Plant Department o:\fb0001\physical facilities inventory.xls

Table 7:

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
FOUR-YEAR PUBLIC INSITUTIONS

		Achieved Goal		Achieved 90% of Goal		Less than 90% of Goal		
Institution		Number	Percent	Number	Percent	Number	Percent	Total Number
Bowie	Quality	2	40%	1	20%	2	40%	**5**
	Effectiveness	0	0%	3	43%	4	57%	**7**
	Access	3	75%	1	25%	0	0%	**4**
	Diversity	6	60%	1	10%	3	30%	**10**
	Efficiency	0	0%	1	25%	3	75%	**4**
Bowie Total		11	37%	7	23%	12	40%	**30**
Coppin	Quality	2	40%	0	0%	3	60%	**5**
	Effectiveness	3	43%	3	43%	1	14%	**7**
	Access	2	50%	1	25%	1	25%	**4**
	Diversity	5	50%	2	20%	3	30%	**10**
	Efficiency	1	25%	1	25%	2	50%	**4**
Coppin Total		13	43%	7	23%	10	33%	**30**
Frostburg	Quality	1	20%	1	20%	3	60%	**5**
	Effectiveness	3	50%	3	50%	0	0%	**6**
	Access	4	100%	0	0%	0	0%	**4**
	Diversity	7	70%	2	20%	1	10%	**10**
	Efficiency	1	25%	1	25%	2	50%	**4**
Frostburg Total		16	55%	7	24%	6	21%	**29**
Salisbury	Quality	0	0%	2	40%	3	60%	**5**
	Effectiveness	5	71%	2	29%	0	0%	**7**
	Access	3	75%	0	0%	1	25%	**4**
	Diversity	2	20%	3	30%	5	50%	**10**
	Efficiency	1	25%	2	50%	1	25%	**4**
SalisburyTotal		11	37%	9	30%	10	33%	**30**
Towson	Quality	2	40%	0	0%	3	60%	**5**
	Effectiveness	6	67%	2	22%	1	11%	**9**
	Access	3	75%	1	25%	0	0%	**4**
	Diversity	4	40%	3	30%	3	30%	**10**
	Efficiency	2	50%	0	0%	2	50%	**4**
Towson Total		17	53%	6	19%	9	28%	**32**
UB	Quality	1	20%	3	60%	1	20%	**5**
	Effectiveness	0	0%	2	67%	1	33%	**3**
	Access	1	25%	2	50%	1	25%	**4**
	Diversity	6	75%	0	0%	2	25%	**8**
	Efficiency	1	25%	1	25%	2	50%	**4**
	Inst. Specifc	0	0%	0	0%	1	100%	**1**
UB Total		9	38%	8	33%	7	29%	**24**
UMB	Quality	6	16%	7	19%	24	65%	**37**
	Effectiveness	5	33%	9	60%	1	7%	**15**
	Access	10	71%	3	21%	1	7%	**14**
	Diversity	3	60%	2	40%	0	0%	**5**
	Efficiency	5	56%	1	11%	3	33%	**9**
UMB Total		29	36%	22	28%	29	36%	**80**

Table 7:

ASSESSMENT OF PERFORMANCE ON ACCOUNTABILITY INDICATORS
FOUR-YEAR PUBLIC INSITUTIONS (continued)

		Achieved Goal		Achieved 90% of Goal		Less than 90% of Goal		
Institution		Number	Percent	Number	Percent	Number	Percent	Total Number
UMBC	Quality	2	25%	3	38%	3	38%	**8**
	Effectiveness	4	36%	6	55%	1	9%	**11**
	Access	1	25%	2	50%	1	25%	**4**
	Diversity	7	70%	3	30%	0	0%	**10**
	Efficiency	2	50%	1	25%	1	25%	**4**
UMBC Total		16	43%	15	41%	6	16%	**37**
UMCP	Quality	4	50%	2	25%	2	25%	**8**
	Effectiveness	2	40%	3	60%	0	0%	**5**
	Access	2	50%	2	50%	0	0%	**4**
	Diversity	4	40%	4	40%	2	20%	**10**
	Efficiency	3	75%	0	0%	1	25%	**4**
UMCP Total		15	48%	11	35%	5	16%	**31**
UMES	Quality	0	0%	2	40%	3	60%	**5**
	Effectiveness	5	63%	2	25%	1	13%	**8**
	Access	2	50%	0	0%	2	50%	**4**
	Diversity	6	60%	2	20%	2	20%	**10**
	Efficiency	1	25%	2	50%	1	25%	**4**
UMES Total		14	45%	8	26%	9	29%	**31**
UMUC	Quality	2	100%	0	0%	0	0%	**2**
	Effectiveness	2	67%	0	0%	1	33%	**3**
	Access	5	71%	1	14%	1	14%	**7**
	Diversity	5	83%	1	17%	0	0%	**6**
	Efficiency	2	67%	0	0%	1	33%	**3**
UMUC Total		16	76%	2	10%	3	14%	**21**
Morgan	Quality	2	40%	3	60%	0	0%	**5**
	Effectiveness	3	60%	1	20%	1	20%	**5**
	Access	1	33%	1	33%	1	33%	**3**
	Diversity	8	80%	2	20%	0	0%	**10**
	Efficiency	0	0%	1	25%	3	75%	**4**
Morgan Total		14	52%	8	30%	5	19%	**27**
St. Mary's	Quality	3	60%	1	20%	1	20%	**5**
	Effectiveness	1	25%	3	75%	0	0%	**4**
	Access	2	100%	0	0%	0	0%	**2**
	Diversity	6	75%	2	25%	0	0%	**8**
	Efficiency	4	100%	0	0%	0	0%	**4**
St. Mary's Total		16	70%	6	26%	1	4%	**23**
Four Year	Quality	27	27%	25	25%	48	48%	**100**
Public School	Effectiveness	39	43%	39	43%	12	13%	**90**
	Access	39	63%	14	23%	9	15%	**62**
	Diversity	69	59%	27	23%	21	18%	**117**
	Efficiency	23	41%	11	20%	22	39%	**56**
Total		197	46%	116	27%	112	26%	**425**

Source: 2000 Performance Accountability Report
Maryland Public Colleges and Universities, Volume 1

Notes: All leisure exam and average salary by rank indicators are counted separately.
The total for the four-year institutions excludes additional institutional specific indicators.

