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them: let us not attempt to distort  
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We cannot make facts. All our  
wishing cannot change them.  
We must use them."*

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

# FACT BOOK

## 2004-2005


Salisbury  
UNIVERSITY

[www.salisbury.edu/iara](http://www.salisbury.edu/iara)

**MEMORANDUM**

March 1, 2005

TO: Select Administrative and Academic Staff

FROM: Bryan Price  
Director 

RE: Salisbury University Fact Book 2004-2005

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
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
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
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
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
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
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
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
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
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
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




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
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
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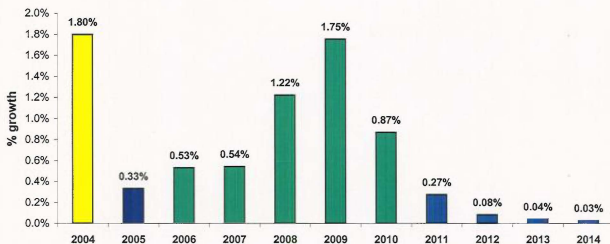
## Institutional Planning and Mission

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### Salisbury University Strategic Goals for AY 2004-AY 2008

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

Salisbury University  
Projected Headcount Growth through Fall 2014  
5.8% Growth Model



*\*Growth is PREDICATED on several critical resource and facilities assumptions.*

# Salisbury University Profile

## FALL 2004

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

**8<sup>th</sup> President:** Janet E. Dudley-Eshbach, Ph.D.  
(Appointed July 1, 2000)

**Carnegie Classification:** Master's I

**Accreditations:**

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

**Total Headcount Enrollment:**

<b>6,942</b>	<b>Total</b>
1.8%	increase from Fall 2003 (6,816)
14.6%	increase from Fall 1999 (6,060)
14.8%	increase from Fall 1994 (6,048)

**Headcount Demographics:**

	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
Full-Time	5,648	167	5,815
Part-Time	718	409	1,127
<b>Total Enrollment</b>	<b>6,366</b>	<b>576</b>	<b>6,942</b>
Female	56%	75%	58%
Male	44%	25%	42%
<b>Ethnicity</b>			
African-American	10.3%	8.8%	10.2%
American Indian	0.3%	0.2%	0.3%
Asian/Pacific Islander	2.8%	0.6%	2.6%
Hispanic	2.4%	1.5%	2.4%
International	0.5%	2.2%	0.7%
<b>Total Minority &amp; International</b>	<b>16.4%</b>	<b>13.3%</b>	<b>16.2%</b>
<b>% In-State</b>	<b>85.7%</b>	<b>88.9%</b>	<b>86.0%</b>
% Out-of-State (including Int'l)	14.3%	11.1%	14.0%
Countries Represented	18	14	28
States Represented	30	13	30

% F/T = 83.8%

% UG FT = 88.7%

% UG = 91.7%

**Student/Faculty Ratio**

**16.2 (FTES/TFEF)**

Average credit hours per undergraduate student:

13.80 (All)      14.82 (F/T)      5.82 (P/T)

Average credit hours per graduate student:

6.06 (All)      11.13 (F/T)      3.99 (P/T)

Lecture courses w/ < 20 students: 30%

Lecture courses w/ 20-40 students: 62%

Lecture courses w/ > 40 students: 8%

Average class size: 26

1,582 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)

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

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

**Graduate Programs: 11**

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

**Post-Baccalaureate Certificates: 4**

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

**Enrollment in Most Popular UG Majors:**

538 (8.5%)	Elementary Education	391 (6.1%)	Biology
527 (8.3%)	Business Administration	292 (4.6%)	Psychology
451 (7.1%)	Communication Arts	240 (3.8%)	History
403 (6.3%)	Nursing	202 (3.2%)	Accounting

Degrees Conferred AY 2003-04:

1,301 Bachelors, 208 Master's

Resident Population on Campus:

1,704 (30% of full-time undergraduates)

National &amp; International Honor Societies:

20

<b>Age of Students:</b>	<b>Average Age of all students = 23.0</b>
90.9% of all undergraduates are age 24 and younger	14.6% of the total student body is age 25 and older
Average Age of all undergraduates = 22.1	Average Age of all graduate students = 33.1

**Freshman to Sophomore Retention Rate:** 81.2%**Six-year Completion Rate:** 73.1% (MHEC rates for SU—including transfer-out completers)

66.7% (Salisbury University students only)

**Freshman Admissions, Fall 2004**

5,067 applied	3,105 accepted	986 enrolled	4,464 UG recipients	\$35,948,312
61% acceptance rate		32% enrollment yield	306 graduate recipients	\$ 1,955,611
<b>Undergraduate Tuition &amp; Fees AY 2004-05</b>				
Annual In-State		\$5,976		
Annual Out-of-state:		\$13,554		

**Financial Aid Recipients for FY 2004****Fall 2004 Comparison of SAT Scores by Percentile for SU, Maryland, and the Nation**

	Salisbury University			Maryland <sup>1</sup>			Nation <sup>1</sup>		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
25 <sup>th</sup>	510	530	1040	430	430	860	430	440	870
50 <sup>th</sup>	550	570	1120	510	510	1020	510	510	1020
75 <sup>th</sup>	590	610	1200	590	600	1190	580	600	1180

<sup>1</sup>Source: College Board

Mean SAT: 1121

**Faculty Demographics:**

Full-Time*	314
Tenure/Tenured Track	265
Average length of service	13
% with Terminal Degree	92%
% with Ph.D.	89%
Full-Time Contractual	49
% with Terminal Degree	29%
% with Ph.D.	18%
Part-Time Contractual	180
Total Faculty	494
Female	258
Male	236

\* Terminal degrees representing 104 institutions of higher education in 40 states, the District of Columbia, and 3 foreign countries.

**Grants and Sponsored Research Awards:**

FY 1998	\$2,002,611
FY 1999	\$2,370,532
FY 2000	\$3,222,511
FY 2001	\$5,065,542
FY 2002	\$5,358,870
FY 2003	\$4,474,367
FY 2004	\$4,730,622

Source: Office of Grants &amp; Sponsored Research

**Private Support**

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

Source: SU Foundation, Inc.

Operating Budget: FY '04 Actual	\$91,666,547	Physical Plant: 145.47 acres
Projected Budget: FY '05	\$99,564,219	51 buildings, including 10 residence halls
Source: Office of Administration & Finance		Total Gross Square Footage: 1,444,989

**Blackwell Library:** 254,151 bound volumes; 241,604 government documents; 747,871 microforms; 4,467 audiovisual items; 1,271 current periodical subscriptions, special collections of maps, art prints, etc.

# Summary of Student Characteristics: Fall 2004

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5,648	718	6,366	91.7%
Graduate	167	409	576	8.3%
<b>Total</b>	<b>5,815</b>	<b>1,127</b>	<b>6,942</b>	<b>100%</b>
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2,466	316	2,782	43.7%
Undergraduate Females	3,182	402	3,584	56.3%
<b>Subtotal Undergraduates</b>	<b>5,648</b>	<b>718</b>	<b>6,366</b>	<b>100%</b>
Graduate Males	50	93	143	24.8%
Graduate Females	117	316	433	75.2%
<b>Subtotal Graduates</b>	<b>167</b>	<b>409</b>	<b>576</b>	<b>100%</b>
Total Males	2,516	409	2,925	42.1%
Total Females	3,299	718	4,017	57.9%
<b>Total Enrollment</b>	<b>5,815</b>	<b>1,127</b>	<b>6,942</b>	<b>100%</b>
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
<b>First-time Freshmen</b>				
African-American	75	-	75	8.0%
White	798	4	802	86.1%
Other	50	-	50	5.4%
International	5	-	5	0.5%
Unknown	54	-	54	-
<b>Subtotal First-time Freshmen</b>	<b>982</b>	<b>4</b>	<b>986</b>	<b>100%</b>
Undergraduate African-American	457	164	621	10.3%
Undergraduate White	4,563	456	5,019	83.6%
Undergraduate Other	295	38	333	5.5%
Undergraduate International	27	4	31	0.5%
Undergraduate Unknown	306	56	362	-
<b>Subtotal Undergraduate</b>	<b>5,648</b>	<b>718</b>	<b>6,366</b>	<b>100%</b>
Graduate African-American	14	34	48	8.8%
Graduate White	127	344	471	86.7%
Graduate Other	3	9	12	2.2%
Graduate International	11	1	12	2.2%
Graduate Unknown	12	21	33	-
<b>Subtotal Graduates</b>	<b>167</b>	<b>409</b>	<b>576</b>	<b>100%</b>
Total African-American	471	198	669	10.2%
Total White	4,690	800	5,490	83.9%
Total Other	298	47	345	5.3%
Total International	38	5	43	0.7%
Total Unknown	318	77	395	-
<b>TOTAL ENROLLMENT</b>	<b>5,815</b>	<b>1,127</b>	<b>6,942</b>	<b>100%</b>
<b>*Percentage proportions are based on KNOWN population.</b>				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	5,341	446	5,787	90.1%
Undergraduate 25 & over	307	272	579	9.1%
<b>Subtotal Undergraduates</b>	<b>5,648</b>	<b>718</b>	<b>6,366</b>	<b>100%</b>
Graduates 24 & under	88	54	142	24.7%
Graduates 25 & over	79	355	434	75.3%
<b>Subtotal Graduates</b>	<b>167</b>	<b>409</b>	<b>576</b>	<b>100%</b>
Total 24 & under	5,429	500	5,929	85.4%
Total 25 & over	386	627	1,013	14.6%
<b>Total Enrollment</b>	<b>5,815</b>	<b>1,127</b>	<b>6,942</b>	<b>100%</b>
RESIDENCE (of Origin)	TOTAL		% of Total	
<b>Total Undergraduates</b>				
Eastern Shore, MD	1,940		30.5%	
Western Shore, MD	3,517		55.2%	
Out-of-State	876		13.8%	
International students, int'l address	31		0.5%	
Permanent resident visa students, int'l address	2			
<b>Subtotal</b>	<b>6,366</b>		<b>100%</b>	
<b>Total Enrollment</b>				
Eastern Shore, MD	2,393		34.5%	
Western Shore, MD	3,576		51.5%	
Out-of-State	928		13.4%	
International students, int'l address	43		0.6%	
Permanent resident visa students, int'l address	-		-	
US students, int'l address	2		-	
<b>TOTAL</b>	<b>6,942</b>		<b>100%</b>	

## 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 Maryland State Normal School at Salisbury was opened in September 1925.

The school offered a two-year course for the preparation of elementary school teachers in Maryland until 1931 and 1934 when respective increases of three and four years were implemented. By action of the Maryland Legislature, the school was authorized to grant the Bachelor of Science degree and to change its name to the State Teachers College at Salisbury.

In 1947, the teacher preparation program expanded to include the junior high school level. In 1960, the program was expanded further to include teacher preparation for the senior high school level. Simultaneously, 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 was established. In 1962, the State Board of Trustees approved a graduate program leading to the Master of Education degree.

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

Since 1963, the institution has expanded rapidly and presently offers 41 undergraduate majors including professional programs in business, social work, medical technology, respiratory therapy, and nursing, in addition to curricula in education and the arts and sciences. The baccalaureate degrees offered include: Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Social Work, and the Bachelor of Fine Arts. In 1971, a program leading to the Master of Arts degree in history was approved; in 1974, a Master

of Arts in English was created; and, in 1975, a Master of Arts degree in psychology was established, although the program has been eliminated. More recently, graduate programs leading to a Master of Business Administration were added in 1981 and a Master of Science in nursing in 1982; a Master of Education with a major in public school administration in 1994; a Master of Arts in Teaching in 1996; a Master of Science in applied health physiology in 2000; and a Master of Arts in Social Work in 2001.

Through legislation effective July 1, 1988, Salisbury State College 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 and through separate legislative action, the name of the institution was officially changed from Salisbury State College to Salisbury University. Similarly, the University of Maryland System has since become the University System of Maryland (USM) and consists of 11 degree granting institutions and 2 institutes that are governed by a Board of Regents. The Board is established by statute as a public corporation and charter system charged with the responsibility for governance and management of the USM and constituent institutions, centers, and institutes. Although operating with autonomy, the USM collaborates with the Maryland Higher Education Commission (MHEC), which by statute is given the responsibility for planning and coordinating higher education in the State of Maryland.

In 1999, Salisbury University began internal dialogue in consideration of another change that would remove "State" from its name. After considerable discussion among alumni, faculty, students, staff, and other interested constituents and leaders, the University announced in April 2000 that it would pursue a change in name to Salisbury University. Approval was granted by the Board of Regents, the Maryland Legislature, and the Governor, and on July 1, 2001, the legal name of the institution became Salisbury University.

## University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a Fall 2004 headcount enrollment of 6,942 students and 6150 FTES (Full-time Equivalent Students).

The University is located in Salisbury, which is 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 portions of the region to the north and the east, while the State of Virginia's Eastern Shore 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 appeal. Tourism and both recreational and commercial fishing remain important sources of income. Agriculture has continued as an important industry since European settlers first arrived in the early 1600's. The Atlantic beaches, relatively mild winter temperatures, and leisurely lifestyle attract both summer vacationers and permanent residents. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning, the 2000 nine county population of the Eastern Shore was 395,890. This figure represents a 33.5% increase from the 1980 census (296,620) and 15.2% from the 1990 census (343,769). The population is projected to increase by approximately 5% between 2000 and 2005.

Salisbury, which is the industrial, commercial, educational, and transportation hub of the Eastern Shore, is its largest city with a municipal population of 23,743. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the region. Unknown to many, Salisbury is the second largest port in Maryland after Baltimore. Its Salisbury/Ocean City Wicomico Regional Airport is also the state's second largest after Baltimore-Washington International. Manufacturing and processing industries employ the largest number of

residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, 120 miles north of Virginia Beach; and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. Despite its proximity to national and international urban centers, all of which are readily accessible through a well-maintained highway system, the Eastern Shore is largely rural. The 2000 population of Wicomico County was 84,644, an increase of 13.9% from 1990 and 31.1% from 1980. The population is projected to increase by approximately 5% between 2000 and 2005.

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

Five institutions of higher education serve the Eastern Shore of Maryland. Washington College is a private college located in Chestertown, Maryland, and is the northern-most institution on the Eastern Shore. Chesapeake College is a community college located in Wye Mills and primarily serves the five counties of the Upper Shore. In a collaborative adventure among the five Eastern Shore institutions, a regional state-supported higher education center opened in Fall 2002 on the Chesapeake College campus. Both Wor-Wic Community College and Salisbury University (SU) are located in Wicomico County. The University of Maryland Eastern Shore (UMES) is located 12 miles to the south in Princess Anne and is a sister institution to SU within the University System of Maryland. In 1998, these five institutions signed an historic Memorandum of Agreement to form the Eastern Shore Association of Colleges (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.

Table 1:

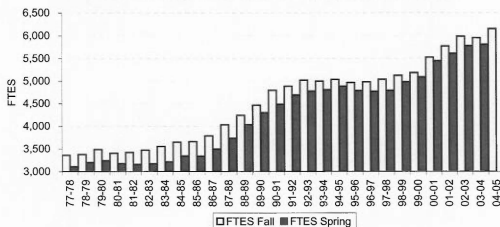
**Headcount and FTES Enrollments**  
**Academic Years 1977-78 through 2004-05**

Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		FY Budget FTES*
		Fall	Spring	Fall	Spring	
77-78	856	4,299	3,968	3,363	3,113	3,238
78-79	688	4,361	4,081	3,382	3,204	3,296
79-80	654	4,427	4,040	3,491	3,245	3,367
80-81	622	4,318	3,971	3,410	3,179	3,296
81-82	N/A	4,349	3,995	3,426	3,161	3,293
82-83	659	4,341	3,967	3,475	3,177	3,326
83-84	721	4,488	4,029	3,557	3,217	3,385
84-85	811	4,485	4,178	3,652	3,349	3,501
85-86	711	4,507	4,163	3,661	3,345	3,503
86-87	685	4,708	4,442	3,790	3,500	3,645
87-88	803	4,960	4,692	4,032	3,737	3,884
88-89	855	5,260	5,044	4,241	4,035	4,138
89-90	773	5,447	5,263	4,467	4,300	4,384
90-91	659	5,734	5,398	4,794	4,487	4,641
91-92	711	5,884	5,669	4,883	4,693	4,788
92-93	634	6,022	5,719	5,017	4,775	4,896
93-94	726	5,956	5,749	4,995	4,806	4,901
94-95	680	6,048	5,909	5,031	4,881	4,956
95-96	650	6,010	5,763	4,962	4,788	4,875
96-97	685	5,947	5,775	4,976	4,768	4,872
97-98	874	6,022	5,711	5,035	4,792	4,913
98-99	928	6,080	5,887	5,122	4,976	5,049
99-00	856	6,060	5,926	5,181	5,085	5,133
00-01	930	6,421	6,244	5,519	5,445	5,482
01-02	941	6,682	6,434	5,768	5,609	5,689
02-03	899	6,851	6,613	5,985	5,778	5,882
03-04	946	6,816	6,598	5,950	5,809	5,880
04-05	986	6,942	N/A	6,150	N/A	6067 est.