Table 8:

Salisbury State University
Peer Institutions
FALL 2000

Aspirational Peers Selected by SSU

University	Total Enroll Fall 99 [2]	Total FTES/Fall 98[1,4]	% FT Fall 99[2]	Ranking	% Grad Fall 99[2]	Ranking	% Minority Fall 99 [2,5]	Ranking	Tuition & Fees AY 00-01[3]	Ranking	SAT 25th-75th %ile [3]	Ranking
College of New Jersey (Trenton State)	6747	5928	83.6%	4	12.1%	2	17.3%	1	$5,991	1	1140-1320	1
Millersville University of Pennsylvania	7307	6254	77.3%	6	12.4%	1	9.5%	3	$4,595	2	960-1150	5
SUNY College - Fredonia	5020	4505	90.1%	3	5.8%	4	4.1%	6	$4,225	4	1020-1180	4
SUNY College - Geneseo	5603	5250	93.8%	2	5.0%	5	8.8%	4	$4,221	5	1110-1280	2
Truman State University (NE Missouri State)	6236	6208	95.9%	1	4.4%	6	7.6%	5	$3,712	6	25-30 (ACT)	
Salisbury State	6060	5152	79.1%	5	8.6%	3	10.7%	2	$4,312	3	1030-1200	3

Current Peers Selected by SSU

University	Total Enroll Fall 99 [2]	Total FTES/Fall 98[1,4]	% FT Fall 99[2]	Ranking	% Grad Fall 99[2]	Ranking	% Minority Fall 99 [2,5]	Ranking	Tuition & Fees AY 00-01[3]	Ranking	SAT 25th-75th %ile [3]	Ranking
Shippensburg University of PA	6676	6040	85.0%	3	14.1%	4	6.1%	11	$4,550	1	960-1150	4
SUNY College - Oswego	7901	6757	81.0%	6	13.5%	5	7.9%	8	$3,975	4	1040-1190	2
SUNY College - Plattsburgh	6015	5354	85.6%	2	11.5%	6	8.1%	7	$3,957	5	970-1140	6
University of Massachusetts - Dartmouth	6963	5374	73.3%	10	11.5%	6	11.3%	3	$4,129	3	950-1150	5
University of North Carolina -Wilmington	9967	8620	82.3%	5	7.1%	10	8.7%	6	$2,285	9	1000-1160	3
Western Carolina University	6580	5634	80.0%	7	16.3%	2	7.9%	8	$2,260	10	890-1090	8
Southeast Missouri State University	8863	6709	67.0%	11	15.7%	3	6.8%	10	$3,390	6	19-25 (ACT)	
Sonoma State University	7083	6014	78.8%	9	17.5%	1	21.1%	1	$2,002	11	930-1140	7
Central Washington University	8233	7595	86.8%	1	6.1%	11	13.7%	2	$3,162	8	880-1080	9
Western Oregon University	4513	3954	82.6%	4	10.4%	8	10.3%	5	$3,318	7	973	10
Salisbury State	6060	5152	79.1%	8	8.6%	9	10.7%	4	$4,312	2	1030-1200	1

Notes

All rankings are from largest to smallest unless otherwise stated.

[1]Source: NCES IPEDS database, Fall 98.

[2]Source: NCES IPEDS database, Fall 99.

[3]Source: "U.S. News & World Report ". America's Best Colleges, 2001 Edition published 9/2000.

[4]Total FTES = Full Time Enrollment + (Part Time Enrollment) / 3. FTES is calculated using Fall, 1998 enrollments in order to generate the financial ratios on the next page which use correlating FY1999 budget data.

[5]Percent minority is calculated using all known minorities, and total enrollment excluding international students, students reporting their race/ethnicity as unknown, and students choosing not to report any race/ethnicity.

Institutional Assessment, Research, and Accountability

O:/fb00-01/newpeers00-ranks
1/3/2001

Table 8:

Salisbury State University
Peer Institutions
FALL 2000

Aspirational Peers Selected by SSU

University	Acceptance Rate[3,8]	Ranking	Fresh Retn Rate[3,7]	Ranking	Average 6-yr Grad Rate[3,6]	Ranking	Unres State $ FY 99[2]	Ratio Unres State $ to 1 FTES	Ranking	Unres Non-Aux FY 99[2]	Unres Non-Aux $ to 1 FTES	Ranking
College of New Jersey (Trenton State)	55%	2	93%	1	77%	2	$46,096,000	$7,776	1	$37,157,000	$6,268	1
Millersville University of Pennsylvania	69%	5	82%	5	66%	3	$32,395,823	$5,180	4	$36,893,018	$5,899	2
SUNY College - Fredonia	62%	4	80%	6	65%	4	$26,294,065	$5,837	3	$19,926,204	$4,423	6
SUNY College - Geneseo	52%	1	91%	2	78%	1	$22,824,077	$4,347	6	$24,446,544	$4,656	4
Truman State University (NE Missouri State)	81%	6	85%	3	62%	5	$39,234,503	$6,320	2	$30,459,890	$4,907	3
Salisbury State	57%	3	83%	4	60%	6	$22,178,854	$4,305	5	$22,571,969	$4,381	5

Current Peers Selected by SSU

University	Acceptance Rate[3,8]	Ranking	Fresh Retn Rate[3,7]	Ranking	Average 6-yr Grad Rate[3,6]	Ranking	Unres State $ FY 99[2]	Ratio Unres State $ to 1 FTES	Ranking	Unres Non-Aux FY 99[2]	Unres Non-Aux $ to 1 FTES	Ranking
Shippensburg University of PA	64%	4	77%	7	62%	1	$28,977,787	$4,798	7	$30,941,273	$5,123	3
SUNY College - Oswego	59%	3	80%	2	59%	4	$29,701,772	$4,396	8	$32,649,093	$4,832	4
SUNY College - Plattsburgh	69%	6	79%	4	60%	2	$25,622,010	$4,786	10	$26,171,595	$4,888	7
University of Massachusetts - Dartmouth	65%	5	78%	5	48%	6	$44,002,376	$8,188	2	$43,371,002	$8,071	1
University of North Carolina -Wilmington	58%	2	79%	4	55%	5	$52,389,987	$6,078	5	$51,613,337	$5,988	2
Western Carolina University	82%	7	69%	11	48%	6	$50,178,359	$8,906	1	$19,429,682	$3,449	11
Southeast Missouri State University	94%	11	71%	10	38%	10	$44,323,871	$6,607	4	$28,298,668	$4,218	6
Sonoma State University	84%	9	77%	7	46%	9	$45,969,553	$7,644	3	$22,633,853	$3,764	10
Central Washington University	83%	8	74%	8	47%	8	$39,282,800	$5,172	6	$28,298,668	$3,726	9
Western Oregon University	93%	10	72%	9	38%	10	$13,630,118	$3,447	11	$15,347,210	$3,881	8
Salisbury State	57%	1	83%	1	60%	2	$22,178,854	$4,305	9	$22,571,969	$4,381	5

Notes

All rankings are from largest to smallest unless otherwise stated.

[2]Source: NCES IPEDS database, Fall 99.

[3]Source: "U.S. News & World Report ".
America's Best Colleges, 2001 Edition published 9/2000.

[6]Graduation rate is an average of the six year graduation rates of the three most recent cohorts (1990, 1991, 1992). Data source for the 1991 and 1992 cohort graduation rates is the IPEDS GRS survey.

[7]Freshman Retention Rates are self-reported by institutions.

[8]Acceptance rate ranking is from lowest to highest.