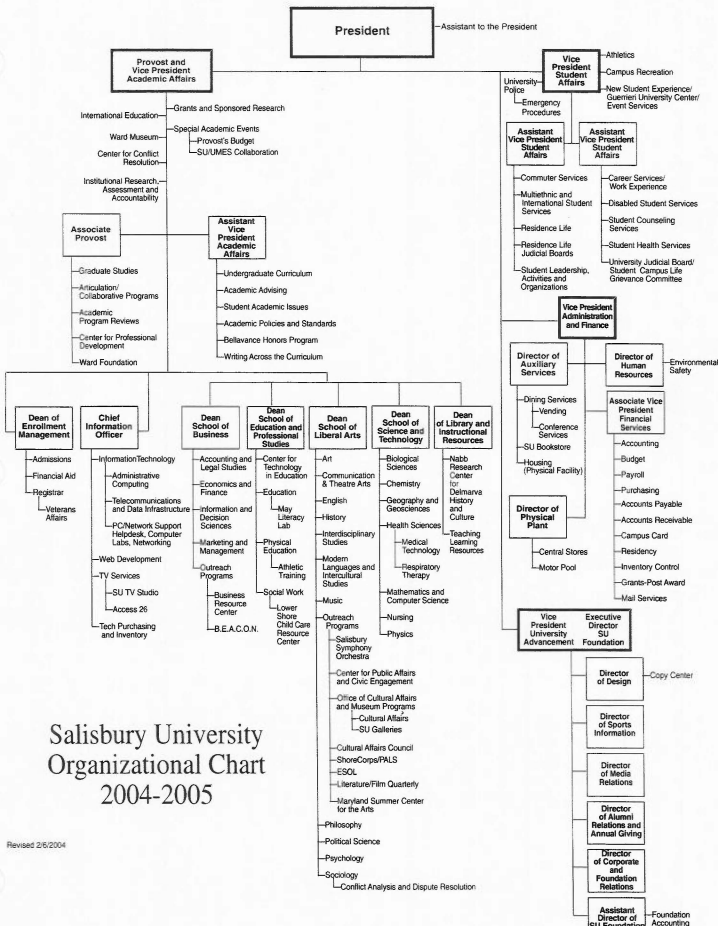
\*Average of fall and spring semester FTES (Full-Time Equivalent Students)

Source: Enrollment File(o:\facebook\04-05\A-7

Figure 1: FTES Enrollment: Academic Years 1977-78 through 2004-05







# Salisbury University Organizational Chart 2004-2005

Revised 2/6/2004

**Salisbury University Foundation Inc.**  
**Board Members 2004**  
**December 2004**

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**Edward M. Thomas**  
1999  
Bank of Delmarva  
**Chair**

**Deborah Abbott**  
1996  
Peninsula Bank

**Charles T. Capute**  
2004  
Charles T. Capute, LLC

**Bruce W. Cort**  
1994  
Cort & Associates, Inc.

**D. Page Elmore**  
1999  
Maryland State Delegate

**Charles Emery**  
2002  
Cable Testing Associates

**Wanda Ferrier**  
2000  
Retired

**Ellen Fretterd**  
1990  
Community Activist

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

**Richard Givens**  
2002  
State of Delaware

**Michael S. Guerrieri**  
1998  
Guerrieri Venture Partnership

**Henry H. Hanna III**  
1987  
Long & Foster Realtors

**Edward Henry**  
2002  
Retired

**Marianna Holloway**  
1980  
Holloway Funeral Home

**Wayne A. Judkins**  
2002  
Deutsche Bank Securities,  
Inc.

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

**Ann Showell Mariner**  
1993  
Castle in the Stand

**Anne Hallowell Miller**  
1998  
Hallowell Foundation

**Marshall W. Moore**  
1973  
Retired Banker

**Ronald T. Moore**  
2002  
J.A. Moore Construction

**John E. Moseman**  
2002  
United Health Care

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

**James A. Perdue**  
2003  
Perdue Farms, Inc.

**Emilie Wood Robinson**  
2000  
Retired

**Billye Sarbanes**  
2001  
Retired

**Diane Savage**  
1985  
Community Activist

**J. Michael Scarborough**  
1998  
The Scarborough Group

**Marilyn A. Seidel**  
2000  
Retired

**Dr. Irving J. Shen**  
1996  
Dentist

**Rosemary M. Thomas**  
2003  
SU Foundation, Inc.

**William E. Wyatt III**  
1998  
Retired Wyatt Wholesale

**Board of Directors Emeritus**

Charles R. Fulton  
Franklin P. Perdue  
Francis M. Young  
Klein G. Leister

**Board of Regents  
2004-2005 Members**

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**Clifford M. Kendall**  
Montgomery County  
**Chairman**

**David H. Nevins**  
Baltimore County  
Appointed July 1996  
**Vice Chairman**

**Adela M. Acosta**  
Prince George's County  
Appointed July 2004

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

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

**R. Michael Gill**  
Baltimore County  
Appointed July 2004

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

**Richard E. Hug**  
Anne Arundel County  
Appointed March 2003

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

**The Hon. Marvin Mandel**  
Anne Arundel County  
Appointed July 2003

**Robert L. Mitchell**  
Montgomery County  
Appointed July 2003

**A. Dwight Pettit**  
Baltimore County  
Appointed August 2003

**Robert L. Pevenstein**  
Baltimore County  
Appointed 2003  
**Secretary**

**The Hon. Lewis R. Riley**  
*(ex officio)*  
Wicomico County  
Appointed January 2003

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

**The Hon. Joseph D. Tydings**  
Harford County  
appointed July 2000

**Jeremy Horine**  
*Student Regent*  
Term Expires 6/30/2005

Source: USM Board of Regents, Board  
of Regents 2004-2005 Members

# **Salisbury University**

## **Mission, Vision, and Values**

### **Mission**

Salisbury University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world. (1996)

### **Values**

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. (1996)

### **Vision**

Salisbury University will continue as a premier regional university that is recognized nationally for excellence by its peers and regionally for its commitment to model programs in civic engagement. Undergraduate research, service learning, international experiences, and co-curricular activities will continue to enrich the traditional academic curriculum and enable students to connect research to practice, theory to action. The University will provide graduates who will be recruited by the best employers and graduate schools, and who will contribute to the economic vitality of the State and the Nation. The University will continue to enhance the quality of life for its students, the State, and the region, and will explore opportunities to provide doctoral programs in areas of need. (MFR, 2001)

### **Preamble to the Strategic Plan**

Derived from the Salisbury University mission and reflecting institutional values, the core goals and primary objectives of the *Salisbury University Strategic Plan Goals and Objectives AY 2004 – AY 2008* guide the University's priorities. The plan affirms that students are central, with academic excellence the defining attribute.

Our primary purpose is education and, as a community of life-long learners, we invest in the continuous development and support of our students, faculty, and staff, and particularly those activities that advance successful living in an increasingly global society. We uphold the diametric values of inclusiveness and diversity. We recognize, respect, and embrace the innate similarities, differences, and perspectives among groups and individuals. We are dedicated to the intellectual, professional, cultural, personal, and social growth of our students and University community. Moreover, in all of our endeavors, we hold fiscal prudence as fundamental and intellectual confrontation, academic excellence, and altruism as paramount.

July 2004

To the Salisbury University Community:

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

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

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

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

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

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

Janet Dudley-Eshbach, President

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

# **SALISBURY UNIVERSITY**

## **2004 Institutional Performance Accountability Report to the Maryland Higher Education Commission**

**Submitted July 2004**

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

### **Program Description**

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

### **MISSION**

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

### **VISION**

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

### **INSTITUTIONAL ASSESSMENT**

#### **Quality**

In the past fifteen years, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in the Northeast. Achievements include: nationwide, the 7<sup>th</sup> highest average 6-year graduation rate among comprehensive public master's universities; average 6-yr graduation rates that are higher than institutional performance and aspirational peers; the highest 4- and 6-year graduation rates in the USM for 17 and 9 consecutive years, respectively; and, for seven years, regional and national recognition by numerous publications including America's Best Colleges (*U.S. News and World Report*) and The Best 351 Colleges (*The Princeton Review*). Additionally, in the 2003 and 2004 editions of America's Best Colleges, SU was ranked as a "top tier" institution for both public and private universities in the North Region.

One year after graduation, approximately 30% of SU alumni enroll in graduate or professional study while 96% are employed. In a given year, 96% to 98% of SU graduates rate their overall quality of education received as satisfactory or very satisfactory. Additionally, a highly valued characteristic of the academic programming for SU alumni, current, and future students is the student-faculty ratio of 16:1—a ratio lower than the average of SU peers. Further, Salisbury University ranks highest against its performance peers in the quality of its student body as measured by standardized test

scores, second when comparing average entering G.P.A., first in retention, first in the graduation of African-American students, lowest in acceptance, third in the graduation of all minorities, and first overall.

Eight academic programs are accredited with specialized agencies. Most recently, the Perdue School of Business earned a reaffirmation of accreditation with the Association to Advance Collegiate Schools of Business (AACSB-International). Out of thousands of business programs and schools worldwide, SU is 1 of only 404 to earn such prestigious distinction. In 2003, the Salisbury University Nursing Program earned accreditation with the Commission on Collegiate Nursing Education (CCNE) while the National League for Nursing Accrediting Commission (NLNAC) continued the nursing accreditation through 2012—the maximum allowable period of eight years. Accreditations are earned through the continuous demonstration of excellence according to national standards. Because these programs produce graduates in deficit career areas for Maryland, they are essential to SU's mission. However, with some allied health programs approaching instructional costs of \$20,000 per Full-time Equivalent Student (FTES), they carry heavy expenses. Additionally, Teacher Education accreditation bears significant costs in meeting the Professional Development School (PDS) standards, while both Teacher Education and Business (NCATE and AACSB accreditation, respectively) maintain rigorous standards of educational performance. Contributing academic benefit to the institution at extra financial cost, these programs drive the market salaries of faculty higher while obligating vital reassigned time in order to pursue valuable research, scholarship, and service activities.

### Access

Salisbury University continues to focus its enrollment on highly qualified, motivated first-time freshmen. New freshman enrollment for Fall 2003 was 950, with a composite SAT score of 1,040 and 1,220 at the 25<sup>th</sup> and 75<sup>th</sup> percentiles, respectively, and an average high-school GPA of over 3.47. At 5,549 applicants, these students were admitted from the largest applicant pool ever to apply to SU. The University maintained its selectivity at 52% in order to accommodate an equal number of transfer students and to operate within the current facility's capacities. The State's delay in funding new and larger facilities on a timely cycle has begun to impact enrollment growth, which remained flat when compared with Fall 2002's record enrollment. Currently, facilities capacities are constrained by insufficient classroom space and although nighttime usage rates could be increased to accommodate additional undergraduate enrollments, financial resources have become a limiting factor in hiring the additional faculty and support personnel necessary to service students during non-traditional hours.

Several significant highlights are indicative of the University's ongoing success and continuing challenges in enhancing student access and diversity:

- for a third consecutive year, SU enrolled the largest freshman minority class in institutional history;
- in Fall 2003, SU enrolled the largest *percentage* of freshman minority students in institutional history;
- in Fall 2003, SU enrolled the second largest number of African-American freshman *and* transfer students in institutional history;
- in Fall 2003 and for the third consecutive year, SU enrolled the largest number of African-American undergraduates in institutional history;
- for the third consecutive year SU achieved or surpassed the retention rate benchmark for African-American undergraduates;
- increased the percentage of African-American undergraduates for a third consecutive year to 8.8%. Although this percentage is below the benchmark level, it reveals a continuous upward trend and represents a 22% increase in the number of African-American undergraduates when compared against Fall 2000; and,
- the number of minority undergraduates continues to increase and now represents 14.0% of the total undergraduate population. This surpasses the benchmark of 13%.

The University's modified entrance criteria have enhanced its diversity, selectivity, and academic profiles. However, in order to improve educational access to a broadly diverse community, and particularly students of underrepresented groups, financial aid dollars must be available in sufficient awards to meet students' financial needs. As the lowest-funded traditional USM institution and a "best performer" when comparing the gap between funding and enrollment/graduation rates, SU must struggle to find independent revenue sources to compete for qualified underrepresented students and to limit financial hardship for our students. Salisbury University is impaired by the States continual failure to meet the principles of the funding guidelines established by the General Assembly to bring equity and reason to the distribution of State funding allocations. This failure leads to comparable institutions funded at rates that differ by hundreds to thousands of dollars per student and leaves SU, despite its educational success and national reputation, without the necessary funds to provide meaningful access to both minority and non-minority Maryland students.

## Workforce Diversity

Salisbury University continues to make gains in the diversification of its workforce. The number of women in full-time executive/managerial positions has increased to 46%, a growth of 14 points in 6 years that significantly surpasses the benchmark. Likewise, the number of female full-time tenured/tenure-track faculty increased to 39%, 1 point above the benchmark. Although in FY 2003 the number of African-American men in full-time executive/managerial positions surpassed the benchmark, re-organizational efficiencies instituted as a direct consequence of the rescission of State funding allocations resulted in a decline in this demographic in FY 2004. Additionally, the number of male full-time tenure/tenure-track African-American faculty declined by .4 points. This decline was due to the University's inability to hire many new African-American faculty despite searches that included diverse applicant pools. In a situation applicable to most SU academic programs and not limited to race or other minority statuses, the University is less able to offer salaries, benefits, and workloads that are competitive and appealing to new PhDs in the academic market.

As the data indicate, Salisbury University is dropping backward in a vital academic objective—faculty salary levels. In two years, faculty salaries as a percentile of AAUP peers have fallen from the 83<sup>rd</sup> to the 66<sup>th</sup> percentile at the assistant professor level, from 65<sup>th</sup> to the 59<sup>th</sup> at the associate professor level, and from 72<sup>nd</sup> to the 64<sup>th</sup> at the level of professor. Market and regionally competitive salaries cannot be achieved without an additional \$2,200,000 ANNUALLY—a staggering amount that is nonetheless essential to attract and retain the highest caliber workforce. Despite the struggles other institutions in other states are having in the current fiscal climate, the AAUP data convincingly indicate that many states have continued their commitment to higher education while Maryland has faltered. As a result, Salisbury University will slide farther behind its Carnegie peers and become less attractive to faculty from all backgrounds.

Finally, the percentage of core faculty teaching lower-division courses has climbed slowly from 56% to 59% despite the University's best efforts to achieve its benchmark of 67%. In the three years prior to the rescissions, SU was able to add 39 new tenured/tenure-track faculty positions. However, to achieve this objective fully, the University would need to hire an additional 18 tenured/tenure-track faculty at a salary and benefits cost of \$1,150,000 annually. The level of funding necessary to hire faculty in sufficient numbers to achieve this benchmark cannot be accomplished without significant additional State allocations or alternative resources.

## University-Specific Responses

*Objective 3.5: Increase the estimated number of Nursing graduates employed as nurses in Maryland from 36 in 1999 to 43 in 2004.* Growth in the number of nurses in the nursing program was dependent upon the completion of the new Henson Science Hall and the renovation of Devilbliss Science Building. Both projects are complete and enrollment in the undergraduate nursing program has surged to record levels. Beginning this year and in subsequent years, the number of graduates will swell resulting in a corresponding increase in employment of SU nursing graduates. However, SU nursing graduates are recruited from across the region. Our graduates' life choices are influenced by the income levels and community appeal offered by regional localities. It is incumbent upon Maryland communities and health care facilities to remain personally attractive and financially competitive. If they do not, our successful efforts of teaching and graduating nurses to meet the State's nursing workforce will become the gain of communities nationwide.

*Objective 3.6: Increase the percentage of economically disadvantaged students attending SU from 52.5 percent in 2000 to 55 percent in 2004.* The goal for this objective was established during a period when the State of Maryland was attempting to fund the University at a level consistent with the MHEC funding guidelines. However, the trend mirrors SU's place in the funding guidelines and its eroding State resources. While other institutions have also seen their resources decline, Salisbury University students appear especially disadvantaged. As an example, St. Mary's College has a nearly identical percentage of economically disadvantaged students but receives more than \$3,500 *more per student* from the State of Maryland than does SU. Salisbury University is forced to fund institutional operations through a higher percentage of tuition revenues but is, nevertheless, committed to access by targeting a proportion of all new monies to need-based financial aid.

*Objective 3.4 Allocate expenditures on facility renewal from .8% in 1999 to 2% in 2005.* The amount necessary to accomplish this objective would be approximately \$1,200,000, or approximately the annual instructional cost of the SU Nursing program. The goal for this objective was externally not institutionally driven and is not achievable given the current fiscal realities and priorities.

## **Funding: Cost Containment and Efficiencies**

Significant cost containment and efficiency efforts have continued as a direct result of State fiscal constraints and Salisbury University's own internal goals to achieve continuous quality improvement. The savings and cost containment efforts have resulted in the reallocation of resources to other critical initiatives and functions. The following represent highlights of those efforts for FY 2004:

### **Collaboration (\$139,000):**

- Salisbury University continues its extensive collaboration with the University of Maryland Eastern Shore. The two universities participate in two dual degree programs, sponsor a joint graduate degree, the Master of Arts in Teaching, and employ several faculty and staff members as joint employees of both institutions. It is estimated that \$139,000 in salary/benefit costs is saved annually.

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

- Use of multi-functioning machines (i.e., copier that faxes and serves as a printer) reduces the need for personal printers and/or facsimile machines. It also creates an economies of scale when ordering paper and other supplies for the machines (\$18,000 in savings)
- Use of one-card for inter-departmental transfers reduces paper usage and office time in preparing the entries (\$2,000 in savings).

### **Maintenance (\$193,500):**

- The continued use of a total energy management system has allowed the institution to monitor and control energy management and has yielded an average annual savings of 15%. (equating to approximately \$186,000).
- Implementation of call-in maintenance service requests provides an estimated annual savings of \$7,500.

### **Contingent Labor Force (\$365,700)**

- The University's state support contingent II labor pool represents 35 positions with a projected annual savings \$365,700. This savings, however, will be drastically reduced when the University is able to reinstate its contingent conversion plan.

### **Hiring Freeze/delays (\$2,002,894)**

- Due to fiscal constraints in the state and unavoidable, unfunded mandatory increases, the University imposed an internal hiring freeze prior to the state mandated one. For most positions not frozen, a three to twelve month hiring delay was implemented. As a result of these actions, the University reallocated funds (\$2,002,894) from both faculty and staff positions to meet its FY 2004 operating needs.

### **Web-time Sheets (\$3,000)**

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

**Total Highlighted Cost Containment and Efficiencies: \$2,724,094**

### **Trends Influencing Performance Accountability**

According to the Fall 2003 MHEC peer analysis, Salisbury University was funded at \$1,652 per full-time equivalent student (FTES) BELOW its funding peers. This amount would equate to an additional \$9,908,000 in state appropriations annually if the University were to be funded at the average peer funding level per FTES. With this significant funding gap, Salisbury University will be unable to maintain competitive performance against those same peers, let alone achieve institutional objectives for access, academic quality, and facility renewal.

Guideline funding based upon ACTUAL not estimated need indicates that SU is behind its Maryland and institutional performance peers on virtually every funding level. However, on many performance indicators, SU equals or surpasses its sister institutions and performance peers. Minimum funding thresholds are necessary to sustain superior performance across a full array of initiatives, and given the high performance standards already achieved by SU, it would be appropriate, albeit unlikely for the State of Maryland to reward excellence.

Although a reordering of priorities may allow additional internal reallocations to focus on specific initiatives, State funding allocations that are significantly below that of funding peers is negatively influencing those indicators in which SU currently surpasses its own expectations and those of the State. Guideline funding has failed to produce the guideline dollars designated, and the University's funding has continually lagged behind all traditional four-year institutions in the USM. With State allocations to Salisbury University falling to less than \$4,200 per student, the University and its students are forced to support the high cost of academic programs that the State only marginally subsidizes. This funding level is less than the level of funding per student in 1990 and, when adjusted for inflation, is equivalent to less than \$3,000 per student.

The perception that Salisbury University as well as the rest of Maryland higher education were richly funded during the late 90's and first years of the new decade are partially misleading and grossly shortsighted. When funded "richly," Salisbury University has never been funded higher than 82% of the MHEC funding guidelines. The data clearly indicate SU's outstanding performance, yet its funding is consistently at the bottom in any comparison group. Academic quality, access, and affordability cannot be maintained with equal success when resources are insufficient to do so. Although budget reductions may propel desirable and beneficial efficiencies, there is a threshold in which an "efficiency" initiates a genuine decline in quality, access, and service. The very same issues identified as concerns by state agencies, that is, graduating more teachers, graduating more nurses, offering more undergraduate courses by core faculty, maintaining an adequate facilities renewal balance, keeping salaries competitive in order to attract and retain quality faculty, providing access and financial aid to needy students could be accomplished at Salisbury University with an additional annual state allocation of 10 million dollars. Peer funding data show SU is funded at 9.9 million less than the average of our peers. This is a deplorable situation that does little to address the educational priorities and values of this institution, of Maryland students and their families, or of the State.

## KEY GOALS AND OBJECTIVES

### Goal 1. Provide quality undergraduate/graduate education.

**Objective 1.1** Increase the annual pass rate of nursing program graduates who take the nursing licensure exam from 79% in 1999 to 90% by 2004.

		2001	2002	2003	2004	2005	2006
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	88%	79%	77%	85%	90%	90%

**Objective 1.2** Increase the annual pass rate of teacher education program graduates who take the teacher licensure exam from 96% in 1999 to 98% by 2004.

		2001	2002	2003	2004	2005	2006
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (NTE or PRAXIS II) pass rate <sup>1&amp;2</sup>	96%	91%	92%	91%	92%	92%

**Objective 1.3** The proportion of SU graduates who are satisfied with their level of preparation for graduate or professional school will increase from 96% in 1998 to 98% in 2004.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures		2001 Survey	2002 Survey	2002 Survey	2002 Survey		
Quality	Satisfaction w/preparation for graduate school <sup>3</sup>	100%	98%	98%	98%	98%	98%

**Objective 1.4** The proportion of SU graduates who are satisfied with their level of preparation for employment will increase from 92% in 1998 to 94% in 2004.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures		2001 Survey	2002 Survey	2002 Survey	2002 Survey		
Quality	Satisfaction w/preparation for employment <sup>3</sup>	93%	92%	92%	92%	93%	94%

**Objective 1.5** Through 2004, the proportion of University graduates who are satisfied with the overall quality of education will be maintained at no less than the 98% level attained in 2000.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures		2001 Survey	2002 Survey	2002 Survey	2002 Survey		
Quality	Undergraduate satisfaction w/educational quality <sup>3</sup>	96%	97%	97%	97%	97%	98%



**Objective 1.6** Increase the proportion of lower-division student credit hours taught by core faculty from 56% in 1998 to 67% in 2004.

		2001	2002	2003	2004	2005	2006
<b>Performance Measures</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Quality</b>	Percent of lower-division student credit hours taught by core faculty	50%	56%	57%	59%	60%	60%

**Goal 2.** Prepare graduates to become productive members of society and the workforce.

**Objective 2.1** Through 2004, the proportion of employers who are satisfied with employees who were SU graduates will be maintained at the 98% level attained in 2001.

		2001	2002	2003	2004	2005	2006
<b>Performance Measures</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
		1998 Survey	2000 Survey	2002 Survey	2003 Survey		
<b>Outcome</b>	Employer satisfaction w/SU graduates <sup>4</sup>	97.8%	N/A	N/A	N/A	N/A	N/A

**Objective 2.2** Maintain or increase the fiscal year 1999 ratio of the median salary of SU graduates to the median salary of the civilian work force with bachelor's degrees. The ratio in fiscal year 1999 was .74.

		2001	2002	2003	2004	2005	2006
<b>Performance Measures</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
		2001 Survey	2002 Survey	2002 Survey	2002 Survey		
<b>Outcome</b>	Ratio of the median salary of SU graduates(one year after graduation) to the average salary of the civilian workforce w/bachelor's degrees <sup>3</sup>	.74	.79	.79	.79	.79	.79

**Objective 2.3** The annual number of SU graduates in information technology (IT) fields will increase from 48 in 1999 to 80 by 2004.

		2001	2002	2003	2004	2005	2006
<b>Performance Measures</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Outputs</b>	Number of IT graduates	78	88	80	61	65	70

**Objective 2.4** The annual number of SU graduates in Teacher Education will increase from 233 in 1999 to 285 in 2004.

		2001	2002	2003	2004	2005	2006
<b>Performance Measures</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Outputs</b>	Number of Teacher Education graduates	229	235	271	228	235	240

**Objective 2.5** The annual number of SU graduates in Nursing will increase from 48 in 1999 to 60 in 2004.

		2001	2002	2003	2004	2005	2006
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of Nursing graduates	55	54	56	80	85	92

**Objective 2.6** The annual number of SU baccalaureate recipients will increase from 1,169 in 1999 to 1,310 in 2004.

		2001	2002	2003	2004	2005	2006
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of baccalaureate recipients	1,285	1,283	1,345	1,301	1,345	1,345

**Goal 3.** Promote educational, economic, cultural, and social development in the State and the region.

**Objective 3.1** Increase the estimated number of Teacher Education graduates employed as teachers in Maryland from 145 in 1999 to 200 in 2004.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	MSDE	MSDE	Estimated	Estimated
Performance Measures	Estimated number of Teacher education graduates employed in MD as teachers <sup>3</sup>	2001 Survey	2002 Survey	Actual	Actual		
Outcome		141	176	181	178	180	181

**Objective 3.2** Increase the estimated number of IT graduates employed in IT related fields in Maryland from 26 in 1999 to 45 in 2004.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Estimated number of IT graduates employed in MD in an IT field <sup>3</sup>	2001 Survey	2002 Survey	2002 Survey	2002 Survey		
Outcome		17	37	37	37	45	45

**Objective 3.3** Increase the estimated annual number of SU graduates employed in Maryland from 785 in 1999 to 876 in 2004.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures	Estimated number employed in MD one year after graduation <sup>3</sup>	2001 Survey	2002 Survey	2002 Survey	2002 Survey		
Outcome		729	872	872	872	880	900

**Objective 3.4** Maintain or increase the percent of graduates employed one-year after graduation. In 1999, 95% of SU graduates were employed.

		2001	2002	2003	2004	2005	2006
		Actual	Actual	Actual	Actual	Estimated	Estimated
Performance Measures		2001 Survey	2002 Survey	2002 Survey	2002 Survey		

<b>Outcome</b>	Percent employed one-year after graduation <sup>2</sup>	96%	96%	96%	96%	96%	96%
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**Objective 3.5** Increase the estimated number of Nursing graduates employed as nurses in Maryland from 36 in 1999 to 43 in 2004.

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>		<b>2001 Survey</b>	<b>2002 Survey</b>	<b>2002 Survey</b>	<b>2002 Survey</b>		
	Estimated number of Nursing graduates employed in MD as nurses <sup>3</sup>						
<b>Outcome</b>		27	34	34	34	45	50

**Objective 3.6** Increase the percentage of economically disadvantaged students attending SU from 52.5% in 2000 to 55.0% in 2004.

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>							
	Percentage of economically disadvantaged students attending SU						
<b>Input</b>		50.5%	39.8%	39.4%	40.9%	42.0%	43.0%

**Goal 4.** Broaden access to and diversity in higher education.

**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.

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>							
	Full-time, tenured/tenure-track faculty: percent women <sup>5</sup>						
<b>Input</b>		34%	36%	37%	39%	40%	41%

**Objective 4.2** Increase the proportion of full-time executive/managerial staff that are women from 32% in 1998 to 35% in 2004.

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>							
	Full-time executive/managerial staff: percent women <sup>5</sup>						
<b>Input</b>		38%	39%	41%	46%	46%	46%

**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.

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>							
	Full-time, tenured/tenure-track faculty: percent African-American <sup>5</sup>						
<b>Input</b>		4.4%	5.4%	5.1%	4.7%	5.2%	5.3%

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

		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Performance Measures</b>							

Data Finalized 9/24//2004

<b>Input</b>	Full-time executive/managerial staff: percent African-American <sup>5</sup>	8.7%	8.7%	9.1%	8.2%	9.0%	9.0%
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**Objective 4.5 Increase the proportion of African-American undergraduates from 8% in 1998 to 10% in 2004.**

<b>Performance Measures</b>		<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Actual</b>	<b>2004 Actual</b>	<b>2005 Estimated</b>	<b>2006 Estimated</b>
<b>Input</b>	Percentage of African-American undergraduates <sup>5</sup>	7.4%	7.8%	8.4%	8.8%	9.2%	9.4%

**Objective 4.6 Increase the proportion of minority undergraduates from 10.4% in 1998 to 13.0% in 2004.**

<b>Performance Measures</b>		<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Actual</b>	<b>2004 Actual</b>	<b>2005 Estimated</b>	<b>2006 Estimated</b>
<b>Input</b>	Percentage of minority undergraduates <sup>5</sup>	10.6%	11.6%	12.6%	14.0%	14.8%	15.5%

**Goal 5. Increase revenue from alternative sources and maximize the efficient use of State resources.**

**Objective 5.1 From a level of \$12.7 million in 1999, in the Campaign for Maryland raise \$18.5 million for Salisbury University by 2002.**

<b>Performance Measures</b>		<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Actual</b>	<b>2004 Actual</b>	<b>2005 Estimated</b>	<b>2006 Estimated</b>
<b>Outcome</b>	Dollars (millions) raised in Campaign for MD <sup>6</sup>	\$23.62	\$25.47	Completed	Completed	Completed	Completed

**Objective 5.2 Increase annual private, federal, and state grants and sponsored research dollar awards (excluding scholarship and financial aid awards) from \$2.0 million in 1998 to \$4.0 million by 2004.**

<b>Performance Measures</b>		<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Actual</b>	<b>2004 Actual</b>	<b>2005 Estimated</b>	<b>2006 Estimated</b>
<b>Outcome</b>	Private, State, and Federal dollar awards for grants and sponsored research (millions)	\$5.07	\$5.36	\$4.47	\$4.73	\$4.8	\$4.9

**Objective 5.3 Maintain current annual operating budget savings rate of 2% through efficiency and cost containment measures.**

<b>Performance Measures</b>		<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Actual</b>	<b>2004 Actual</b>	<b>2005 Estimated</b>	<b>2006 Estimated</b>
<b>Efficiency</b>	Annual operating budget savings rate <sup>7</sup>	1.2%	1.9%	3.3%	4.6%	3.9%	3.0%

**Objective 5.4 Allocate expenditures on facility renewal from .8% in 1999 to 2% in 2005.**

Performance Measures		2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Estimated	2006 Estimated
Efficiency	Percentage of annual state appropriation spent on facility renewal <sup>7</sup>	1.0%	.8%	.9%	.9%	.9%	.9%

**Objective 5.5** Increase annual University fund-raising from \$1.9 million in 1998 to \$2.4 million in 2004.

Performance Measures		2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Estimated	2006 Estimated
Outcome	Annual giving (millions)	\$2.27	\$1.84	\$3.26	\$1.94	\$2.00	\$2.40

**Objective 5.6** Increase the salary levels of University faculty as a percentile of AAUP peers at the ranks of assistant, associate, and professor from 68<sup>th</sup>, 53<sup>rd</sup>, and 65<sup>th</sup>, respectively in 1999 to the 85<sup>th</sup> percentile by 2004.

Performance Measures		2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Estimated	2006 Estimated
Input	Faculty salary as a %ile of AAUP peers Assistant <sup>7</sup>						
	Assistant	80 <sup>th</sup>	83 <sup>rd</sup>	72 <sup>nd</sup>	66 <sup>th</sup>	63 <sup>rd</sup>	61 <sup>st</sup>
	Associate	60 <sup>th</sup>	65 <sup>th</sup>	62 <sup>nd</sup>	59 <sup>th</sup>	56 <sup>th</sup>	53 <sup>rd</sup>
	Professor	69 <sup>th</sup>	72 <sup>nd</sup>	67 <sup>th</sup>	64 <sup>th</sup>	63 <sup>rd</sup>	62 <sup>nd</sup>

**Objective 5.7** Increase the proportion of administrative staff who earn salaries that are at or above the 60<sup>th</sup> percentile of CUPA peers from 33% in 2000 to 55% in 2004.

Performance Measures		2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Estimated	2006 Estimated
Input	Proportion of administrative staff salaries at or above 60 <sup>th</sup> %ile of CUPA peer	38%	53%	62%	30%	25%	25%

**Goal 6.** Improve retention and graduation rates.

**Objective 6.1** The second-year retention rates of SU first-time, full-time freshmen will increase from 86.5% in 1998 to 87.0% in 2004.

Performance Measures		2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Estimated	2006 Estimated
Output	2 <sup>nd</sup> year first-time, full-time retention rate: all students <sup>8</sup>	84.4%	86.0%	85.2%	84.2%	85.0%	86.0%

**Objective 6.2** The second-year retention rates of SU first-time, full-time African-American freshmen will increase from 75% in 1998 to 78% in 2004.

<b>Performance Measures</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Output</b>	2 <sup>nd</sup> year first-time, full-time retention rate: African-American students <sup>8</sup>	65.8%	87.5%	77.9%	78.6%	79.0%	80.0%

**Objective 6.3** The second-year retention rates of SU first-time, full-time minority freshmen will increase from 76% in 1998 to 80% in 2004.

<b>Performance Measures</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Output</b>	2 <sup>nd</sup> year first-time, full-time retention rate: minority students <sup>8</sup>	74.2%	78.4%	81.3%	80.4%	81.0%	81.0%

**Objective 6.4** The six-year graduation rates of SU first-time, full-time freshmen will be at least 70% annually through 2004.

<b>Performance Measures</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Output</b>	6-year graduation rate of first-time, full-time freshmen: all students <sup>8</sup>	70.6%	73.9%	71.8%	73.0%	73.1%	73.2%

**Objective 6.5** The six-year graduation rates of SU first-time, full-time African-American freshmen will increase from 43.2% in 1998 to 61.0% in 2004.

<b>Performance Measures</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Output</b>	6-year graduation rate of first-time, full-time freshmen: African-American students <sup>8</sup>	60.4%	60.6%	55.0%	53.3%	55.0%	57.0%

**Objective 6.6** The six-year graduation rates of SU first-time, full-time minority freshmen will increase from 55% in 1998 to 61% in 2004.

<b>Performance Measures</b>		<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Estimated</b>
<b>Output</b>	6-year graduation rate of first-time, full-time freshmen: minority students <sup>8</sup>	60.6%	57.1%	55.5%	53.2%	55.0%	57.0%

#### Notes to MFR

<sup>1</sup>Prior to 2002, the teacher certification exam taken for initial teacher certification was the National Teachers Examination (NTE). Beginning in 2002, the PRAXIS II

became the exam by which all Maryland students are measured for purposes of initial teacher certification.

<sup>2</sup>PRAXIS II test results are reported on a cohort basis. Salisbury University includes Master of Arts in Teaching (MAT) degree recipients with the baccalaureate degree recipients. At this time, there is no means of differentiating whether students who pass the exam graduated at the undergraduate or graduate level.

<sup>3</sup>Up until 2003, Salisbury University surveyed baccalaureate degree recipients on an annual basis and included the most current data in the MFR. The survey years reflect those data. Because a formal follow-up survey of baccalaureate degree recipients will not be completed until 2005, the 2002 survey results have carried forward to 2003 and 2004. The MHEC follow-up survey will occur in 2005.

<sup>4</sup>Based on the Schaefer Center survey of employers, the percentage of employers who said they would "definitely yes" or "probably yes" hire graduates of SU again. It is unknown when the employer satisfaction survey will be conducted a second time. No estimates are available.

<sup>5</sup>Percentages are based on headcounts as of fall census.

<sup>6</sup>The Campaign for Maryland objective was surpassed in FY2000, and the objective terminated in FY2002. Reporting current data and future estimates no longer applies.

<sup>7</sup>Data provided by the USM.

<sup>8</sup>Data provided by the MHEC.