Academic Program Review Support
APRS

Table 1:

Degrees Awarded to Double Majors by Program
Academic Years 1995-1996 to 1999-2000

BACCALAUREATE	1995-96			1996-97			1997-98			1998-99			1999-00			% Change	5 yr ave	5 yr ave
	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	AY95 to AY00	of Totals	of Major 1
Fulton School of Liberal Arts																		
Art	18	-	18	28	-	28	21	-	21	17	-	17	23	1	24	33.3%	21.6	21.4
Art - Fine	3	-	3	3	-	3	-	-	-	3	-	3	2	-	2	-33.3%	2.2	2.2
Communication Arts	97	4	101	92	3	95	89	6	95	115	1	116	94	1	95	-5.9%	100.4	97.4
English	42	4	46	31	1	32	31	2	33	31	1	32	33	2	35	-23.9%	35.6	33.6
French	2	-	2	1	-	1	2	-	2	1	-	1	3	-	3	50.0%	1.8	1.8
History	47	1	48	50	3	53	60	5	65	47	3	50	36	2	38	-20.8%	50.8	48.0
Liberal Studies	83	1	84	66	-	66	75	-	75	62	1	63	65	-	65	-22.6%	70.6	70.2
Music	7	-	7	6	-	6	5	-	5	4	-	4	1	-	1	-85.7%	4.6	4.6
Philosophy	7	1	8	10	5	15	6	5	11	12	3	15	5	2	7	-12.5%	11.2	8.0
Political Science	27	2	29	27	1	28	24	1	25	25	2	27	28	-	28	-3.4%	27.4	26.2
Psychology	74	3	77	67	-	67	78	3	81	67	7	74	71	3	74	-3.9%	74.6	71.4
Social Science	4	1	5	2	-	2	-	-	-	-	-	-	-	-	-	-100.0%	1.4	1.2
Sociology	16	-	16	17	-	17	15	1	16	8	-	8	16	1	17	6.3%	14.8	14.4
Spanish	-	2	2	3	-	3	4	1	5	4	1	5	6	-	6	200.0%	4.2	3.4
Total	**427**	**19**	**446**	**403**	**13**	**416**	**410**	**24**	**434**	**396**	**19**	**415**	**383**	**12**	**395**	**-11.4%**	**421.2**	**403.8**
Henson School of Science & Technology																		
Biology	82	-	82	104	1	105	131	1	132	106	2	108	92	-	92	12.2%	103.8	103.0
Chemistry	4	-	4	9	-	9	10	-	10	11	-	11	6	-	6	50.0%	8.0	8.0
Environmental Health	8	-	8	12	-	12	21	-	21	15	-	15	6	-	6	-25.0%	12.4	12.4
Geography	31	1	32	26	-	26	22	-	22	22	-	22	22	-	22	-31.3%	24.8	24.6
Mathematics	21	-	21	24	-	24	22	-	22	21	-	21	16	2	18	-14.3%	21.2	20.8
Medical Technology	15	-	15	6	-	6	9	-	9	11	-	11	9	-	9	-40.0%	10.0	10.0
Nursing	76	-	76	55	-	55	49	-	49	48	-	48	37	1	38	-50.0%	53.2	53.0
Physical Science	5	-	5	2	-	2	2	-	2	-	-	-	-	-	-	-100.0%	1.8	1.8
Physics	2	-	2	8	-	8	5	-	5	4	-	4	9	-	9	350.0%	5.6	5.6
Respiratory Therapy	21	-	21	19	-	19	18	-	18	17	-	17	14	-	14	-33.3%	17.8	17.8
Total	**265**	**1**	**266**	**265**	**1**	**266**	**289**	**1**	**290**	**255**	**2**	**257**	**211**	**3**	**214**	**-19.5%**	**258.6**	**257.0**
Perdue School of Business																		
Accounting	49	1	50	55	1	56	58	2	60	42	-	42	26	1	27	-46.0%	47.0	46.0
Business Administration	114	16	130	129	19	148	109	25	134	153	7	160	140	27	167	28.5%	147.8	129.0
Economics	14	3	17	6	2	8	14	-	14	1	-	1	6	1	7	-58.8%	9.4	8.2
Info. System Mgmt.	16	1	17	22	1	23	36	2	38	36	3	39	32	4	36	111.8%	30.6	28.4
Total	**193**	**21**	**214**	**212**	**23**	**235**	**217**	**29**	**246**	**232**	**10**	**242**	**204**	**33**	**237**	**10.7%**	**234.8**	**211.6**
Seidel School of Education & Professional Studies																		
Elementary Education	161	1	162	185	-	185	160	-	160	167	1	168	136	-	136	-16.0%	162.2	161.8
Leisure Studies	4	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-100.0%	0.8	0.8
Physical Education	48	-	48	68	1	69	55	1	56	52	1	53	63	-	63	31.3%	57.8	57.2
Social Work	62	-	62	72	-	72	74	-	74	67	-	67	54	-	54	-12.9%	65.8	65.8
Total	**275**	**1**	**276**	**325**	**1**	**326**	**289**	**1**	**290**	**286**	**2**	**288**	**253**	**-**	**253**	**-8.3%**	**286.6**	**285.6**
Grand Total	**1,160**	**42**	**1,202**	**1,205**	**38**	**1,243**	**1,205**	**55**	**1,260**	**1,169**	**33**	**1,202**	**1,051**	**48**	**1,099**	**-8.6%**	**1201.2**	**1158.0**

Source: DRF00.spx

O:/fb00-01 APRS/5 yr degrees awarded to double majors thru 1999-2000

Table 2:

Enrollment of Double Majors
Fall 1996 to Fall 2000

Undergraduate	Fall 1996			Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total	Maj 1	Maj 2	Total
Fulton School of Liberal Arts															
Art	95	2	97	105	1	106	93	3	96	112	2	114	127	3	130
Art (Fine)	4	-	4	1	-	1	4	-	4	2	-	2	6	-	6
Communication Arts	279	11	290	332	12	344	383	5	388	389	3	392	441	2	443
English	137	2	139	145	2	147	130	2	132	133	2	135	146	5	151
French	8	2	10	6	-	6	7	1	8	10	-	10	11	-	11
History	169	9	178	157	10	167	144	7	151	132	7	139	151	7	158
Liberal Studies	121	1	122	102	1	103	93	1	94	84	-	84	116	-	116
Music	41	2	43	32	1	33	35	1	36	38	-	38	37	-	37
Philosophy	31	9	40	31	11	42	23	5	28	25	5	30	43	7	50
Political Science	91	1	92	104	5	109	111	4	115	119	2	121	107	7	114
Psychology	238	15	253	241	15	256	241	12	253	275	7	282	290	4	294
Social Science	2	-	2	-	1	1	-	-	-	-	-	-	-	-	-
Sociology	46	-	46	45	1	46	35	2	37	50	1	51	41	-	41
Spanish	14	2	16	15	5	20	18	6	24	25	7	32	26	16	42
Subtotal	1,276	56	1,332	1,316	65	1,381	1,317	49	1,366	1,394	36	1,430	1,542	51	1,593
Henson School of Science & Technology															
Biology	610	7	617	601	6	607	563	2	565	479	-	479	453	1	454
Chemistry	46	-	46	45	-	45	51	-	51	60	-	60	59	-	59
Computer Science	-	-	-	-	-	-	-	-	-	-	-	-	57	4	
Environmental Health	49	-	49	54	-	54	40	-	40	41	-	41	48	-	48
Geography	70	4	74	65	-	65	66	1	67	61	1	62	68	-	68
Mathematics	118	1	119	126	-	126	131	1	132	142	1	143	109	1	110
Medical Technology	35	1	36	37	1	38	38	-	38	25	-	25	29	-	29
Nursing	180	1	181	197	-	197	208	1	209	199	1	200	229	-	229
Physical Science	2	-	2	1	-	1	-	-	-	2	-	2	1	-	1
Physics	41	-	41	43	-	43	53	-	53	67	-	67	66	-	66
Respiratory Therapy	71	1	72	58	-	58	41	-	41	31	-	31	29	-	29
Subtotal	1,222	15	1,237	1,227	7	1,234	1,191	5	1,196	1,107	3	1,110	1,148	6	1,093
Perdue School of Business															
Accounting	258	5	263	206	5	211	179	3	182	154	4	158	152	5	157
Business Administration	639	39	678	704	41	745	796	39	835	779	49	828	842	48	890
Economics	24	3	27	19	1	20	18	3	21	31	4	35	23	2	25
Info. System Management	80	4	84	110	7	117	133	12	145	170	17	187	175	15	190
Subtotal	1,001	51	1,052	1,039	54	1,093	1,126	57	1,183	1,134	74	1,208	1,192	70	1,262
Seidel School of Education & Professional Studies															
Elementary Education	631	2	633	628	2	630	642	5	647	679	5	684	742	4	746
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Education	258	8	266	262	7	269	285	5	290	318	2	320	316	1	317
Social Work	188	2	190	189	2	191	159	1	160	144	-	144	164	2	166
Subtotal	1,077	12	1,089	1,079	11	1,090	1,086	11	1,097	1,141	7	1,148	1,222	7	1,229
Undeclared[1]	273	-	273	316	-	316	396	-	396	359	-	359	387		387
TOTAL	4,849	134	4,983	4,977	137	5,114	5,116	122	5,238	5,135	120	5,255	5,491	134	5,564