**Salisbury University: Performance Peer Comparisons 2004**

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African-American of all undergraduates	% African-American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
<b>Salisbury U.</b>	<b>1040-1220</b>	<b>1</b>	<b>13.1%</b>	<b>4</b>	<b>8.2%</b>	<b>1</b>	<b>82%</b>	<b>1</b>	<b>66.0%</b>	<b>2</b>
Central Washington U.	880-1100	10	14.3%	3	1.8%	8	74%	9	50.3%	7
Eastern Illinois U.	20-24 <sup>1</sup>	8	10.2%	8	6.9%	2	81%	3	66.4%	1
Humboldt State U.	920-1170	5	17.4%	2	3.0%	7	76%	8	39.6%	10
Massachusetts, U. of, Dartmouth	970-1160	4	10.3%	7	5.5%	3	79%	4	53.0%	5
North Carolina, U. of, Wilmington	1020-1200	2	8.6%	10	4.6%	5	82%	1	61.6%	3
Northern Michigan U.	19-24 <sup>1</sup>	9	5.1%	11	1.6%	11	70%	11	46.5%	9
Sonoma State U.	940-1140	7	18.2%	1	1.7%	9	79%	4	49.3%	8
SUNY, C. at Oswego	1020-1150	3	9.3%	9	3.7%	6	78%	6	51.6%	6
SUNY, C. at Plattsburgh	960-1130	6	10.9%	6	4.8%	4	78%	6	57.7%	4
Western Oregon U.	860-1090	11	11.8%	5	1.7%	9	72%	10	31.7%	11
<b>Average of Peers</b>	<b>943-1136</b>		<b>11.6%</b>		<b>3.5%</b>		<b>76.9%</b>		<b>50.8%</b>	
	Six-year graduation rate all minorities	Minority Graduation Rate Rank	Six-year graduation rate African Americans	African-American Graduation Rate rank	Passing rate on teacher licensure exams <sup>2</sup>	teacher licensure passing rank	Passing rate in nursing licensing exam	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
<b>Salisbury U.</b>	<b>51.4%</b>	<b>2</b>	<b>50.0%</b>	<b>3</b>	<b>92%</b>	<b>8</b>	<b>85%</b>	<b>3</b>	<b>8.6%</b>	<b>7</b>
Central Washington U.	41.1%	9	38.1%	7	N/A	-	no program	-	NA	-
Eastern Illinois U.	46.0%	6	43.4%	6	99%	3	no program	-	15.0%	3
Humboldt State U.	31.3%	10	36.4%	8	98%	4	94% <sup>3</sup>	2	8.8%	6
Massachusetts, U. of, Dartmouth	47.4%	5	44.6%	5	79%	10	96% <sup>3</sup>	1	NA	-
North Carolina, U. of, Wilmington	59.0%	1	60.0%	1	98%	4	74% <sup>3</sup>	5	7.7%	8
Northern Michigan U.	43.9%	7	22.2%	10	100%	1	NA <sup>4</sup>	-	9.1%	5
Sonoma State U.	43.4%	8	30.4%	9	97%	6	75% <sup>3</sup>	4	18.9%	1
SUNY, C. at Oswego	47.8%	4	50.0%	3	92%	8	no program	-	13.7%	4
SUNY, C. at Plattsburgh	48.2%	3	51.2%	2	94%	7	NA <sup>4</sup>	-	17.0%	2
Western Oregon U.	15.9%	11	8.3%	11	100%	1	no program	-	NA	-
<b>Average of Peers</b>	<b>42.4%</b>		<b>38.5%</b>		<b>95.2%</b>		<b>84.8%</b>		<b>12.9%</b>	
01/10/2005: Office of Institutional Research, Assessment, & Accountability										



	SU institution-specific indicators									
	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Appropriation Rank
<b>Salisbury U.</b>	<b>50%</b>	<b>1</b>	<b>80%</b>	<b>9</b>	<b>16.0</b>	<b>1</b>	<b>3.4</b>	<b>2</b>	<b>\$4,358</b>	<b>10</b>
Central Washington U.	85%	9	86%	3	21.0	9	3.2	4	\$4,994	8
Eastern Illinois U.	78%	8	73%	11	16.4	3	NA	-	\$5,106	6
Humboldt State U.	73%	6	81%	8	19.7	7	3.2	4	\$10,646	1
Massachusetts, U. of, Dartmouth	70%	5	87%	2	18.2	5	3.0	10	\$6,544	3
North Carolina, U. of, Wilmington	55%	2	86%	3	20.9	8	3.6	1	\$5,742	5
Northern Michigan U.	86%	10	86%	3	24.9	11	3.2	4	\$6,356	4
Sonoma State U.	75%	7	96%	1	21.1	10	3.1	8	\$8,150	2
SUNY, C. at Oswego	58%	3	76%	10	19.1	6	3.3	3	\$4,570	9
SUNY, C. at Plattsburgh	60%	4	82%	7	17.6	4	3.1	8	\$5,006	7
Western Oregon U.	93%	11	83%	6	16.2	2	3.2	4	\$3,692	11
<b>Average of Peers</b>	<b>73.3%</b>		<b>83.6%</b>		<b>19.5</b>		<b>3.21</b>		<b>\$6,081</b>	
	Average Overall Score	Overall Performance Rank	Notes							
<b>Salisbury U.</b>	<b>3.667</b>	<b>1</b>	<sup>1</sup> The majority of EIU and NMU students submit ACT scores in lieu of the SAT. If ACT ranges were to be converted to SAT ranges using the College Board SAT-ACT comparison, the SAT ranges for Eastern Illinois University (EIU) and Northern Michigan University (NMU) would be 950-1110 and 910-1110, respectively. This would adjust the peer average to 942-1136.							
Central Washington U.	7.167	9	<sup>2</sup> Teacher licensure laws vary from state to state. The Praxis II exam may be required at different times in a student's education. At some institutions (Northern Michigan and Western Oregon) Praxis II is a graduation requirement, and therefore, the pass rates will always be 100%. At another institution (Central Washington University), it is not required at all. As a result, comparison of Praxis II pass rates across institutions may not be valid.							
Eastern Illinois U.	5.231	5	<sup>3</sup> NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), and Humboldt State (CA) were obtained from the respective state board of nursing Websites.							
Humboldt State U.	5.867	8	<sup>4</sup> Data for the NCLEX-RN exam pass rates for Northern Michigan University and SUNY-Plattsburgh were not provided for a comparable period, and are not applicable for peer comparisons.							
Massachusetts, U. of, Dartmouth	4.929	3								
North Carolina, U. of, Wilmington	3.933	2								
Northern Michigan U.	7.571	10								
Sonoma State U.	5.667	6								
SUNY, C. at Oswego	5.714	7								
SUNY, C. at Plattsburgh	5.000	4								
Western Oregon U.	7.923	11								
<b>Average of Peers</b>	<b>5.697</b>									

NA - Data not available

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

	College of New Jersey	SUNY Geneseo	Rowan	Rutgers	Millersville	Towson	CUNY-Baruch	Salisbury	Shippensburg	CUNY-Hunter	CUNY-Queens	SUNY-New Paltz
<b>Rank (North Region)</b>	<b>5</b>	<b>12</b>	<b>34</b>	<b>34</b>	<b>38</b>	<b>38</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>50</b>	<b>50</b>	<b>50</b>
<b># of Institutions</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>
<b>Tier</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>	<b>Top</b>
<b>Public Institution Ranking (North)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>10</b>
Financial Resources Rank	33	156	71	118	102	140	128	140	118	118	93	138
<b>Academic Reputation Rank</b>	<b>9</b>	<b>4</b>	<b>29</b>	<b>29</b>	<b>37</b>	<b>21</b>	<b>13</b>	<b>51</b>	<b>37</b>	<b>9</b>	<b>21</b>	<b>29</b>
Graduation & Retention Rank	3	7	45	71	33	52	110	31	50	140	97	79
<b>Student Selectivity Rank</b>	<b>1</b>	<b>2</b>	<b>27</b>	<b>22</b>	<b>45</b>	<b>20</b>	<b>22</b>	<b>18</b>	<b>69</b>	<b>30</b>	<b>55</b>	<b>16</b>
Faculty Resources Rank	12	149	69	7	63	112	107	128	77	120	73	107
<b>Alumni Giving Rank</b>	<b>130</b>	<b>65</b>	<b>140</b>	<b>112</b>	<b>105</b>	<b>148</b>	<b>118</b>	<b>129</b>	<b>30</b>	<b>55</b>	<b>63</b>	<b>140</b>
Final Overall Scores	81	71	51	51	48	48	46	46	46	45	45	45
<b>Peer Assessment</b>	<b>3.4</b>	<b>3.6</b>	<b>3.0</b>	<b>3.0</b>	<b>2.9</b>	<b>3.1</b>	<b>3.3</b>	<b>2.8</b>	<b>2.9</b>	<b>3.4</b>	<b>3.1</b>	<b>3.0</b>
Avg Freshmen Rtnn Rate	95%	91%	85%	84%	82%	83%	87%	82%	79%	81%	85%	84%
<b>Avg Graduation Rate</b>	<b>81%</b>	<b>78%</b>	<b>59%</b>	<b>54%</b>	<b>65%</b>	<b>58%</b>	<b>42%</b>	<b>66%</b>	<b>60%</b>	<b>35%</b>	<b>45%</b>	<b>52%</b>
% of Class <20	48%	30%	41%	40%	24%	43%	31%	33%	23%	37%	44%	48%
% of Classes w/ 50 or more	1%	8%	1%	8%	5%	2%	10%	3%	0.2%	8%	5%	4%
Student/Faculty Ratio	12/1	19/1	15/1	11/1	18/1	17/1	17/1	16/1	21/1	16/1	17/1	17/1
% of FT Faculty	74%	88%	74%	81%	88%	73%	75%	82%	94%	71%	73%	69%
SAT: 25th-75th percentile	1180-1360	1180-1330	1020-1210	990-1210	960-1150	1003-1180	980-1200	1040-1220	960-1150	960-1170	1010-1070	1010-1200
<b>Freshmen: top 25% of HS class</b>	<b>91%</b>	<b>86%</b>	<b>52%</b>	<b>56%</b>	<b>44%</b>	<b>60%</b>	<b>52%</b>	<b>50%</b>	<b>33%</b>	<b>50%</b>	<b>38%</b>	<b>60%</b>
Acceptance Rate	48%	42%	52%	59%	61%	52%	36%	52%	67%	30%	40%	34%
<b>Avg Alumni Giving Rate</b>	<b>8%</b>	<b>16%</b>	<b>7%</b>	<b>10%</b>	<b>11%</b>	<b>7%</b>	<b>10%</b>	<b>9%</b>	<b>24%</b>	<b>17%</b>	<b>17%</b>	<b>7%</b>

\*Note: In the 2005 edition, US News combined Tier 1 & 2 opting to list the institutional rank out of 165 universities in the North Region.

**America's Best Colleges: 2004, Online Edition: U.S. News & World Report**  
**Select Colleges in the North, 2004**

	College of New Jersey	SUNY Geneseo	Rowan	Rutgers	Millersville	Towson	CUNY-Baruch	Salisbury	Shippensburg	CUNY-Hunter	CUNY-Queens	SUNY-New Paltz
<b>Rank (North Region)</b>	<b>5</b>	<b>10</b>	<b>33</b>	<b>31</b>	<b>38</b>	<b>38</b>	<b>n/a</b>	<b>33</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b># of Institutions</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>	<b>165</b>
<b>Tier</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Public Institution Ranking (North)</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>n/a</b>	<b>4</b>	<b>8</b>	<b>n/a</b>	<b>9</b>	<b>n/a</b>
Financial Resources Rank	42	159	69	114	92	137	n/a	143	n/a	n/a	n/a	n/a
<b>Academic Reputation Rank</b>	<b>7</b>	<b>3</b>	<b>23</b>	<b>23</b>	<b>44</b>	<b>18</b>	<b>18</b>	<b>33</b>	<b>44</b>	<b>13</b>	<b>23</b>	<b>33</b>
Graduation & Retention Rank	4	6	50	76	34	53	n/a	33	n/a	n/a	n/a	n/a
<b>Student Selectivity Rank</b>	<b>1</b>	<b>4</b>	<b>19</b>	<b>19</b>	<b>52</b>	<b>32</b>	<b>16</b>	<b>16</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Faculty Resources Rank	24	145	88	4	36	100	n/a	89	n/a	n/a	n/a	n/a
<b>Alumni Giving Rank</b>	<b>126</b>	<b>62</b>	<b>142</b>	<b>115</b>	<b>94</b>	<b>148</b>	<b>n/a</b>	<b>82</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
Final Overall Scores	81	73	53	54	50	50	n/a	53	n/a	n/a	n/a	n/a
<b>Peer Assessment</b>	<b>3.4</b>	<b>3.6</b>	<b>3.0</b>	<b>3.0</b>	<b>2.8</b>	<b>3.1</b>	<b>3.1</b>	<b>2.9</b>	<b>2.8</b>	<b>3.2</b>	<b>3.0</b>	<b>2.9</b>
Avg Freshmen Rtnn Rate	94%	91%	85%	83%	82%	83%	86%	82%	78%	80%	84%	82%
<b>Avg Graduation Rate</b>	<b>80%</b>	<b>78%</b>	<b>58%</b>	<b>52%</b>	<b>64%</b>	<b>57%</b>	<b>38%</b>	<b>65%</b>	<b>61%</b>	<b>32%</b>	<b>42%</b>	<b>51%</b>
% of Class <20	43%	34%	40%	42%	28%	43%	27%	41%	22%	38%	41%	43%
% of Classes w/ 50 or more	1%	7%	1%	8%	4%	2%	12%	1%	0.0%	8%	5%	4%
Student/Faculty Ratio	12/1	19/1	14/1	11/1	18/1	18/1	16/1	17/1	19/1	16/1	16/1	17/1
% of FT Faculty	72%	88%	74%	81%	88%	71%	68%	84%	93%	73%	74%	70%
SAT: 25th-75th percentile	1150-1350	1170-1310	1010-1200	990-1180	950-1160	1010-1180	980-1180	1050-1210	960-1140	950-1150	920-1140	1020-1200
<b>Freshmen: top 25% of HS class</b>	<b>89%</b>	<b>81%</b>	<b>54%</b>	<b>58%</b>	<b>41%</b>	<b>41%</b>	<b>53%</b>	<b>55%</b>	<b>34%</b>	<b>47%</b>	<b>58%</b>	<b>36%</b>
Acceptance Rate	48%	49%	44%	51%	63%	58%	34%	50%	69%	29%	41%	40%
<b>Avg Alumni Giving Rate</b>	<b>9%</b>	<b>18%</b>	<b>8%</b>	<b>10%</b>	<b>13%</b>	<b>7%</b>	<b>10%</b>	<b>15%</b>	<b>24%</b>	<b>17%</b>	<b>16%</b>	<b>6%</b>

**America's Best Colleges : U.S. News World Report  
Salisbury University Rankings: 1998 - 2005**

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

\*Note: In the 2005 edition, US News combined Tier 1 & 2 and simply listed their rank out of 165.

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

**US News Ranking Criteria: 2005 Edition**

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

**ENROLLMENT PROJECTIONS**  
**SALISBURY UNIVERSITY: FY 2005-FY 2015 - 5.8% Growth Model**

Fall Student Data	Actual 2004	Projections Fall										Change From Fall 2003 to Fall 2013	
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Number	Percent
Headcount Total	6,942	6,965	7,002	7,040	7,126	7,251	7,314	7,334	7,340	7,343	7,345	403	5.8%
HIC growth(decline)	126	23	37	38	86	125	63	20	6	3	2		
% Annual Change	1.8%	0.3%	0.5%	0.5%	1.2%	1.8%	0.9%	0.3%	0.1%	0.0%	0.0%		
Undergraduate Total	6,366	6,395	6,402	6,410	6,465	6,564	6,609	6,624	6,630	6,633	6,635	269	4.2%
HIC growth(decline)	167	19	17	8	55	99	45	15	6	3	2		
% Annual Change	2.7%	0.3%	0.3%	0.1%	0.9%	1.5%	0.7%	0.2%	0.1%	0.0%	0.0%		
Full-time	5,648	5,670	5,692	5,710	5,770	5,874	5,924	5,944	5,950	5,953	5,955	307	5.4%
HIC growth(decline)	214	22	22	18	60	104	50	20	6	3	2		
Part-time	718	715	710	700	695	690	685	680	680	680	680	(36)	-5.3%
HIC growth(decline)	(47)	(3)	(5)	(10)	(5)	(5)	(5)	(5)	-	-	-		
% F/T Undergraduate	88.7%	88.8%	88.9%	89.1%	89.2%	89.5%	89.6%	89.7%	89.7%	89.7%	89.8%		
Grad/First Prof. Total	576	590	600	630	661	687	705	710	710	710	710	134	23.3%
HIC growth(decline)	(41)	4	20	30	31	26	18	8	-	-	-		
% Annual Change	-6.6%	0.7%	3.4%	5.0%	4.9%	3.9%	2.6%	0.7%	0.0%	0.0%	0.0%		
Full-time	167	170	175	185	195	210	220	220	220	220	220	53	31.7%
HIC growth(decline)	13	3	5	10	10	15	10	-	-	-	-		
Part-time	409	410	425	445	466	477	485	490	490	490	490	81	19.8%
HIC growth(decline)	(54)	1	15	20	21	11	8	5	-	-	-		
% of population that is graduate	8.3%	8.3%	8.6%	8.9%	9.3%	9.5%	9.6%	9.7%	9.7%	9.7%	9.7%		
FTDE Students	4,950	5,118	5,144	5,166	5,225	5,315	5,361	5,378	5,386	5,392	5,397	447	9.0%

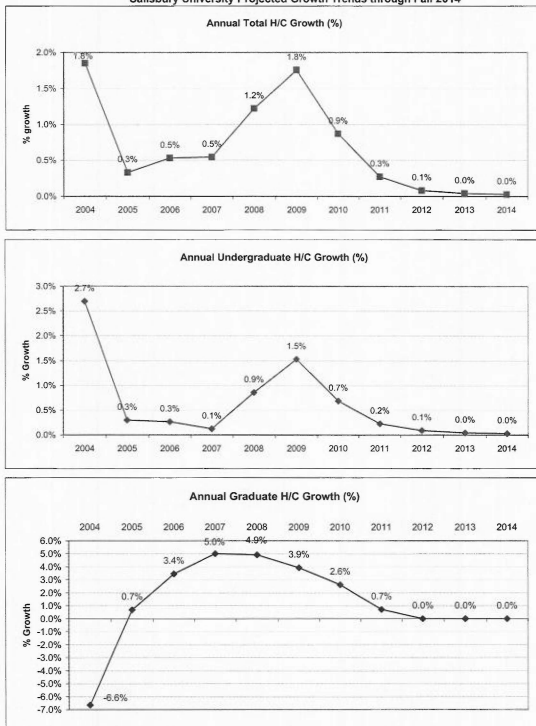
Fiscal Year Full-Time Equivalent Data	Fall 2005	Fiscal Year										Change From FY 2004 to FY 2014	
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Number	Percent
FTE Students	6,027	6,108	6,138	6,165	6,235	6,343	6,397	6,418	6,427	6,435	6,441	374	6.2%
% growth in FTE	3.1%	0.7%	0.5%	0.4%	1.1%	1.7%	0.8%	0.3%	0.2%	0.1%	0.1%		

Comments: This model assumes the TEIC is delayed, opening no earlier than Fall 2008. Daytime enrollment is greatly at maximum facilities capacity and can grow ONLY incidentally until the opening of that facility. System and State appropriation policies coupled with facilities capacities limit the University's ability to hire additional faculty and staff to support additional courses and enrollment during the evening hours at Salisbury. Graduate enrollment is projected to increase with little additional budgetary impact due to available seating and programmatic expansion. The projected graduate enrollment from students who reside in out-of-state cities that are contiguous to the lower Eastern Shore. These students will fill empty evening seats in the non-traditional areas of the Eastern Shore. The University will continue to serve a population that is overwhelmingly full-time undergraduate and primarily from the metropolitan areas of Baltimore and Washington, D.C., as well as the Eastern Shore. Out-of-state enrollment will continue to decline. Out-years plan for the enrollment impact of raising an out-dated, deteriorating classroom facility.