[1]Degree-seeking students only.

Source: SPSS POP004pre_aprs.spx
O:/fb00-01 APRS/Double major enrollment Fall 2000

Table 3:

Class of Undergraduate Matriculated Students

By School By Program

For Academic Program Review

DISCIPLINE	Fall 1997						Fall 1998						Fall 1999						Fall 2000					
	FR	SO	JR	SR	SB	Total	FR	SO	JR	SR	SB	Total	FR	SO	JR	SR	SB	Total	FR	SO	JR	SR	SB	Total
FULTON SCHOOL OF LIBERAL ARTS																								
Art	22	25	37	19	2	105	17	25	25	24	2	93	27	29	27	27	2	112	25	37	32	32	1	127
Art - Fine	-	-	-	-	1	1	-	1	-	2	1	4	-	1	-	-	1	2	1	1	2	1	1	6
Comm. Arts	71	78	102	81	-	332	105	78	102	97	1	383	93	96	106	91	3	389	91	121	126	103	-	441
English	35	36	27	46	1	145	21	38	37	34	-	130	28	39	26	38	2	133	27	44	33	41	1	146
French	1	2	2	1	-	6	1	1	3	1	1	7	3	2	1	3	1	10	2	2	3	3	1	11
History	22	32	53	49	1	157	28	30	34	49	3	144	18	38	38	37	1	132	31	41	43	32	4	151
Liberal Studies	3	7	26	62	4	102	4	12	30	46	1	93	7	19	6	50	2	84	7	11	36	60	2	116
Music	11	7	5	6	3	32	10	10	7	7	1	35	8	9	8	10	3	38	7	6	9	12	3	37
Philosophy	2	5	12	10	2	31	1	4	5	12	1	23	5	7	6	7	-	25	3	13	18	9	-	43
Political Science	27	32	25	20	-	104	37	27	26	20	1	111	33	36	31	18	1	119	20	27	32	26	2	107
Psychology	56	51	65	68	1	241	53	60	68	59	1	241	55	81	68	69	2	275	59	72	77	81	1	290
Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Sociology	10	6	13	16	-	45	4	10	9	12	-	35	13	12	12	13	-	50	9	8	13	11		41
Spanish	1	4	5	5	-	15	4	5	3	6	-	18	4	7	4	7	3	25	5	5	6	7	3	26
Totals	261	285	372	383	15	1,316	285	301	349	369	13	1,317	294	376	333	370	21	1,394	287	388	430	418	19	1,542
HENSON SCHOOL OF SCIENCE & TECHNOLOGY																								
Biology	179	123	133	159	7	601	195	121	107	134	6	563	157	94	116	108	4	479	131	100	116	102	3	452
Chemistry	10	9	8	18	-	45	16	10	11	13	1	51	19	12	17	11	1	60	9	18	17	13	2	59
Computer Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34	13	8	-	2	57
Environ. Health	4	6	20	22	2	54	7	4	10	18	1	40	8	10	7	16	-	41	8	13	12	15	-	48
Geography	4	14	24	23	-	65	7	13	24	22	-	66	8	13	16	23	1	61	7	18	30	13	-	68
Mathematics	47	19	26	32	2	126	45	32	19	30	5	131	54	36	29	20	3	142	28	22	29	29	1	109
Medical Tech.	4	11	10	9	3	37	6	8	8	12	4	38	2	4	7	11	1	25	4	7	9	8	1	29
Nursing	39	45	48	48	17	197	46	43	52	55	12	208	43	51	47	43	15	199	47	50	59	56	17	229
Physical Science	-	-	-	1	-	1	-	-	-	-	-	-	1	-	-	-	1	2	-	-	-	-	1	1
Physics	19	12	4	7	1	43	27	9	14	2	1	53	27	12	17	11	-	67	23	18	13	9	3	66
Respir. Therapy	3	11	19	24	1	58	3	5	14	19	-	41	1	7	8	14	1	31	3	2	11	11	2	29
Totals	309	250	292	343	33	1,227	352	245	259	305	30	1,191	320	239	264	257	27	1,107	294	261	304	256	32	1,147
PERDUE SCHOOL OF BUSINESS																								
Accounting	35	46	52	68	5	206	30	38	57	52	2	179	31	55	24	43	1	154	26	29	41	56	-	152
Business Admin.	213	143	208	135	5	704	239	196	197	157	7	796	211	212	197	156	3	779	219	216	217	186	4	842
Economics	1	5	2	10	1	19	5	5	7	1	-	18	5	14	8	4	-	31	5	4	3	11	-	23
Info Systems Mgmt.	17	18	34	36	5	110	28	22	28	42	13	133	30	45	39	47	9	170	20	34	64	53	4	175
Totals	266	212	296	249	16	1,039	302	261	289	252	22	1,126	277	326	268	250	13	1,134	270	283	325	306	8	1,192
SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																								
Elementary Educ.	107	136	170	187	28	628	130	160	161	163	28	642	145	201	152	151	30	679	173	169	203	172	25	742
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Educ.	61	64	64	71	2	262	67	62	82	72	2	285	80	71	75	88	4	318	59	79	90	84	4	316
Social Work	14	44	72	58	1	189	12	37	67	40	3	159	14	70	17	39	4	144	19	44	43	55	3	164
Totals	182	244	306	316	31	1,079	209	259	310	275	33	1,086	239	342	244	278	38	1,141	251	292	336	311	32	1,222
Unknown	194	98	20	4	1	317	250	116	27	3	-	396	213	24	121	2	-	360	248	109	27	2	1	387
Grand Totals	1,212	1,089	1,286	1,295	96	4,978	1,398	1,182	1,234	1,204	98	5,116	1,343	1,307	1,230	1,157	99	5,136	1,350	1,333	1,422	1,293	92	5,490