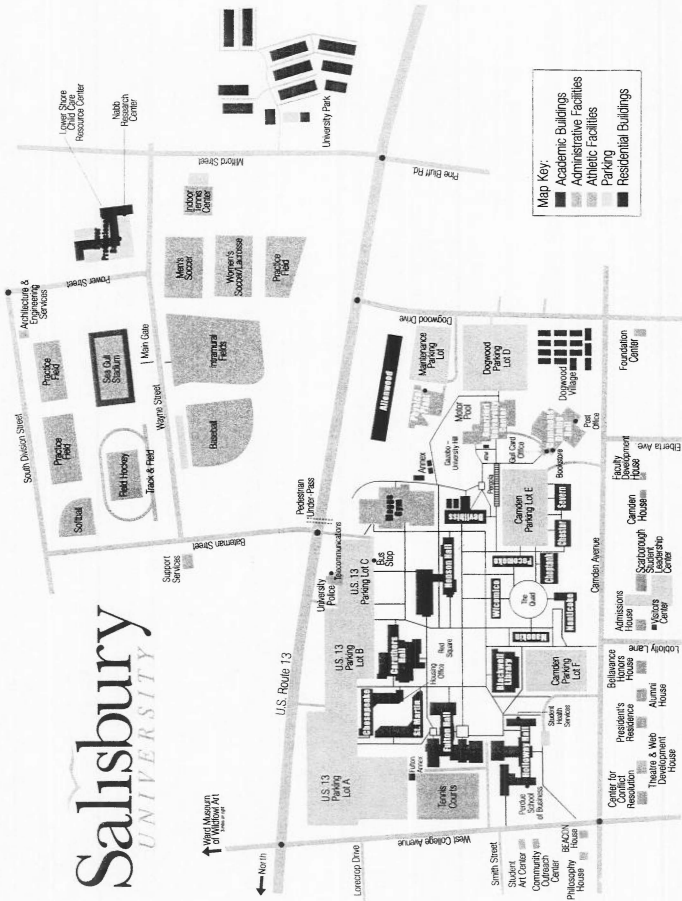
Completed by: Bryan Price, Director: Institutional Research, Assessment, Accountability; February 11, 2005  
 Phone: (410)543-4023  
 E-Mail: bprice@salisbury.edu

Figure 2:

Salisbury University Projected Growth Trends through Fall 2014

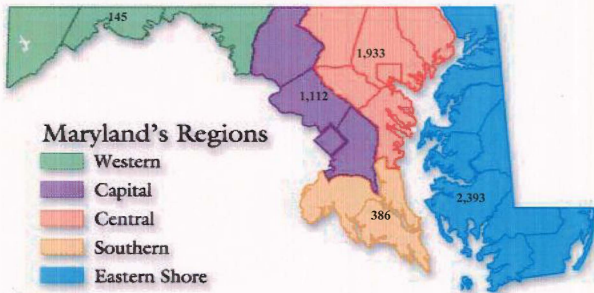


# Salisbury UNIVERSITY

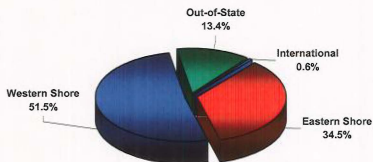


## Institutional Enrollment and Demographics

Total Maryland Enrollment, Fall 2004: 5,969



Fall 2004  
Total Enrollment: 6,942



Total Eastern Shore Enrollment,  
Fall 2004: 2,393

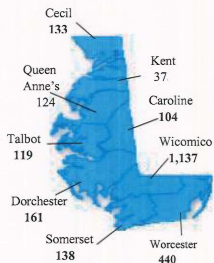


Table 1:

## Total Institutional Enrollment: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>6,010</b>	<b>6,421</b>	<b>6,682</b>	<b>6,851</b>	<b>6,816</b>	<b>6,942</b>
% Annual Growth	-0.6%	6.0%	4.1%	2.5%	-0.5%	1.8%
Total Men	2,486	2,713	2,802	2,860	2,814	2,925
% Men	41.4%	42.3%	41.9%	41.7%	41.3%	42.1%
Total Women	3,524	3,708	3,880	3,991	4,002	4,017
% Women	58.6%	57.7%	58.1%	58.3%	58.7%	57.9%
F.T.E.S.	4,962	5,519	5,768	5,985	5,950	6,150
% Annual Growth	-1.4%	6.5%	4.5%	3.8%	-0.6%	3.4%
Full-Time Students	4,397	5,150	5,398	5,593	5,588	5,815
Men	1,895	2,243	2,341	2,436	2,390	2,516
Women	2,502	2,907	3,057	3,157	3,198	3,299
% Full-Time	73.2%	80.2%	80.8%	81.6%	82.0%	83.8%
Average Age of all full-time students	N/A	22.0	21.5	21.7	21.6	21.6
Part-Time Students	1,613	1,271	1,284	1,258	1,228	1,127
Men	591	470	461	424	424	409
Women	1,022	801	823	834	804	718
% Part-Time	26.8%	19.8%	19.2%	18.4%	18.0%	16.2%
Average Age of all part-time students	N/A	32	31.5	31.9	30.3	30.3
<b>Average Student Age</b>	<b>N/A</b>	<b>23.6</b>	<b>23.5</b>	<b>23.6</b>	<b>23.2</b>	<b>23.0</b>

Figure 1: Full-Time and Part-Time Institutional Enrollment: 1995, 2000-2004

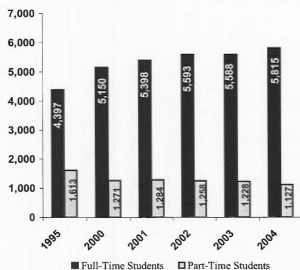


Figure 2: Percent Full-Time Institutional Enrollment: 1995, 2000-2004

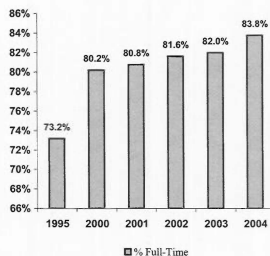




Table 2:

**Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2004**

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unknown		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	

First-Time Freshmen <sup>1</sup>	75	-	2	-	25	-	23	-	798	4	5	-	54	-	982	4	986
%	8.0		0.2		2.7		2.5		86.1		0.5		5.5				

<b>Undergraduates</b>																	
Freshmen	157	1	4	-	36	2	41	2	1,231	17	8	-	84	1	1,561	23	1,584
%	10.5		0.3		2.5		2.9		83.3		0.5		5.4				
Sophomores	121	14	7	-	47	1	35	-	1,016	37	3	-	91	5	1,320	57	1,377
%	10.5		0.5		3.7		2.7		82.2		0.2		7.0				
Juniors	105	17	2	1	36	5	39	2	1,186	90	6	-	63	11	1,437	126	1,563
%	8.2		0.2		2.8		2.8		85.7		0.4		4.7				
Seniors	68	16	3	1	23	2	17	2	1,076	108	6	3	58	10	1,251	142	1,393
%	6.3		0.3		1.9		1.4		89.4		0.7		4.9				
Second Bachelor's	5	-	1	-	2	2	2	-	47	30	4	1	9	2	70	35	105
%	5.3		1.1		4.3		2.1		81.9		5.1		10.5				
Subtotal	456	48	17	2	144	12	134	6	4,556	282	27	4	305	29	5,639	383	6,022
Unclassified/ Non-Degree	1	116	-	1	-	11	-	6	7	174	-	-	1	27	9	335	344
Total Undergraduates	457	164	17	3	144	23	134	12	4,563	456	27	4	306	56	5,648	718	6,366
%	10.3		0.3		2.8		2.4		83.6		0.5		5.7				

<b>Graduates</b>																	
Degree-seeking	14	21	1	-	1	-	-	4	121	201	11	1	10	17	158	244	402
Non-Degree	-	13	-	-	1	1	-	4	6	143	-	-	2	4	9	165	174
Total Graduates	14	34	1	-	2	1	-	8	127	344	11	1	12	21	167	409	576
%	8.8		0.2		0.6		1.5		86.7		2.2		5.7				

<b>GRAND TOTAL</b>	<b>471</b>	<b>198</b>	<b>18</b>	<b>3</b>	<b>146</b>	<b>24</b>	<b>134</b>	<b>20</b>	<b>4,690</b>	<b>800</b>	<b>38</b>	<b>5</b>	<b>318</b>	<b>77</b>	<b>5,815</b>	<b>1,127</b>	<b>6,942</b>
%	10.2		0.3		2.6		2.4		83.9		0.7		5.7				

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

Figure 3: Total Institutional Enrollment: Headcount, F/T and P/T Students: 2000-2004

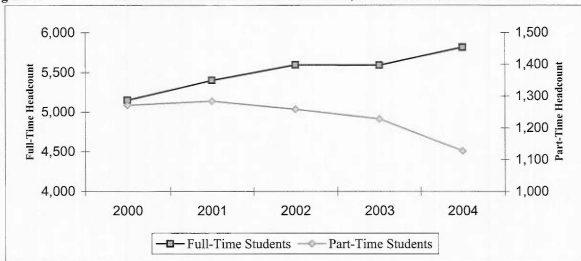


Figure 4: Total Institutional Enrollment Since 1980

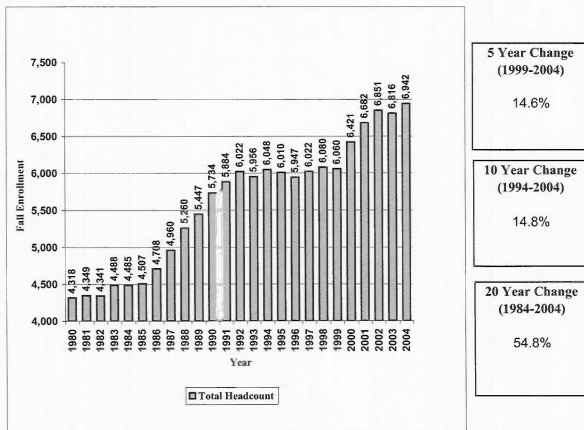


Table 3:

## Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2004

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total <sup>1</sup>	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	216	255	50	148	266	403	669	9.6%	10.2%
American Indian	8	10	3	-	11	10	21	0.3%	0.3%
Asian/Pacific Islander	59	87	10	14	69	101	170	2.4%	2.6%
Hispanic	65	69	8	12	73	81	154	2.2%	2.4%
White	2,012	2,678	296	504	2,308	3,182	5,490	79.1%	83.9%
International	22	16	2	3	24	19	43	0.6%	0.7%
Subtotal	2,382	3,115	369	681	2,751	3,796	6,547	94.3%	100.0%
Unknown	134	184	40	37	174	221	395	5.7%	
TOTAL	2,516	3,299	409	718	2,925	4,017	6,942	100.0%	

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

Figure 5:

## Total Institutional Enrollment by Race &amp; Ethnicity: Fall 2004

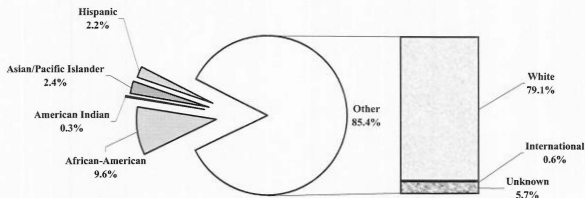


Figure 6: Total Institutional Enrollment by Sex and Status: Fall 2004

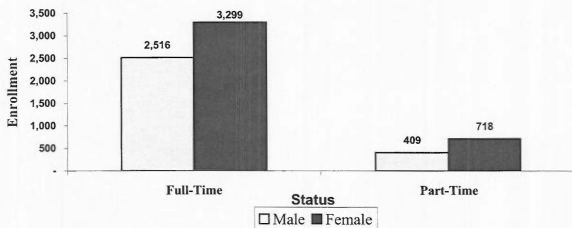


Table 4:

## Total Institutional Demographics: 1995, 2000-2004

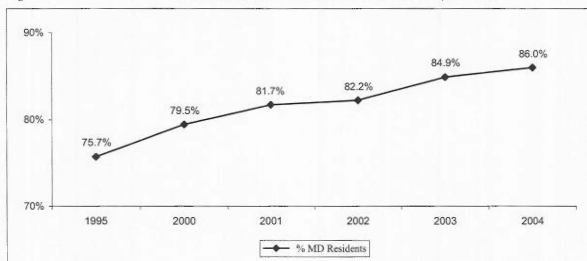
Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount*</b>	<b>6,010</b>	<b>6,421</b>	<b>6,682</b>	<b>6,851</b>	<b>6,816</b>	<b>6,942</b>
Total Residing on Campus	1,702	1,729	1,681	1,645	1,669	1,704
Total Commuters	4,308	4,692	5,001	5,206	5,147	5,238
% Residing On Campus	28.3%	26.9%	25.2%	24.0%	24.5%	24.5%
MD Residents	4,551	5,102	5,460	5,633	5,784	5,969
% MD Residents	75.7%	79.5%	81.7%	82.2%	84.9%	86.0%
Out-of-State	1,411	1,261	1,159	1,138	966	928
International	48	53	58	74	65	43
Other <sup>1</sup>	-	5	5	6	1	2
African-American	408	454	496	558	558	669
American Indian	19	21	22	19	21	21
Asian/Pacific Islander	87	99	122	133	164	170
Hispanic	48	68	88	114	129	154
International	46	53	58	74	65	43
White	5,402	5,403	5,576	5,629	5,415	5,490
Unknown	-	323	320	324	464	395
% Known Minority	9.4%	10.5%	11.4%	12.6%	13.7%	15.5%
% Minority + International	10.1%	11.4%	12.4%	13.8%	14.8%	16.1%
% Unknown	-	5.0%	4.8%	4.7%	6.8%	5.7%
<b>Average Age of all students</b>	<b>N/A</b>	<b>23.6</b>	<b>23.5</b>	<b>23.6</b>	<b>23.2</b>	<b>23.0</b>

NOTES: \*COOP students taking courses at SU are included in total headcount.

<sup>1</sup>Students with "OTHER" residence, see Glossary.

o:\fb0405total demographics

Figure 7: Total Institutional Enrollment: Percent In-State - 1995, 2000-2004



**Table 5: Total Institutional Enrollment by Age and Sex: 1995, 2000-2004**

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>6,010</b>	<b>6,421</b>	<b>6,682</b>	<b>6,851</b>	<b>6,816</b>	<b>6,942</b>
Total 20 and Younger <sup>1</sup>	1,373	2,979	3,095	3,169	3,193	3,230
Men	515	1,214	1,251	1,293	1,277	1,340
Women	858	1,765	1,844	1,876	1,916	1,890
% 20 and Younger	22.8%	46.4%	46.3%	46.3%	46.8%	46.5%
Total 21-24 Yrs Old <sup>2</sup>	3,075	2,281	2,401	2,486	2,541	2,699
Men	1,381	1,087	1,146	1,176	1,172	1,273
Women	1,694	1,194	1,255	1,310	1,369	1,426
% 21-24	51.2%	35.5%	35.9%	36.3%	37.3%	38.9%
Total 25-29 Yrs Old	692	449	448	451	473	428
Men	333	182	172	173	195	160
Women	359	267	276	278	278	268
% 25-29	11.5%	7.0%	6.7%	6.6%	6.9%	6.2%
Total 30-34 Yrs Old	309	228	250	243	201	219
Men	104	85	93	77	62	64
Women	205	143	157	166	139	155
% 30-34	5.1%	3.6%	3.7%	3.5%	2.9%	3.2%
Total 35-39 Yrs Old	224	171	176	164	129	120
Men	61	58	49	48	33	26
Women	163	113	127	116	96	94
% 35-39	3.7%	2.7%	2.6%	2.4%	1.9%	1.7%
Total 40-49 Yrs Old	265	224	219	238	191	154
Men	64	53	54	59	50	36
Women	201	171	165	179	141	118
% 40-49	4.4%	3.5%	3.3%	3.5%	2.8%	2.2%
Total 50-59 Yrs Old	52	62	66	76	72	68
Men	17	19	25	23	19	16
Women	35	43	41	53	53	52
% 50-59	0.9%	1.0%	1.0%	1.1%	1.1%	1.0%
Total 60 and older	20	27	27	24	16	24
Men	11	15	12	11	6	10
Women	9	12	15	13	10	14
% 60 and older	0.3%	0.4%	0.4%	0.4%	0.2%	0.3%
<b>Average Age</b>						
ALL STUDENTS	N/A	23.6	23.5	23.6	23.2	23.0
Men	N/A	23.2	23.1	23.0	22.7	22.4
Women	N/A	23.9	23.8	23.9	23.5	23.4

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

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

% 21 &  
Older  
53.5%

Table 6: Total Institutional Enrollment by State: 1995, 2000-2004

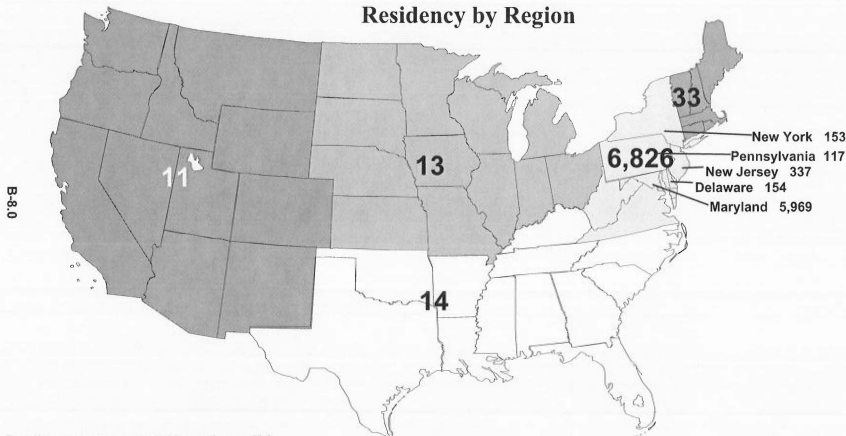
Fall Semesters	1995	2000	2001	2002	2003	2004	% of Total Enrl for Top States	% Change Since 2000
<b>Total Headcount</b>	<b>6,010</b>	<b>6,421</b>	<b>6,682</b>	<b>6,699</b>	<b>6,816</b>	<b>6,942</b>		<b>8.1%</b>
Alabama	-	-	-	-	1	1		
Alaska	1	-	-	-	-	-		
Arizona	1	-	-	-	-	-		
Arkansas	1	1	1	1	-	-		
California	6	3	3	3	9	9		
Colorado	2	1	1	1	-	-		
Connecticut	29	24	21	21	13	16		
<b>Delaware</b>	<b>282</b>	<b>214</b>	<b>195</b>	<b>195</b>	<b>187</b>	<b>154</b>	<b>2.2%</b>	<b>-28.0%</b>
District of Columbia	5	7	8	8	9	14		
Florida	5	5	7	7	3	6		
Georgia	2	1	1	1	-	2		
Hawaii	1	5	3	3	-	-		
Idaho	-	2	1	1	-	-		
Illinois	1	4	5	5	2	2		
Indiana	1	-	-	-	-	-		
Iowa	2	2	-	-	1	-		
Kansas	-	2	2	2	-	-		
Kentucky	1	1	1	1	1	-		
Louisiana	-	2	-	-	-	-		
Maine	1	2	2	2	4	6		
<b>Maryland</b>	<b>4,551</b>	<b>5,102</b>	<b>5,460</b>	<b>5,460</b>	<b>5,784</b>	<b>5,969</b>	<b>86.0%</b>	<b>17.0%</b>
Massachusetts	6	7	7	7	6	6		
Michigan	3	5	3	3	1	2		
Minnesota	1	3	4	4	3	2		
Mississippi	2	-	-	-	-	-		
Missouri	1	-	2	2	1	1		
Montana	1	-	-	-	1	1		
Nebraska	-	-	-	-	1	1		
New Hampshire	2	6	6	6	3	2		
<b>New Jersey</b>	<b>468</b>	<b>399</b>	<b>379</b>	<b>379</b>	<b>342</b>	<b>337</b>	<b>4.9%</b>	<b>-15.5%</b>
New Mexico	2	-	1	1	-	-		
<b>New York</b>	<b>284</b>	<b>280</b>	<b>243</b>	<b>243</b>	<b>169</b>	<b>153</b>	<b>2.2%</b>	<b>-45.4%</b>
North Carolina	1	1	2	2	3	2		
North Dakota	2	9	6	6	-	-		
Ohio	1	4	3	3	4	3		
Oklahoma	1	1	1	1	-	-		
Oregon	-	1	-	-	-	1		
<b>Pennsylvania</b>	<b>123</b>	<b>128</b>	<b>122</b>	<b>122</b>	<b>98</b>	<b>117</b>	<b>1.7%</b>	<b>-8.6%</b>
Rhode Island	2	1	2	2	-	-		
South Carolina	2	1	1	1	-	1		
South Dakota	-	2	2	2	-	-		
Tennessee	1	1	1	1	-	1		
Texas	2	2	2	2	1	1		
Utah	-	1	1	1	-	-		
Vermont	2	5	2	2	3	3		
<b>Virginia</b>	<b>156</b>	<b>120</b>	<b>113</b>	<b>113</b>	<b>92</b>	<b>78</b>	<b>1.1%</b>	<b>-35.0%</b>
Washington	1	-	-	-	1	-		
West Virginia	1	6	4	4	4	4		
Wisconsin	2	1	1	1	3	2		
Wyoming	1	-	-	-	-	-		
Puerto Rico	1	1	-	-	-	-		
Virgin Islands	1	-	-	-	-	-		
<b>Foreign Countries</b>	<b>48</b>	<b>53</b>	<b>58</b>	<b>74</b>	<b>65</b>	<b>43</b>	<b>0.6%</b>	<b>-18.9%</b>
Other	-	5	5	6	1	2		

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

See Glossary for additional details

Figure 8:

**FALL 2004**  
**Total Enrollment (6,942)**  
**Residency by Region**



Enrollments from areas outside contiguous U.S.

International Students	43
Other Foreign	02

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

Table 7:

## Total Institutional Enrollment by County of Residence: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>6,010</b>	<b>6,421</b>	<b>6,682</b>	<b>6,851</b>	<b>6,816</b>	<b>6,942</b>
Allegany	12	13	10	14	11	10
Anne Arundel	422	466	506	543	525	575
Baltimore	292	440	444	443	456	474
Baltimore City	14	20	24	21	30	50
Calvert	69	84	103	122	133	167
Caroline	137	126	125	121	115	104
Carroll	113	187	194	190	195	196
Cecil	88	110	130	144	135	133
Charles	104	115	109	118	117	132
Dorchester	181	193	176	160	163	161
Frederick	130	229	250	267	269	231
Garrett	8	8	9	8	7	8
Harford	214	259	266	259	261	303
Howard	160	263	276	291	318	335
Kent	33	18	17	19	31	37
Montgomery	275	398	475	517	555	577
Prince George's	250	230	259	277	286	304
Queen Anne's	87	77	92	96	125	124
St. Mary's	66	97	114	109	87	87
Somerset	133	144	163	146	140	138
Talbot	104	111	124	126	121	119
Washington	46	87	112	112	100	127
Wicomico	1,149	1,044	1,070	1,106	1,162	1,137
Worcester	464	383	412	424	442	440
Unknown	-	-	-	-	-	-
<b>Total for MD</b>	<b>4,551</b>	<b>5,102</b>	<b>5,460</b>	<b>5,633</b>	<b>5,784</b>	<b>5,969</b>
Out-of-State	1,411	1,261	1,159	1,138	966	928
International	48	53	58	74	65	43
Other Foreign	-	5	5	6	1	2

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

See Glossary for additional details

**Top 10 Feeder Counties**

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

Region	2000	2004
	% of Total	% of Total
Eastern Shore	34.4%	34.5%
Western Shore	45.1%	51.5%
Out-of-State	19.6%	13.4%
International	0.9%	0.6%

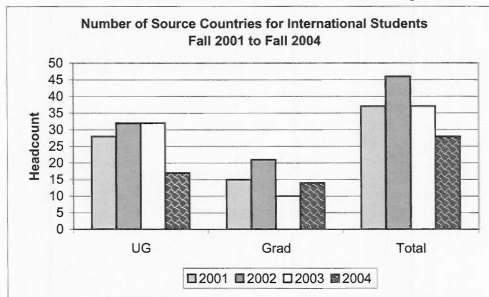


Table 8:

### Enrollment by Foreign Country Fall 2004

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Austria	1	-	1	-	-	-	1
Bahamas	-	1	1	-	-	-	1
Bangladesh	1	-	1	-	-	-	1
British Virgin Islands	1	-	1	-	-	-	1
Cameroon	1	-	1	-	-	-	1
Canada	1	-	1	2	-	2	3
Chile	1	-	1	-	-	-	1
China	-	-	-	1	-	1	1
Congo, Democratic Republic	-	-	-	-	1	1	1
France	-	-	-	2	-	2	2
Germany	1	-	1	3	-	3	4
Hong Kong	1	-	1	-	-	-	1
Hungary	-	-	-	1	-	1	1
Japan	-	-	-	1	-	1	1
Latvia	2	-	2	1	-	1	3
Lithuania	1	-	1	-	-	-	1
Moldova	3	-	3	-	-	-	3
Morocco	-	-	-	1	1	2	2
Nepal	-	-	-	1	-	1	1
Nigeria	2	-	2	-	-	-	2
Romania	-	-	-	2	-	2	2
Russia	-	-	-	-	1	1	1
Slovakia	1	-	1	-	-	-	1
South Korea	-	-	-	1	-	1	1
Sri Lanka	1	1	2	-	-	-	2
Venezuela	2	-	2	-	-	-	2
Zambia	2	-	2	-	-	-	2
Subtotal	22	2	24	16	3	19	43
<b>Other</b>							
United States	-	-	-	2	-	2	2
<b>Student total, including US</b>	<b>22</b>	<b>2</b>	<b>24</b>	<b>18</b>	<b>3</b>	<b>21</b>	<b>45</b>
<b>Country total, including US</b>	<b>18</b>			<b>14</b>			<b>28</b>

Note: Students included under 'Other' are US citizens with a foreign address.



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

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2004</i>	<i>Percent Growth</i>
Accounting	3	151	202	34%
Art (Fine)	3	6	22	267%
Athletic Training	3	3	80	2,567%
English	3	136	168	24%
Health Education	3	3	20	567%
Nursing (Undergraduate)	5	198	403	104%
Respiratory Therapy	3	24	43	79%
Social Work (Graduate)	3	29	91	214%
Theatre	3	12	35	192%
Fulton School of Liberal Arts	8	1,276	1,803	41%

<i>Programs/Schools DECLINING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2004</i>	<i>Percent Decline</i>
Education (Graduate)	3	134	91	-32%
Elementary Education/Early Childhood <sup>†</sup>	4	742	628	-15%
Environmental Health	4	48	25	-48%
Information Systems	3	186	97	-48%

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

### Percent Undergraduate Degree Recipients Graduating with Institutional Honors

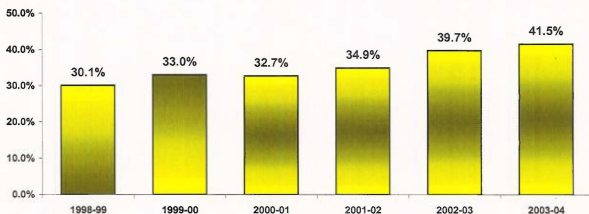


Table 1: Institutional Enrollment by School &amp; Discipline: Fall 1995, Fall 2000 to Fall 2004

School and Degree Program	Fall 1995	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	% Change <sup>2</sup> 2000 to 2004	1 Year Change	3-Year Average
<b>UNDERGRADUATE</b>									
<b>Fulton School of Liberal Arts</b>									
Art	89	127	156	191	179	179	40.9%	-	183
Art (Fine)	7	6	6	9	19	22	-	-	21
Communication Arts	304	441	482	483	446	451	2.3%	1.1%	460
Conflict Resolution	-	-	6	18	26	20	-	-21.1%	21
English	147	146	136	163	165	168	15.1%	1.8%	165
Environmental Issues	-	-	-	-	-	2	-	-	-
French	6	11	11	11	8	8	-	-	-
History	167	151	193	241	267	240	58.9%	-16.1%	249
Interdisciplinary Studies	-	-	19	71	92	84	-	-8.7%	82
International Studies	-	-	-	2	17	27	-	-	15
Liberal Studies	115	116	80	19	9	2	-	-	-
Music	33	37	32	27	23	29	-21.6%	26.1%	26
Philosophy	28	43	49	39	39	35	-18.6%	-10.3%	38
Political Science	112	107	114	129	126	126	17.8%	-	127
Psychology	257	290	292	300	289	292	0.7%	1.0%	294
Social Science	5	-	-	-	-	-	-	-	-
Sociology	45	41	33	33	46	42	2.4%	-8.7%	40
Spanish	12	26	32	30	29	41	57.7%	41.4%	33
Theatre	-	-	12	13	22	35	-	59.1%	23
<b>Subtotal</b>	<b>1,353</b>	<b>1,542</b>	<b>1,663</b>	<b>1,779</b>	<b>1,800</b>	<b>1,803</b>	<b>16.9%</b>	<b>0.2%</b>	<b>1794</b>
<b>Henson School of Science &amp; Technology</b>									
Biology	603	453	437	438	386	391	-13.7%	1.3%	405
Chemistry	53	89	56	50	51	70	18.6%	37.3%	57
Computer Science	-	57	114	139	142	113	88.2%	-20.4%	131
Environmental Health	50	48	41	37	36	25	-47.9%	-30.6%	33
Geography	76	68	72	63	60	80	17.6%	33.3%	68
Mathematics	115	109	104	99	107	113	3.7%	5.6%	106
Medical Technology	33	29	31	24	27	35	20.7%	29.6%	29
Nursing	210	229	247	305	341	403	76.0%	18.2%	350
Physical Science	-	1	-	-	-	-	-	-	-
Physics	42	68	74	81	76	70	6.1%	-7.9%	76
Respiratory Therapy	68	29	24	26	32	43	48.3%	34.4%	34
<b>Subtotal</b>	<b>1,254</b>	<b>1,148</b>	<b>1,200</b>	<b>1,264</b>	<b>1,258</b>	<b>1,343</b>	<b>17.0%</b>	<b>6.8%</b>	<b>1268</b>
<b>Purdue School of Business</b>									
Accounting	249	152	151	172	196	202	32.9%	3.1%	190
Business Administration	599	842	842	898	675	527	-37.4%	-21.9%	700
Economics	29	23	15	13	13	25	-	92.3%	17
Finance	-	-	-	14	71	111	-	56.3%	65
Information Systems	55	175	186	159	119	97	-44.6%	-18.5%	125
Management	-	-	-	3	64	155	-	142.2%	74
Marketing	-	-	-	9	98	164	-	67.3%	90
<b>Subtotal</b>	<b>842</b>	<b>1,192</b>	<b>1,194</b>	<b>1,268</b>	<b>1,236</b>	<b>1,281</b>	<b>7.5%</b>	<b>3.6%</b>	<b>1262</b>
<b>Soldier School of Education &amp; Professional Studies</b>									
Athletic Training	-	-	3	67	71	80	-	12.7%	73
Early Childhood Education	-	-	-	3	41	90	-	119.5%	45
Elementary Education	628	742	738	710	623	538	-27.5%	-13.6%	624
Exercise Science	-	-	37	85	85	88	-	15.3%	73
Health Education	-	-	3	9	17	20	-	-	-
Leisure Studies	1	-	-	-	-	-	-	-	-
Physical Education	258	316	332	232	181	152	-42.4%	6.6%	186
Social Work	209	164	145	154	141	170	3.7%	20.6%	155
<b>Subtotal</b>	<b>1,096</b>	<b>1,222</b>	<b>1,221</b>	<b>1,212</b>	<b>1,159</b>	<b>1,178</b>	<b>-3.6%</b>	<b>1.6%</b>	<b>1183</b>
Undeclared <sup>1</sup>	162	387	439	313	421	417	7.8%	-1.0%	384
Unclassified <sup>1</sup>	529	392	343	370	325	344	-12.2%	5.8%	346
<b>TOTAL Undergraduate</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>	<b>8.2%</b>	<b>2.7%</b>	<b>6257</b>
<b>GRADUATE</b>									
Applied Health Physiology	-	10	14	18	17	18	-	-	18
Business Administration	116	70	81	109	91	79	12.9%	-13.2%	93
Education	210	96	134	125	118	91	-5.2%	-22.9%	111
Education, MS in Math	-	-	-	-	4	10	-	-	9
Education, MA in Teaching	-	14	11	8	8	12	-	-	9
Education, Reading Specialist	-	-	-	-	2	10	-	-	10
Education, School Admin	12	27	29	21	27	19	-29.6%	-29.6%	22
English	22	25	40	35	29	25	-	-	28
History	4	21	15	19	18	18	-	-	18
Nursing	53	52	38	29	19	27	-48.1%	42.1%	25
Psychology	23	12	4	-	-	-	-	-	-
Social Work	-	-	28	70	76	91	-	16.7%	86
Undeclared	-	-	-	-	-	1	-	-	-
Non-Degree seeking	234	211	227	211	210	175	-17.1%	-16.7%	199
<b>TOTAL Graduate</b>	<b>674</b>	<b>598</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>	<b>-7.1%</b>	<b>-6.6%</b>	<b>613</b>

<sup>1</sup> Degree-seeking students, major undeclared.<sup>2</sup> Non-degree seeking students.<sup>3</sup> Percent change is not provided for programs with an average of 20 students or less.

Table 2:

**Enrollment, Student Credit Hours, and FTE**  
**Winter Terms and Summer Sessions: 1988 to 2004**

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

<sup>1</sup>UG FTE = (UG Student Credit Hours)/15 ; Grad FTE = (Grad Student Credit Hours)/12

<sup>2</sup>FTE for Winter/Summer terms is used solely to provide a comparison with fall/spring.