NOTE: FR=Freshman, SO=Sophomore, JR=Junior, SR=Senior, SB=Second Bachelors

Source: POP004.pre_aprs.spx

O:/fb00-01 APRS/Matriculated UG by class Fall 2000

Table 4:

Age Groups of Undergraduate Matriculated Students

By School By Program

For Academic Program Review

DISCIPLINE	Fall 1996				Fall 1997				Fall 1998				Fall 1999				Fall 2000			
	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total
FULTON SCHOOL OF LIBERAL ARTS																				
Art	52	39	4	**95**	67	32	6	**105**	61	28	4	**93**	76	33	3	**112**	108	16	3	**127**
Art - Fine	-	2	2	**4**	-	-	1	**1**	1	2	1	**4**	-	1	1	**2**	4	1	1	**6**
Communication Arts	185	85	9	**279**	225	99	8	**332**	266	108	9	**383**	278	103	8	**389**	379	55	7	**441**
English	87	46	4	**137**	102	39	4	**145**	91	36	3	**130**	90	35	9	**134**	124	16	6	**146**
French	4	3	1	**8**	6	-	-	**6**	4	2	1	**7**	6	4	-	**10**	7	4	-	**11**
History	98	65	6	**169**	94	56	7	**157**	91	45	8	**144**	89	36	6	**131**	123	21	7	**151**
Liberal Studies	33	68	20	**121**	19	74	9	**102**	33	49	11	**93**	29	47	8	**84**	50	48	18	**116**
Music	25	12	4	**41**	23	7	2	**32**	26	6	3	**35**	23	12	3	**38**	27	8	2	**37**
Philosophy	13	16	2	**31**	19	11	1	**31**	16	6	1	**23**	18	6	1	**25**	37	4	2	**43**
Political Science	62	26	3	**91**	79	21	4	**104**	83	27	1	**111**	89	28	2	**119**	89	17	1	**107**
Psychology	151	75	12	**238**	162	73	6	**241**	175	61	5	**241**	207	59	9	**275**	250	34	6	**290**
Social Science	-	2	-	**2**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**
Sociology	25	16	5	**46**	21	19	5	**45**	20	11	4	**35**	33	15	2	**50**	35	5	1	**41**
Spanish	10	4	-	**14**	11	4	-	**15**	12	6	-	**18**	16	6	3	**25**	20	3	3	**26**
Totals	**745**	**459**	**72**	**1,276**	**828**	**435**	**53**	**1,316**	**879**	**387**	**51**	**1,317**	**954**	**385**	**55**	**1,394**	**1,253**	**232**	**57**	**1,542**
HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Biology	455	152	3	**610**	440	154	7	**601**	432	122	9	**563**	373	99	7	**479**	386	60	6	**452**
Chemistry	30	15	1	**46**	32	12	1	**45**	38	12	1	**51**	47	12	1	**60**	53	5	1	**59**
Computer Science	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	51	4	2	**57**
Environmental Health	25	23	1	**49**	31	21	2	**54**	20	18	2	**40**	28	11	2	**41**	38	7	3	**48**
Geography	33	34	3	**70**	30	31	4	**65**	33	31	2	**66**	35	24	2	**61**	55	13	-	**68**
Mathematics	79	36	3	**118**	92	31	3	**126**	98	29	4	**131**	109	29	4	**142**	90	18	1	**109**
Medical Technology	19	15	1	**35**	18	16	3	**37**	17	18	3	**38**	10	15	-	**25**	18	9	2	**29**
Nursing	107	60	13	**180**	118	65	14	**197**	142	57	9	**208**	146	43	10	**199**	182	38	9	**229**
Physical Science	-	2	-	**2**	-	1	-	**1**	-	-	-	**-**	-	-	2	**2**	-	-	1	**1**
Physics	29	10	2	**41**	33	7	3	**43**	44	8	1	**53**	52	12	3	**67**	56	7	3	**66**
Respiratory Therapy	40	30	1	**71**	33	23	2	**58**	18	21	2	**41**	16	14	1	**31**	15	11	3	**29**
Totals	**817**	**377**	**28**	**1,222**	**827**	**361**	**39**	**1,227**	**842**	**316**	**33**	**1,191**	**816**	**259**	**32**	**1,107**	**944**	**172**	**31**	**1,147**
PERDUE SCHOOL OF BUSINESS																				
Accounting	177	73	8	**258**	132	64	10	**206**	122	49	8	**179**	108	39	7	**154**	119	26	7	**152**
Business Admin.	434	188	17	**639**	522	162	20	**704**	591	188	17	**796**	591	174	14	**779**	738	95	9	**842**
Economics	14	10	-	**24**	8	11	-	**19**	14	4	-	**18**	25	6	-	**31**	22	1	-	**23**
Info Systems Mngmt.	40	37	3	**80**	57	48	5	**110**	72	52	9	**133**	105	56	9	**170**	140	31	4	**175**
Totals	**665**	**308**	**28**	**1,001**	**719**	**285**	**35**	**1,039**	**799**	**293**	**34**	**1,126**	**829**	**275**	**30**	**1,134**	**1,019**	**153**	**20**	**1,192**
SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Elementary Education	389	205	37	**631**	392	201	35	**628**	427	181	34	**642**	479	168	32	**679**	604	102	36	**742**
Leisure Studies	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**	-	-	-	**-**
Physical Education	134	122	2	**258**	165	95	2	**262**	190	89	6	**285**	210	101	7	**318**	260	52	4	**316**
Social Work	91	65	32	**188**	89	65	35	**189**	80	56	23	**159**	74	54	16	**144**	98	44	22	**164**
Totals	**614**	**392**	**71**	**1,077**	**646**	**361**	**72**	**1,079**	**697**	**326**	**63**	**1,086**	**763**	**323**	**55**	**1,141**	**962**	**198**	**62**	**1,222**
Unknown	247	20	7	**274**	284	26	7	**317**	368	24	4	**396**	334	22	4	**360**	366	18	3	**387**
Grand Totals	**3,088**	**1,556**	**206**	**4,850**	**3,304**	**1,468**	**206**	**4,978**	**3,585**	**1,346**	**185**	**5,116**	**3,696**	**1,264**	**176**	**5,136**	**4,544**	**773**	**173**	**5,490**

Table 5:

Residency of Undergraduate Matriculated Students

By School By Program

For Academic Program Review

DISCIPLINE	Fall 1996			Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	MD	Out of State	Total	MD	Out of State	Total	MD	Out of State	Total	MD	Out of State	Total	MD	Out of State	Total
FULTON SCHOOL OF LIBERAL ARTS															
Art	78	17	**95**	78	27	**105**	67	26	**93**	87	25	**112**	103	24	**127**
Art - Fine	4	-	**4**	1	-	**1**	3	1	**4**	2	-	**2**	5	1	**6**
Communication Arts	194	85	**279**	238	94	**332**	294	89	**383**	318	71	**389**	344	97	**441**
English	98	39	**137**	99	46	**145**	91	39	**130**	95	38	**133**	108	38	**146**
French	6	2	**8**	6	-	**6**	6	1	**7**	9	1	**10**	10	1	**11**
History	126	43	**169**	120	37	**157**	111	33	**144**	102	30	**132**	120	31	**151**
Liberal Studies	89	32	**121**	84	18	**102**	77	16	**93**	66	18	**84**	93	23	**116**
Music	30	11	**41**	24	8	**32**	30	5	**35**	32	6	**38**	29	8	**37**
Philosophy	28	3	**31**	27	4	**31**	20	3	**23**	24	1	**25**	37	6	**43**
Political Science	74	17	**91**	84	20	**104**	93	18	**111**	97	22	**119**	89	18	**107**
Psychology	181	57	**238**	193	48	**241**	192	49	**241**	225	50	**275**	231	59	**290**
Social Science	1	1	**2**	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**
Sociology	36	10	**46**	38	7	**45**	24	11	**35**	38	12	**50**	30	11	**41**
Spanish	9	5	**14**	11	4	**15**	11	7	**18**	16	9	**25**	19	7	**26**
Totals	**954**	**322**	**1,276**	**1,003**	**313**	**1,316**	**1,019**	**298**	**1,317**	**1,111**	**283**	**1,394**	**1,218**	**324**	**1,542**
HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Biology	447	163	**610**	425	176	**601**	427	136	**563**	370	109	**479**	359	93	**452**
Chemistry	31	15	**46**	31	14	**45**	40	11	**51**	47	13	**60**	49	10	**59**
Computer Science	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	48	9	**57**
Environmental Health	32	17	**49**	34	20	**54**	25	15	**40**	33	8	**41**	42	6	**48**
Geography	61	9	**70**	59	6	**65**	61	5	**66**	53	8	**61**	58	10	**68**
Mathematics	95	23	**118**	101	25	**126**	99	32	**131**	113	29	**142**	89	20	**109**
Medical Technology	24	11	**35**	30	7	**37**	34	4	**38**	23	2	**25**	25	4	**29**
Nursing	142	38	**180**	153	44	**197**	168	40	**208**	163	36	**199**	194	35	**229**
Physical Science	2	-	**2**	1	-	**1**	-	-	**-**	2	-	**2**	1	-	**1**
Physics	34	7	**41**	39	4	**43**	48	5	**53**	56	11	**67**	63	3	**66**
Respiratory Therapy	49	22	**71**	42	16	**58**	32	9		26	5		20	9	**29**
Totals	**917**	**305**	**1,222**	**915**	**312**	**1,227**	**934**	**257**	**1,191**	**886**	**221**	**1,107**	**948**	**199**	**1,147**
PERDUE SCHOOL OF BUSINESS															
Accounting	195	63	**258**	153	53	**206**	145	34	**179**	125	29	**154**	122	30	**152**
Business Administration	487	152	**639**	541	163	**704**	609	187	**796**	627	152	**779**	690	152	**842**
Economics	17	7	**24**	16	3	**19**	14	4	**18**	26	5	**31**	18	5	**23**
Info Systems Mngmt.	68	12	**80**	91	19	**110**	109	24	**133**	144	26	**170**	148	27	**175**
Totals	**767**	**234**	**1,001**	**801**	**238**	**1,039**	**877**	**249**	**1,126**	**922**	**212**	**1,134**	**978**	**214**	**1,192**
SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Elementary Education	451	180	**631**	469	159	**628**	468	174	**642**	512	167	**679**	564	178	**742**
Leisure Studies	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**
Physical Education	172	86	**258**	182	80	**262**	198	87	**285**	232	86	**318**	227	89	**316**
Social Work	154	34	**188**	157	32	**189**	121	38	**159**	115	29	**144**	142	22	**164**
Totals	**777**	**300**	**1,077**	**808**	**271**	**1,079**	**787**	**299**	**1,086**	**859**	**282**	**1,141**	**933**	**289**	**1,222**
Unknown	209	65	274	245	72	317	304	92	396	274	86	360	297	90	387
Grand Totals	**3,624**	**1,226**	**4,850**	**3,772**	**1,206**	**4,978**	**3,921**	**1,195**	**5,116**	**4,052**	**1,084**	**5,136**	**4,374**	**1,116**	**5,490**

Source: POP004pre.aprs.spx

O:/fb00-01 APRS/Matriculated UG by residence Fall 2000

Table 6:

Race/Ethnicity of Undergraduate Matriculated Students

By School By Program

For Academic Program Review

DISCIPLINE	Fall 1996				Fall 1997				Fall 1998					Fall 1999					Fall 2000				
	W	B	O	Total	W	B	O	Total	W	B	O	UNK	Total	W	B	O	UNK	Total	W	B	O	UNK	Total
FULTON SCHOOL OF LIBERAL ARTS																							
Art	87	4	4	**95**	98	5	2	**105**	87	3	2	1	**93**	103	4	-	5	**112**	116	3	3	5	**127**
Art - Fine	4	-	-	**4**	-	-	1	**1**	4	-	-	-	**4**	2	-	-	-	**2**	6	-	-	-	**6**
Communication Arts	255	19	5	**279**	292	25	15	**332**	330	30	20	3	**383**	337	26	10	16	**389**	372	30	12	27	**441**
English	123	10	4	**137**	133	10	2	**145**	111	7	12	-	**130**	112	6	5	10	**133**	119	7	9	11	**146**
French	6	2	-	**8**	4	1	1	**6**	5	1	1	-	**7**	6	1	1	2	**10**	6	1	2	2	**11**
History	153	12	4	**169**	142	12	3	**157**	129	8	5	2	**144**	122	4	2	4	**132**	136	5	3	7	**151**
Liberal Studies	110	8	3	**121**	87	10	5	**102**	81	9	3	-	**93**	73	9	1	1	**84**	97	11	2	6	**116**
Music	36	2	3	**41**	31	-	1	**32**	34	-	-	1	**35**	35	-	1	2	**38**	33	-	2	2	**37**
Philosophy	30	1	-	**31**	30	1	-	**31**	22	1	-	-	**23**	23	-	-	2	**25**	38	1	2	2	**43**
Political Science	80	8	3	**91**	91	10	3	**104**	90	9	10	2	**111**	94	11	1	13	**119**	86	9	2	10	**107**
Psychology	219	13	6	**238**	223	15	3	**241**	218	13	7	3	**241**	238	23	5	9	**275**	251	16	7	16	**290**
Social Science	2	-	-	**2**	-	-	-	**-**	-	-	-	-	**-**	-	-	-	-	**-**	-	-	-	-	**-**
Sociology	41	5	-	**46**	40	5	-	**45**	27	3	4	1	**35**	43	4	1	2	**50**	33	4	2	2	**41**
Spanish	12	2	-	**14**	15	-	-	**15**	14	1	3	-	**18**	22	1	2	-	**25**	21	1	4	-	**26**
Totals	**1,158**	**86**	**32**	**1,276**	**1,186**	**94**	**36**	**1,316**	**1,152**	**85**	**67**	**13**	**1,317**	**1,210**	**89**	**29**	**66**	**1,394**		**88**	**50**	**90**	**1,542**
HENSON SCHOOL OF SCIENCE & TECHNOLOGY																							
Biology	554	35	21	**610**	538	32	31	**601**	503	20	36	4	**563**	422	20	21	16	**479**	390	18	23	21	**452**
Chemistry	39	5	2	**46**	40	3	2	**45**	41	3	7	-	**51**	51	2	1	6	**60**	50	2	2	5	**59**
Computer Science	-	-	-	**-**	-	-	-	**-**	-	-	-	-	**-**	-	-	-	-	**-**	45	4	3	5	**57**
Environmental Health	46	3	-	**49**	51	2	1	**54**	38	-	2	-	**40**	39	-	-	2	**41**	41	2	-	5	**48**
Geography	69	-	1	**70**	62	1	2	**65**	60	1	5	-	**66**	55	2	3	1	**61**	64	-	1	3	**68**
Mathematics	103	12	3	**118**	112	10	4	**126**	108	9	14	-	**131**	117	7	10	8	**142**	92	5	5	7	**109**
Medical Technology	26	3	6	**35**	29	4	4	**37**	29	5	4	-	**38**	16	5	3	1	**25**	19	4	4	2	**29**
Nursing	155	18	7	**180**	169	21	7	**197**	181	17	10	-	**208**	168	21	5	5	**199**	184	24	12	9	**229**
Physical Science	2	-	-	**2**	1	-	-	**1**	-	-	-	-	**-**	2	-	-	-	**2**	1	-	-	-	**1**
Physics	34	6	1	**41**	40	3	-	**43**	43	5	5	-	**53**	59	4	2	2	**67**	51	7	3	5	**66**
Respiratory Therapy	59	8	4	**71**	49	5	4	**58**	36	2	3	-	**41**	26	3	2	-	**31**	20	6	-	3	**29**
Totals	**1,087**	**90**	**45**	**1,222**	**1,091**	**81**	**55**	**1,227**	**1,039**	**62**	**86**	**4**	**1,191**	**955**	**64**	**47**	**41**	**1,107**		**72**	**53**	**65**	**1,147**
PERDUE SCHOOL OF BUSINESS																							
Accounting	228	25	5	**258**	184	17	5	**206**	154	18	7	-	**179**	135	10	5	4	**154**	132	10	7	3	**152**
Business Admin.	578	42	19	**639**	641	42	21	**704**	706	43	45	2	**796**	695	29	17	38	**779**	747	26	20	49	**842**
Economics	21	1	2	**24**	17	-	2	**19**	13	1	4	-	**18**	23	4	2	2	**31**	18	3	1	1	**23**
Info Systems Mngmt.	69	6	5	**80**	98	7	5	**110**	101	13	15	4	**133**	133	19	10	8	**170**	145	11	8	11	**175**
Totals	**896**	**74**	**31**	**1,001**	**940**	**66**	**33**	**1,039**	**974**	**75**	**71**	**6**	**1,126**	**986**	**62**	**34**	**52**	**1,134**		**50**	**36**	**64**	**1,192**
SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																							
Elementary Education	593	32	6	**631**	585	33	10	**628**	589	33	20	-	**642**	620	29	13	17	**679**	678	22	16	26	**742**
Leisure Studies	-	-	-	**-**	-	-	-	**-**	-	-	-	-	**-**	-	-	-	-	**-**	-	-	-	-	**-**
Physical Education	232	15	11	**258**	240	12	10	**262**	256	14	14	1	**285**	287	14	11	6	**318**	284	14	9	9	**316**
Social Work	159	25	4	**188**	148	38	3	**189**	121	34	3	1	**159**	103	33	2	6	**144**	123	33	2	6	**164**
Totals	**984**	**72**	**21**	**1,077**	**973**	**83**	**23**	**1,079**	**966**	**81**	**37**	**2**	**1,086**	**1,010**	**76**	**26**	**29**	**1,141**		**69**	**27**	**41**	**1,222**
Unknown	254	13	7	**274**	294	12	10	**316**	354	15	26	1	**396**	317	14	6	23	**360**	344	10	11	22	**387**
Grand Totals	**4,379**	**335**	**136**	**4,850**	**4,484**	**336**	**157**	**4,977**	**4,485**	**318**	**328**	**21**	**5,116**	**4,478**	**305**	**173**	**226**	**5,136**		**289**	**190**	**297**	**5,490**

NOTE: W=White, non-Hispanic; B=Black, non-Hispanic; O=Other race/ethnicities (including Asian, Pacific Islander; Hispanic; American Indians; and Foreign).

Source: SPSS reports POP004pre aprs.spx

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Table 7: **Sex of Undergraduate Matriculated Students**

By School By Program

For Academic Program Review

DISCIPLINE	Fall 1996			Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
FULTON SCHOOL OF LIBERAL ARTS															
Art	37	58	**95**	43	62	**105**	40	53	**93**	49	63	**112**	46	81	**127**
Art - Fine	2	2	**4**	-	1	**1**	2	2	**4**	-	2	**2**	2	4	**6**
Communication Arts	142	137	**279**	162	170	**332**	181	202	**383**	178	211	**389**	201	240	**441**
English	35	102	**137**	33	112	**145**	30	100	**130**	31	102	**133**	43	103	**146**
French	1	7	**8**	-	6	**6**	-	7	**7**	2	8	**10**	3	8	**11**
History	116	53	**169**	102	55	**157**	84	60	**144**	77	55	**132**	95	56	**151**
Liberal Studies	55	66	**121**	50	52	**102**	46	47	**93**	43	41	**84**	61	55	**116**
Music	23	18	**41**	15	17	**32**	17	18	**35**	15	23	**38**	16	21	**37**
Philosophy	19	12	**31**	19	12	**31**	12	11	**23**	17	8	**25**	26	17	**43**
Political Science	46	45	**91**	49	55	**104**	48	63	**111**	54	65	**119**	57	50	**107**
Psychology	59	179	**238**	56	185	**241**	58	183	**241**	64	211	**275**	74	216	**290**
Social Science	1	1	**2**	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**
Sociology	27	19	**46**	17	28	**45**	18	17	**35**	21	29	**50**	15	26	**41**
Spanish	2	12	**14**	1	14	**15**	3	15	**18**	5	20	**25**	6	20	**26**
Totals	**565**	**711**	**1,276**	**547**	**769**	**1,316**	**539**	**778**	**1,317**	**556**	**838**	**1,394**	**645**	**897**	**1,542**
HENSON SCHOOL OF SCIENCE & TECHNOLOGY															
Biology	260	350	**610**	266	335	**601**	234	329	**563**	175	304	**479**	163	289	**452**
Chemistry	23	23	**46**	18	27	**45**	20	31	**51**	29	31	**60**	31	28	**59**
Computer Science	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	49	8	**57**
Environmental Health	20	29	**49**	24	30	**54**	21	19	**40**	21	20	**41**	23	25	**48**
Geography	49	21	**70**	39	26	**65**	51	15	**66**	49	12	**61**	54	14	**68**
Mathematics	68	50	**118**	77	49	**126**	68	63	**131**	83	59	**142**	62	47	**109**
Medical Technology	11	24	**35**	12	25	**37**	10	28	**38**	4	21	**25**	6	23	**29**
Nursing	13	167	**180**	14	183	**197**	8	200	**208**	8	191	**199**	14	215	**229**
Physical Science	2	-	**2**	1	-	**1**	-	-	**-**	2	-	**2**	1	-	**1**
Physics	35	6	**41**	37	6	**43**	45	8	**53**	57	10	**67**	52	14	**66**
Respiratory Therapy	24	47	**71**	17	41	**58**	11	30	**41**	7	24	**31**	6	23	**29**
Totals	**505**	**717**	**1,222**	**505**	**722**	**1,227**	**468**	**723**	**1,191**	**435**	**672**	**1,107**	**461**	**686**	**1,147**
PERDUE SCHOOL OF BUSINESS															
Accounting	135	123	**258**	107	99	**206**	86	93	**179**	74	80	**154**	79	73	**152**
Business Administration	389	250	**639**	428	276	**704**	514	282	**796**	498	281	**779**	526	316	**842**
Economics	20	4	**24**	16	3	**19**	15	3	**18**	27	4	**31**	21	2	**23**
Info Systems Mngmt.	51	29	**80**	74	36	**110**	92	41	**133**	109	61	**170**	127	48	**175**
Totals	**595**	**406**	**1,001**	**625**	**414**	**1,039**	**707**	**419**	**1,126**	**708**	**426**	**1,134**	**753**	**439**	**1,192**
SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES															
Elementary Education	105	526	**631**	111	517	**628**	104	538	**642**	102	577	**679**	112	630	**742**
Leisure Studies	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**	-	-	**-**
Physical Education	152	106	**258**	150	112	**262**	176	109	**285**	202	116	**318**	193	123	**316**
Social Work	19	169	**188**	17	172	**189**	15	144	**159**	14	130	**144**	21	143	**164**
Totals	**276**	**801**	**1,077**	**278**	**801**	**1,079**	**295**	**791**	**1,086**	**318**	**823**	**1,141**	**326**	**896**	**1,222**
Unknown	135	139	**274**	158	159	**317**	195	201	**396**	173	187	**360**	196	191	**387**
Grand Totals	**2,076**	**2,774**	**4,850**	**2,113**	**2,865**	**4,978**	**2,204**	**2,912**	**5,116**	**2,190**	**2,946**	**5,136**	**2,381**	**3,109**	**5,490**

Source: SPSS POP004pre_aprs.spx

O:/fb00-01 APRS/Matriculated UG by sex Fall 2000

Table 8:

Race/Ethnicity of Degree-Seeking Graduate Students

For Academic Program Review

DISCIPLINE	Fall 1996				Fall 1997				Fall 1998				Fall 1999					Fall 2000				
	W	B	O	Total	W	B	O	Total	W	B	O	Total	W	B	O	Unk	Total	W	B	O	Unk	Total
Applied Health Physiology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-	1	-	10
Business Administration	80	11	4	95	86	10	10	106	66	3	2	71	45	1	2	1	49	51	4	9	6	70
Education	181	13	2	196	162	6	7	175	112	8	5	125	112	5	3	2	122	94	12	2	2	110
English	28	-	2	30	26	-	3	29	26	-	2	28	21	-	1	2	24	22	-	1	2	25
History	3	-	-	3	1	-	-	1	12	1	-	13	23	3	-	2	28	19	1	-	1	21
Nursing	51	5	2	58	38	6	1	45	26	6	3	35	17	5	1	-	23	43	5	2	2	52
Public School Admin.	21	-	-	21	27	1	-	28	24	2	1	27	28	-	-	-	28	25	2	-	-	27
Psychology	25	-	-	25	16	3	-	19	15	3	-	18	12	2	-	1	15	11	1	-	-	12
Totals	389	29	10	428	356	26	21	403	281	23	13	317	258	16	7	8	289	274	25	15	13	327

NOTE: W=White, non-Hispanic; B=Black, non-Hispanic; O=Other races (including Asian, Pacific Islander; Hispanic; American Indian; and Foreign) and Unk=unknown race/ethnic origin (reported beginning Fall 1999).

Table 9:

Age Groups of Degree-Seeking Graduate Students

DISCIPLINE	Fall 1996				Fall 1997				Fall 1998				Fall 1999				Fall 2000			
	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total	Up to 21	22-35	36 & Up	Total
Applied Health Physiology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	7	2	10
Business Administration	-	74	21	95	1	85	20	106	-	54	17	71	-	41	8	49	7	52	11	70
Education	-	135	61	196	1	124	50	175	1	90	34	125	-	85	37	122	-	77	33	110
English	-	19	11	30	-	23	6	29	-	23	5	28	-	21	3	24	-	16	9	25
History	-	3	-	3	-	1	-	1	1	10	2	13	-	19	9	28	1	12	8	21
Nursing	-	30	28	58	-	20	25	45	-	12	23	35	-	7	16	23	1	30	21	52
Public School Admin.	-	18	3	21	-	21	7	28	-	20	7	27	-	21	7	28	-	19	8	27
Psychology	-	17	8	25	1	12	6	19	-	13	5	18	-	8	7	15	-	6	6	12
Totals	-	296	132	428	3	286	114	403	2	222	93	317	-	202	87	289	10	219	98	327

O:/fb00-01 APRS/Matriculated G by race and ethnicity and by age group Fall 2000

Table 10:

Residency of Degree-Seeking Graduate Students

DISCIPLINE	Fall 1996			Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	Maryland	Out of State	Total	Maryland	Out of State	Total	Maryland	Out of State	Total	Maryland	Out of State	Total	Maryland	Out of State	Total
Applied Health Physiology													9	1	10
Business Administration	80	15	95	85	21	106	63	8	71	42	7	49	51	19	70
Education	167	29	196	158	17	175	114	11	125	116	6	122	104	6	110
English	30	-	30	26	3	29	23	5	28	22	2	24	21	4	25
History	3	-	3	1	-	1	12	1	13	22	6	28	19	2	21
Nursing	46	12	58	34	11	45	26	9	35	17	6	23	39	13	52
Public School Admin.	19	2	21	28	-	28	25	2	27	25	3	28	24	3	27
Psychology	13	12	25	13	6	19	17	1	18	14	1	15	11	1	12
Totals	358	70	428	345	58	403	280	37	317	258	31	289	278	49	327

Table 11:

Sex of Degree-Seeking Graduate Students

DISCIPLINE	Fall 1996			Fall 1997			Fall 1998			Fall 1999			Fall 2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Applied Health Physiology													4	6	10
Business Administration	57	38	95	57	49	106	35	36	71	25	24	49	40	30	70
Education	43	153	196	40	135	175	22	103	125	100	22	122	26	84	110
English	4	26	30	6	23	29	4	24	28	2	22	24	3	22	25
History	1	2	3	1	-	1	9	4	13	20	8	28	12	9	21
Nursing	4	54	58	3	42	45	2	33	35	1	22	23	4	48	52
Public School Admin.	11	10	21	12	16	28	15	12	27	15	13	28	15	12	27
Psychology	5	20	25	2	17	19	2	16	18	4	11	15	3	9	12
Totals	125	303	428	121	282	403	89	228	317	167	122	289	107	220	327

Source: POP004pre_aprs.spx

O:/fb00-01 APRS/Matriculated G by sex and residence Fall 2000