Figure 1:

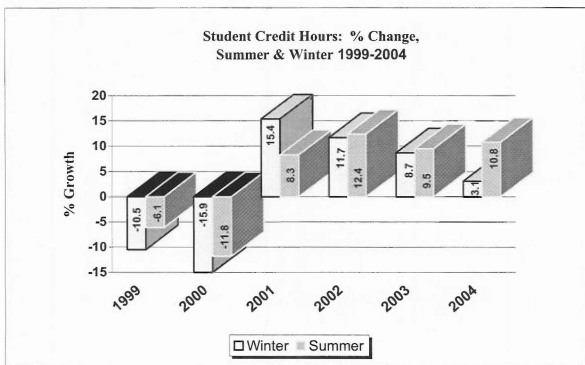


Figure 2:

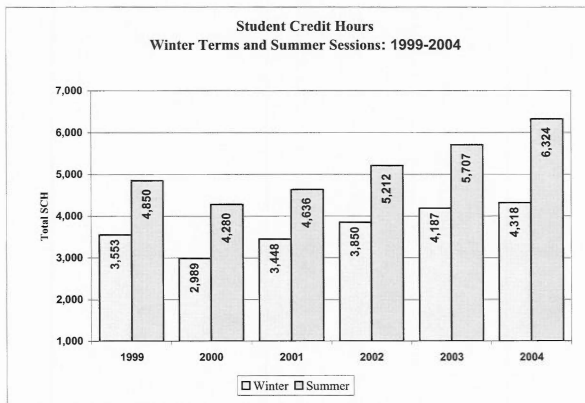


Table E: Number of Minors by School and Program: 2003-04 Degree Recipients

Major	Total	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12	1-13	1-14	1-15	1-16	1-17	1-18	1-19	1-20	1-21	1-22	1-23	1-24	1-25	1-26	1-27	1-28	1-29	1-30	1-31
<b>Johns Hopkins University</b>																																
Business Administration	45																															
Communications Arts	125																															
English	46																															
History	95																															
International Studies	63																															
Latin Studies	2																															
Philosophy	17																															
Political Science	25																															
Psychology	9																															
Sociology	6																															
Spanish	1																															
Statistics	1																															
Unlabeled	1																															
<b>University of Maryland</b>																																
Business Administration	7																															
Communications Arts	15																															
Computer Science	8																															
Environmental Health	13																															
Geography	13																															
Math	24																															
Medical Technology	7																															
Physics	8																															
Psychology	11																															
Unlabeled	1																															
<b>University of Michigan</b>																																
Business Administration	32																															
Communications Arts	150																															
Computer Science	3																															
Environmental Health	20																															
Geography	20																															
Math	27																															
Medical Technology	27																															
Physics	11																															
Psychology	11																															
Unlabeled	1																															
<b>University of Wisconsin</b>																																
Business Administration	150																															
Communications Arts	3																															
Computer Science	20																															
Environmental Health	20																															
Geography	27																															
Math	27																															
Medical Technology	27																															
Physics	11																															
Psychology	11																															
Unlabeled	1																															
<b>University of Wisconsin-Madison</b>																																
Business Administration	150																															
Communications Arts	3																															
Computer Science	20																															
Environmental Health	20																															
Geography	27																															
Math	27																															
Medical Technology	27																															
Physics	11																															
Psychology	11																															
Unlabeled	1																															

Table 2:

Degrees Awarded by Program and Race: Academic Year 2003-04

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	2	1	5	-	21	-	3	32
Art	-	-	1	2	37	-	1	41
Art (Fine)	1	-	-	-	12	-	2	15
Athletic Training	-	-	-	-	2	-	1	3
Biology	5	1	2	1	60	-	2	71
Business Administration	3	-	1	2	88	1	5	100
Chemistry	-	-	-	-	7	-	-	7
Communication Arts	5	-	-	2	125	-	3	135
Computer Science	-	-	-	-	14	1	-	15
Conflict Analysis/Dispute Res	1	-	-	-	9	-	1	11
Economics	-	-	-	-	2	-	1	3
Elementary Education	1	2	2	-	135	-	5	145
English	4	-	-	-	40	-	2	46
Environmental Health	-	-	-	-	7	1	-	8
Exercise Science	1	-	-	-	16	-	1	18
Finance	1	-	-	-	26	1	-	28
French	-	-	-	-	-	-	1	1
Geography	-	-	-	-	11	-	2	13
Health Education	-	-	-	-	1	-	-	1
History	3	1	-	-	76	-	5	85
Interdisciplinary Studies	4	-	1	2	50	2	4	63
Liberal Studies	-	-	-	-	2	-	-	2
Information Systems	4	-	-	1	27	1	3	36
Management	1	-	-	1	18	-	-	20
Marketing	1	-	-	1	34	1	-	37
Mathematics	-	-	1	-	23	-	-	24
Medical Technology	-	-	-	-	6	-	1	7
Music	-	-	-	-	2	-	-	2
Nursing	4	-	4	1	68	1	2	80
Philosophy	1	-	-	-	16	-	-	17
Physical Education	-	-	1	1	36	-	-	38
Physics	-	-	-	-	7	1	-	8
Political Science	3	-	1	-	20	-	1	25
Psychology	2	-	-	1	78	-	3	84
Respiratory Therapy	-	-	-	-	11	-	-	11
Social Work	13	-	-	-	39	1	2	55
Sociology	-	-	-	-	5	-	-	5
Spanish	1	-	-	1	5	-	1	8
Theatre	1	-	-	-	-	-	-	1
<b>TOTAL</b>	<b>62</b>	<b>5</b>	<b>19</b>	<b>16</b>	<b>1,136</b>	<b>11</b>	<b>52</b>	<b>1,301</b>
<b>Masters</b>								
Applied Health Physiology	2	-	-	-	6	1	-	9
Business Administration	-	1	1	-	35	7	7	51
Education	5	-	-	-	45	-	2	52
Education, Math	1	-	-	1	1	-	-	3
Education, Reading Specialist	-	-	-	-	1	-	-	1
Education, School Admin	3	-	-	-	12	-	1	16
Education, Teaching, M.A.	-	-	-	-	14	-	1	15
English	1	-	1	1	16	1	2	22
History	-	-	-	-	3	-	-	3
Nursing	-	-	-	-	6	-	-	6
Psychology	-	-	-	-	1	-	-	1
Social Work	4	-	-	-	24	1	-	29
<b>TOTAL</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>164</b>	<b>10</b>	<b>13</b>	<b>208</b>

Table 3:

## Degrees Awarded Alphabetically by Program: 1994-1995, AY 1999-00 to 2003-04

Baccalaureate	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04	% Change AY 00 to AY 04 <sup>1</sup>	% Change AY 03 to AY 04	3 Year Average <sup>2</sup>
Accounting	62	26	46	30	25	32	-	28%	29
Art	27	23	27	31	37	41	-	11%	36
Art (Fine)	1	2	2	2	11	15	-	-	-
Athletic Training	-	-	-	8	9	3	-	-	-
Biology	76	92	92	90	104	71	-	-32%	88
Business Administration	117	141	181	171	168	100	-	-40%	146
Chemistry	11	6	13	12	10	7	-	-	-
Communication Arts	77	94	122	129	143	135	44%	-6%	136
Computer Science	-	-	1	11	6	15	-	-	-
Conflict Analysis/Dispute Resolution	-	-	-	4	3	11	-	-	-
Economics	8	6	11	2	2	3	-	-	-
Elementary Education	163	137	168	169	194	145	6%	-25%	169
English	35	33	42	31	38	46	-	21%	38
Environmental Health	6	6	13	12	10	8	-	-	-
Exercise Science	-	-	-	-	19	18	-	-	-
Finance	-	-	-	-	23	28	-	22%	26
French	3	3	1	3	5	1	-	-	21
Geography	14	22	17	22	28	13	-41%	-	-
Health Education	-	-	-	-	-	1	-	-	-
History	43	37	33	45	52	85	-	63%	61
Information Systems	22	33	56	69	65	36	-	-45%	57
Interdisciplinary Studies	-	-	-	26	53	63	-	19%	47
Leisure Studies	6	-	-	-	-	-	-	-	-
Liberal Studies	79	65	69	52	12	2	-	-	-
Management	-	-	-	-	1	20	-	-	-
Marketing	-	-	-	-	11	37	-	236%	24
Mathematics	21	16	27	12	22	24	59%	9%	19
Medical Technology	11	9	5	10	7	7	-	-	-
Music	2	1	5	8	9	2	-	-	-
Nursing	61	37	55	54	56	80	116%	43%	63
Philosophy	11	6	9	22	16	17	-	-	-
Physical Education	38	63	62	63	37	38	-40%	3%	46
Physical Science	8	-	-	-	-	-	-	-	-
Physics	1	9	5	8	13	8	-	-	-
Political Science	22	28	33	25	25	25	-	-	25
Psychology	67	71	85	79	86	64	18%	45%	74
Respiratory Therapy	14	14	7	11	7	11	-	-	-
Social Science	7	-	-	-	-	-	-	-	-
Social Work	59	54	74	46	59	55	-	-7%	53
Sociology	16	16	16	12	7	5	-	-	-
Spanish	1	6	8	12	13	8	-	-	-
Theatre	-	-	-	2	6	1	-	-	-
<b>TOTAL</b>	<b>1,091</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>	<b>1,364</b>	<b>1,301</b>	<b>23%</b>	<b>-5%</b>	<b>1,316</b>
<b>Masters</b>									
Applied Health Physiology	-	-	-	7	5	9	-	-	-
Business Administration	30	28	35	39	46	51	82%	11%	45
Education	80	61	51	49	70	52	-15%	-26%	57
Education, Math	-	-	-	-	1	3	-	-	-
Education, Reading Specialist	-	-	-	-	-	1	-	-	-
Education, School Admin.	-	9	8	15	11	16	-	-	-
Education, Teaching, M.A.	-	9	11	13	13	15	-	-	-
English	12	15	15	23	17	22	47%	29%	21
History	6	7	8	4	6	3	-	-	-
Nursing	10	13	8	5	6	6	-	-	-
Psychology	7	3	9	5	2	1	-	-	-
Social Work	-	-	-	-	19	29	-	53%	24
<b>TOTAL</b>	<b>145</b>	<b>145</b>	<b>145</b>	<b>160</b>	<b>196</b>	<b>208</b>	<b>43%</b>	<b>6%</b>	<b>188</b>

NOTES: <sup>1</sup>Percent change is omitted for programs that have awarded an average of 20 degrees or less.<sup>2</sup>For newer programs that are not beginning to award degrees, the averages have been calculated beginning with the first year degrees were awarded and using the number of years since that first year.<sup>3</sup>Rules for Low Productivity: (1) New programs exempt for 5 years; (2) Must graduate 5 students in the most recent year OR 15 students in the last 3 years.

Single Year Enrollment	
Top Programs	Lowest Programs
Elem. Edu.	Theatre
Comm. Arts	Music
Bus. Admin.	Athletic Training
History	Sociology
Psychology	Chemistry

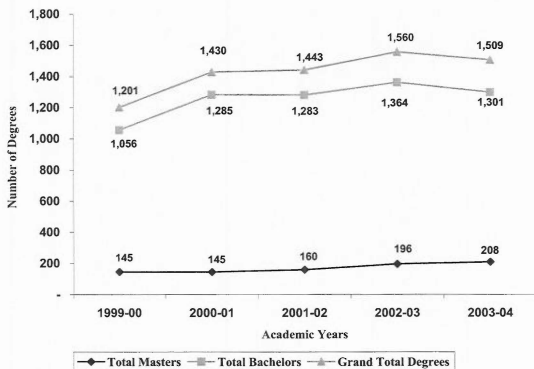
Programs that Risk Low Productivity	
Economics	French



**Table 4: Degrees Awarded by Academic Years: 1994-95, AY 1999-00 through 2003-04**

	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Grand Total Degrees</b>	<b>1,236</b>	<b>1,201</b>	<b>1,430</b>	<b>1,443</b>	<b>1,560</b>	<b>1,509</b>
<b>Total Bachelors</b>	<b>1,091</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>	<b>1,364</b>	<b>1,301</b>
Bachelor of Arts	354	363	423	441	434	501
Bachelor of Science	677	637	786	794	859	730
Bachelor of Arts in Social Work	59	54	74	46	60	55
Bachelor of Fine Arts	1	2	2	2	11	15
<b>Total Masters</b>	<b>145</b>	<b>145</b>	<b>145</b>	<b>160</b>	<b>196</b>	<b>208</b>
Master of Arts	25	25	32	32	25	26
Master of Business Administration	30	28	35	39	46	51
Master of Education	80	70	59	64	81	69
Master of Arts in Teaching	N/A	9	11	13	13	15
Master of Science	10	13	8	12	12	18
Master of Social Work		-	-	-	19	29

**Figure 1: Degrees Awarded by Academic Year: 1994-95, AY 1999-00 through AY 2003-04**



*The # of baccalaureate recipients in 2002-03 was a record, 1,364.*

Table 5:

**Degrees Awarded by Race: 1994-95, 1999-00 through 2003-04**

Fiscal Year	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Total Bachelor's</b>	<b>1,091</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>	<b>1,364</b>	<b>1,301</b>
African-American	44	79	67	73	59	62
American Indian	-	5	3	3	3	5
Asian/Pacific Islander	11	11	15	23	16	19
Hispanic	12	11	13	10	14	16
Subtotal: Known Minority	67	106	98	109	92	102
White	1,020	929	1,147	1,086	1,196	1,136
International	4	5	6	10	11	11
Unknown	-	16	34	78	65	52
% Known Minority	6.2%	10.2%	7.9%	9.1%	7.1%	8.2%
% Minority + International	6.5%	10.7%	8.3%	9.9%	7.9%	9.0%
% Unknown	-	1.5%	2.6%	6.1%	4.8%	4.0%
<b>Total Masters</b>	<b>145</b>	<b>145</b>	<b>145</b>	<b>160</b>	<b>196</b>	<b>208</b>
African American	4	6	7	12	11	16
American Indian	-	1	-	-	-	1
Asian/Pacific Islander	2	1	2	2	2	2
Hispanic	-	-	2	3	-	2
Subtotal: Known Minority	6	8	11	17	13	21
White	132	124	119	124	162	164
International	7	9	13	13	12	10
Unknown	-	4	2	6	9	13
% Known Minority	4.3%	6.1%	8.5%	12.1%	7.4%	11.4%
% Minority + International	9.0%	12.1%	16.8%	19.5%	13.4%	15.9%
% Unknown	-	2.8%	1.4%	3.8%	4.6%	6.3%

Figure 2:

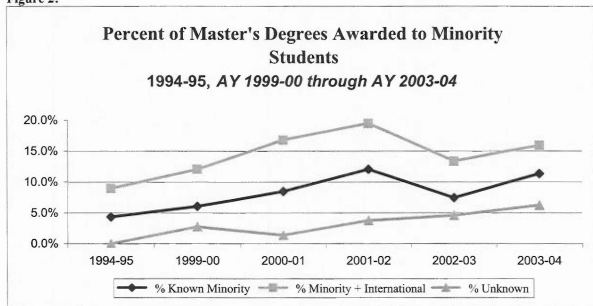


Table 1:

CIP and HEGIS Codes

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

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Table 2:

## TOTAL Student Credit Hours and FTES by Discipline &amp; Course Level: Fall 2004

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,671	1,023	105	2,799
45.0201	Anthropology	384	69	-	453
51.9999	Applied Health Physiology	-	-	132	132
50.0701	Art	2,235	1,084	15	3,334
51.0913	Athletic Training	83	192	-	275
26.0101	Biology	5,194	1,372	96	6,662
52.0201	Business Administration	186	156	-	342
40.0501	Chemistry	2,531	328	24	2,883
09.0101	Communication Arts	3,215	1,532	-	4,747
11.0101	Computer Science	732	315	-	1,047
30.0501	Conflict Analysis & Dispute R.	342	234	-	576
50.0301	Dance	332	18	3	353
45.0601	Economics	1,446	165	75	1,686
13.0401	Education Administration	-	-	126	126
13.1210	Education, Early Childhood	129	177	-	306
13.1202	Education, Elementary	-	2,571	-	2,571
13.0101	Education, General	543	1,259	695	2,497
13.1205	Education, Master of Arts in Teaching	-	-	135	135
13.1315	Education, Reading	-	-	138	138
13.1205	Education, Secondary	-	384	-	384
23.0101	English	4,110	2,478	163	6,751
26.1301	Environmental Health	114	136	2	252
31.0505	Exercise Science	108	210	-	318
52.0801	Finance	111	1,200	6	1,317
16.0901	French	201	85	-	286
24.0101	General Studies	-	-	-	-
45.0701	Geography	2,302	625	-	2,927
40.0601	Geology	192	-	-	192
16.0501	German	95	27	-	122
13.1307	Health	377	264	-	641
54.0101	History	6,021	2,001	105	8,127
	Honors	264	107	-	371
11.0401	Information Systems	1,233	1,074	84	2,391
24.0101	Interdisciplinary Studies	339	12	3	354
16.0903	Latin	-	-	-	-
52.0201	Management	-	2,046	210	2,256
52.1401	Marketing	-	1,719	138	1,857
27.0101	Mathematics	5,067	718	75	5,860
51.1005	Medical Technology	13	199	-	212
	Military Science	-	3	-	3
16.0101	Modern Languages	102	-	-	102
50.0901	Music	565	178	1	744
50.0903	Music-Applied	188	61	3	252
51.1601	Nursing	-	2,150	172	2,322
38.0101	Philosophy	1,218	648	-	1,866
13.1314	Physical Education	2,771	970	1	3,742
13.1314	Physical Education, Teacher Education	-	372	-	372
40.0801	Physics	1,072	186	-	1,258
45.1001	Political Science	1,134	710	-	1,844
14.9999	Pre-engineering	33	-	-	33
42.0101	Psychology	2,052	3,915	-	5,967
51.0908	Respiratory Therapy	57	555	-	612
16.0402	Russian	69	-	-	69
13.1316	Science Education	-	-	-	-
45.0101	Social Science	-	6	-	6
44.0701	Social Work	189	1,524	970	2,683
45.1101	Sociology	1,221	501	-	1,722
16.0905	Spanish	702	516	3	1,221
50.0501	Theatre	631	244	6	881
TOTAL STUDENT CREDIT HOURS		51,574	36,319	3,486	91,379
FTES by Course Level					
GRAND TOTAL FTES		3,438.3	2,421.3	290.5	6,150.0
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.					
		Proportion Day			
		73,835			
		80.8%			
		Proportion Night			
		14,997			
		16.4%			
		Proportion Unknown			
		2,547			
		2.8%			

Table 3:

**DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES  
by Discipline and Course Level: Fall 2004**

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Graduate (400G-400)	Total SCH
52.0301	Accounting	1,485	720	12	2,217
45.0201	Anthropology	186	54	-	240
51.9999	Applied Health Physiology	-	-	-	-
50.0701	Art	1,821	847	6	2,674
51.0913	Athletic Training	83	192	-	275
26.0101	Biology	4,638	1,236	21	5,895
52.0201	Business Administration	108	30	-	138
40.0501	Chemistry	2,268	303	-	2,571
09.0101	Communication Arts	2,703	1,059	-	3,762
11.0101	Computer Science	732	309	-	1,041
30.0501	Conflict Analysis & Dispute Re.	120	177	-	297
50.0301	Dance	332	18	3	353
45.0601	Economics	885	165	3	1,053
13.0401	Education Administration	-	-	-	-
13.1210	Education, Early Childhood	78	138	-	216
13.1202	Education, Elementary	-	1,386	-	1,386
13.0101	Education, General	366	880	48	1,294
13.1205	Education, Master of Arts in Teaching	-	-	27	27
13.1315	Education, Reading	-	-	-	-
13.1205	Education, Secondary	-	249	-	249
23.0101	English	3,639	1,731	33	5,403
26.1301	Environmental Health	114	130	2	246
31.0505	Exercise Science	108	123	-	231
52.0801	Finance	111	1,014	6	1,131
16.0901	French	201	84	-	285
24.0101	General Studies	-	-	-	-
45.0701	Geography	2,302	571	-	2,873
40.0601	Geology	192	-	-	192
16.0501	German	90	27	-	117
13.1307	Health	287	264	-	551
54.0101	History	5,127	1,899	27	7,053
	Honors	264	42	-	306
11.0401	Information Systems	717	738	6	1,461
24.0101	Interdisciplinary Studies	309	-	3	312
16.0903	Latin	-	-	-	-
52.0201	Management	-	1,773	3	1,776
52.1401	Marketing	-	1,182	3	1,185
27.0101	Mathematics	4,034	641	12	4,687
51.1005	Medical Technology	13	195	-	208
	Military Science	-	-	-	-
16.0101	Modern Languages	-	-	-	-
50.0901	Music	510	156	-	666
50.0903	Music-Applied	121	-	-	121
51.1601	Nursing	-	2,013	-	2,013
38.0101	Philosophy	1,005	546	-	1,551
13.1314	Physical Education	2,492	863	1	3,356
13.1314	Physical Education, Teacher Education	-	342	-	342
40.0801	Physics	1,072	168	-	1,240
45.1001	Political Science	948	690	-	1,638
14.9999	Pre-engineering	33	-	-	33
42.0101	Psychology	1,938	3,493	-	5,431
51.0908	Respiratory Therapy	57	552	-	609
16.0402	Russian	69	-	-	69
13.1316	Science Education	-	-	-	-
44.0701	Social Work	120	874	512	1,506
45.1101	Sociology	1,116	495	-	1,611
16.0905	Spanish	579	516	3	1,098
50.0501	Theatre	612	228	6	846
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>43,985</b>	<b>29,113</b>	<b>737</b>	<b>73,835</b>
<i>FTES by Course Level</i>					
<b>FTES by Course Level</b>		<b>2,932.3</b>	<b>1,940.9</b>	<b>61.4</b>	<b>4,935</b>
<b>Proportion of Total Student Credit Hours</b>					<b>80.8%</b>

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

Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES  
by Discipline and Course Level: Fall 2004**

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	186	303	93	582
45.0201	Anthropology	-	198	-	198
51.9999	Applied Health Physiology	-	-	126	126
50.0701	Art	414	174	-	588
51.0913	Athletic Training	-	-	-	-
26.0101	Biology	556	6	75	637
52.0201	Business Administration	78	126	-	204
40.0501	Chemistry	260	-	24	284
09.0101	Communication Arts	504	378	-	882
11.0101	Computer Science	-	-	-	-
30.0501	Conflict Analysis & Dispute Re.	222	36	-	258
50.0301	Dance	-	-	-	-
45.0601	Economics	561	-	72	633
13.0401	Education, Administration	-	-	126	126
13.1210	Education, Early Childhood	51	-	-	51
13.1202	Education, Elementary	-	546	-	546
13.0101	Education, General	177	354	615	1,146
13.1205	Education, Master of Arts	-	-	102	102
13.1315	Education, Reading	-	-	138	138
13.1205	Education, Secondary	-	135	-	135
23.0101	English	471	693	120	1,284
26.1301	Environmental Health	-	-	-	-
31.0505	Exercise Science	-	-	-	-
52.0801	Finance	-	186	-	186
16.0901	French	-	-	-	-
24.0101	General Studies	-	-	-	-
45.0701	Geography	-	33	-	33
40.0601	Geology	-	-	-	-
16.0501	German	-	-	-	-
13.1307	Health	-	90	-	90
54.0101	History	894	69	54	1,017
	Honors	-	51	-	51
11.0401	Information Systems	516	270	78	864
24.0101	Interdisciplinary Studies	-	-	-	-
16.0903	Latin	-	-	-	-
52.0201	Management	-	273	207	480
52.1401	Marketing	-	537	135	672
27.0101	Mathematics	1,033	54	63	1,150
51.1005	Medical Technology	-	-	-	-
	Military Science	-	-	-	-
16.0101	Modern Languages	99	-	-	99
50.0901	Music	55	18	-	73
50.0903	Music Applied	35	-	-	35
51.1601	Nursing	-	30	125	155
38.0101	Philosophy	213	72	-	285
13.1314	Physical Education	276	69	-	345
13.1314	Physical Education, Teacher Ed	-	30	-	30
40.0801	Physics	-	-	-	-
45.1001	Political Science	186	-	-	186
14.9999	Pre-engineering	-	-	-	-
42.0101	Psychology	114	381	-	495
51.0908	Respiratory Therapy	-	-	-	-
16.0402	Russian	-	-	-	-
13.1316	Science Education	-	-	-	-
24.0101	Social Science	-	-	-	-
44.0701	Social Work	69	294	240	603
45.1101	Sociology	105	-	-	105
16.0905	Spanish	123	-	-	123
50.0501	Theatre	-	-	-	-
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>7,198</b>	<b>5,406</b>	<b>2,393</b>	<b>14,997</b>
<i>FTES by Course Level</i>					
<b>FTES by Course Level</b>		<b>479.9</b>	<b>360.4</b>	<b>199.4</b>	<b>1,040</b>
Proportion of Total SCH					36.4%

Table 5: Courses- *Unknown* Start Time - Student Credit Hours and FTES  
by Discipline and Course Level: Fall 2004

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
51.9999	Applied Health Physiology	-	-	6	6
45.0201	Anthropology	-	15	-	15
50.0701	Art	-	63	9	72
26.0101	Biology	-	130	-	130
40.0501	Chemistry	3	25	-	28
09.0101	Communication Arts	8	95	-	103
11.0101	Computer Science	-	6	-	6
30.0501	Conflict Analysis & Dispute Re.	-	21	-	21
13.1210	Education, Early Childhood	-	39	-	39
13.1202	Education, Elementary	-	639	-	639
13.0101	Education, General	-	25	32	57
13.1205	Education, Master of Arts	-	-	6	6
23.0101	English	-	54	10	64
26.1301	Environmental Health	-	6	-	6
31.0505	Exercise Science	-	87	-	87
16.0901	French	-	1	-	1
45.0701	Geography	-	21	-	21
16.0501	German	-	5	-	5
54.0101	History	-	33	24	57
	Honors	-	14	-	14
11.0401	Information Systems	-	66	-	66
24.0101	Interdisciplinary Studies	30	12	-	42
27.0101	Mathematics	-	23	-	23
51.1005	Medical Technology	-	4	-	4
	Military Science	-	3	-	3
16.0101	Modern Languages	3	-	-	3
50.0901	Music	-	4	1	5
50.0903	Music Applied	32	61	3	96
51.1601	Nursing	-	107	47	154
38.0101	Philosophy	-	30	-	30
13.1314	Physical Education	3	38	-	41
40.0801	Physics	-	18	-	18
45.1001	Political Science	-	20	-	20
42.0101	Psychology	-	41	-	41
51.0908	Respiratory Therapy	-	3	-	3
24.0101	Social Science	-	6	-	6
44.0701	Social Work	-	356	218	574
45.1101	Sociology	-	6	-	6
50.0501	Theatre	19	16	-	35
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>98</b>	<b>2,093</b>	<b>356</b>	<b>2,547</b>
<i>FTES by Course Level</i>					
<b>FTES BY COURSE LEVEL</b>		<b>6.5</b>	<b>139.5</b>	<b>29.7</b>	<b>175.7</b>
For FTES, divide by 15 at Lower and Upper levels, and by 12 for Graduate.					
<b>Proportion of Total SCH</b>					<b>2.8%</b>

**Table 6: Total Student Credit Hours by Department: Fall Enrollment 2000-2004**

Department	2000	2001	2002	2003	2004	% Change 2000-2004
Accounting	1,809	1,734	2,436	2,511	2,799	54.7%
Anthropology	444	348	480	309	453	2.0%
Applied Health Physiology	87	117	138	99	132	51.7%
Art	2,728	2,877	3,391	3,249	3,334	22.2%
Athletic Trainer	-	-	254	210	275	-
Biology	6,000	6,591	6,274	6,228	6,662	11.0%
Business Administration	6,859	7,686	993	283	342	-95.0%
Chemistry	2,738	3,082	2,818	2,641	2,883	5.3%
Communication Arts	4,852	4,655	4,969	4,632	4,747	-2.2%
Computer Science	1,370	1,465	1,162	1,587	1,047	-23.6%
Conflict Analysis & Dispute Res	-	201	396	561	576	-
Dance	197	213	366	310	353	79.2%
Economics	1,632	1,607	1,704	1,615	1,686	3.3%
Education, School Admin.	198	207	147	129	126	-36.4%
Education, Early Childhood	-	-	48	84	306	-
Education, Elementary	3,168	3,321	3,501	2,475	2,571	-18.8%
Education, General	3,089	2,958	2,750	2,407	2,497	-19.2%
Education, MA in Teaching	78	147	66	81	135	73.1%
Education, Reading	-	-	135	144	138	-
Education, Secondary	270	318	507	327	384	42.2%
English	6,798	6,581	6,744	6,705	6,751	-0.7%
Environmental Health	209	220	269	277	252	20.6%
Exercise Science	-	-	345	219	318	-
Finance	-	-	1,170	1,083	1,317	-
French	237	278	229	174	286	20.7%
General Studies	274	244	319	33	-	-100.0%
Geography	2,802	2,830	2,712	3,008	2,927	4.5%
Geology	-	200	280	180	192	-
German	109	114	131	114	122	11.9%
Health	159	154	504	543	641	303.1%
History	7,491	7,530	7,863	7,763	8,127	8.5%
Honors	-	415	379	414	371	-
Information Systems	1,412	1,539	2,351	2,446	2,391	69.3%
Interdisciplinary Studies	706	427	509	321	354	-49.9%
Latin	60	63	75	-	-	-100.0%
Management	-	-	1,935	2,117	2,256	-
Marketing	-	-	1,818	1,831	1,857	-
Mathematics	4,513	4,951	5,281	5,470	5,860	29.8%
Medical Technology	199	231	161	227	212	6.5%
Military Science	14	18	10	-	3	-78.6%
Modern Languages	252	222	180	72	102	-59.5%
Music	790	862	471	538	744	-5.8%
Music-Applied	397	392	320	300	252	-36.5%
Nursing	1,731	1,659	1,972	2,230	2,322	34.1%
Philosophy	1,455	1,958	1,872	1,629	1,866	28.2%
Physical Education	4,127	4,535	4,329	6,001	3,742	-9.3%
Physical Education, Teacher Ed	-	-	-	402	372	-
Physics	1,501	1,122	1,491	1,530	1,258	-16.2%
Political Science	1,472	1,375	1,597	1,796	1,844	25.3%
Pre-Engineering	-	21	39	18	33	-
Psychology	5,180	5,097	5,027	5,230	5,967	15.6%
Respiratory Therapy	267	279	279	390	612	129.2%
Russian	27	21	54	36	69	155.6%
Social Science	3	15	9	9	6	100.0%
Social Work	1,645	1,824	2,176	1,824	2,683	63.1%
Sociology	1,752	1,728	1,770	1,878	1,722	-1.7%
Spanish	1,093	985	1,107	1,068	1,221	11.7%
Theatre	-	561	597	645	881	-
<b>TOTALS</b>	<b>82,174</b>	<b>85,778</b>	<b>88,910</b>	<b>88,403</b>	<b>91,379</b>	<b>11.2%</b>

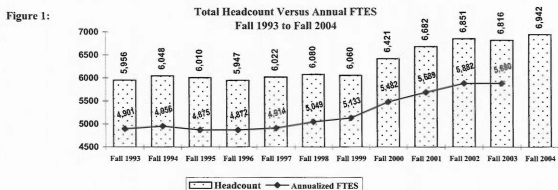
NOTE: The programs in Public School Administration, Master of Arts in Teaching, and Physical Education, Teacher Education have been in existence longer than the years shown above. The student credit hours for these programs had been included with other Education programs previously. Similarly, Finance,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



Table 7: Analysis of Annualized FTES, FY 1994 through Fall 2004  
Full-Time Equivalent Students and Total Headcount by Course Level

FY 1994 through Fall 2004						
Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1993	2,801.9	1,973.2	4,775.1	220	4,995	5,956
Spring 1994	2,545.7	2,038.0	4,583.7	223	4,806	5,749
Ratio, Fall to Spring	52.4/47.6	49.2/50.8	51.0/49.0	49.7/50.3	51.0/49.0	
<b>Annualized FY 1993-94</b>	<b>2,673.8</b>	<b>2,005.6</b>	<b>4,679.4</b>	<b>221</b>	<b>4,901</b>	
Fall 1994	2,863.7	1,939.8	4,803.5	228	5,031	6,048
Spring 1995	2,569.1	2,082.7	4,651.8	230	4,881	5,909
Ratio, Fall to Spring	52.7/47.3	48.2/51.8	50.8/49.2	49.8/50.2	50.8/49.2	
<b>Annualized FY 1994-95</b>	<b>2,716.4</b>	<b>2,011.3</b>	<b>4,727.7</b>	<b>229</b>	<b>4,956</b>	
Fall 1995	2,737.1	1,995.8	4,732.9	229	4,962	6,010
Spring 1996	2,424.7	2,128.7	4,553.4	234	4,788	5,763
Ratio, Fall to Spring	53.0/47.0	48.4/51.6	51.0/49.0	49.4/50.6	50.9/49.1	
<b>Annualized FY 1995-96</b>	<b>2,580.9</b>	<b>2,062.3</b>	<b>4,643.2</b>	<b>232</b>	<b>4,875</b>	
Fall 1996	2,749.3	1,988.8	4,738.1	238	4,976	5,947
Spring 1997	2,487.8	2,040.6	4,528.4	240	4,768	5,775
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
<b>Annualized FY 1996-97</b>	<b>2,618.6</b>	<b>2,014.7</b>	<b>4,633.3</b>	<b>239</b>	<b>4,872</b>	
Fall 1997	2,850.9	1,950.4	4,801.3	233	5,035	6,022
Spring 1998	2,545.2	2,032.0	4,577.2	215	4,792	5,711
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
<b>Annualized FY 1997-98</b>	<b>2,698.1</b>	<b>1,991.2</b>	<b>4,689.3</b>	<b>227</b>	<b>4,914</b>	
Fall 1998	3,017.4	1,909.7	4,927.1	195	5,122	6,080
Spring 1999	2,757.4	2,019.3	4,776.7	199	4,976	5,887
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.5/50.5	50.7/49.3	
<b>Annualized FY 1998-99</b>	<b>2,887.4</b>	<b>1,964.5</b>	<b>4,851.9</b>	<b>197</b>	<b>5,049</b>	
Fall 1999	3,064.5	1,925.7	4,990.2	191	5,181	6,060
Spring 2000	2,721.2	2,176.2	4,897.4	187	5,084	5,926
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
<b>Annualized FY 1999-00</b>	<b>2,892.9</b>	<b>2,051.0</b>	<b>4,943.8</b>	<b>189</b>	<b>5,133</b>	
Fall 2000	3,123.7	2,191.1	5,314.8	204	5,519	6,421
Spring 2001	2,956.2	2,284.9	5,241.1	204	5,445	6,244
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
<b>Annualized FY 2000-01</b>	<b>3,040.0</b>	<b>2,238.0</b>	<b>5,277.9</b>	<b>204</b>	<b>5,482</b>	
Fall 2001	3,341.7	2,177.4	5,519.1	249	5,768	6,682
Spring 2002	3,047.6	2,323.4	5,371.0	238	5,609	6,434
Ratio, Fall to Spring	52.3/47.7	48.4/51.6	50.7/49.3	51.2/48.8	50.7/49.3	
<b>Annualized FY 2001-02</b>	<b>3,194.7</b>	<b>2,250.4</b>	<b>5,445.1</b>	<b>244</b>	<b>5,689</b>	
Fall 2002	3,398.3	2,298.7	5,697.1	288	5,985	6,851
Spring 2003	3,065.4	2,419.8	5,485.2	293	5,778	6,613
Ratio, Fall to Spring	52.6/47.4	48.7/51.3	50.9/49.1	49.5/50.5	50.9/49.1	
<b>Annualized FY 2002-03</b>	<b>3,231.9</b>	<b>2,359.3</b>	<b>5,591.1</b>	<b>290</b>	<b>5,882</b>	
Fall 2003	3,490.9	2,177.6	5,668.5	281	5,950	6,816
Spring 2004	3,106.6	2,412.9	5,519.5	290	5,809	6,598
Ratio, Fall to Spring	52.9/47.1	47.4/52.6	50.7/49.3	49.3/50.7	50.6/49.4	
<b>Annualized FY 2003-04</b>	<b>3,298.8</b>	<b>2,295.3</b>	<b>5,594.0</b>	<b>286</b>	<b>5,880</b>	
Fall 2004	3,438.3	2,421.3	5,859.6	291	6,150	6,942
<b>Total Fall 2004</b>	<b>3,438.3</b>	<b>2,421.3</b>	<b>5,859.6</b>	<b>291</b>	<b>6,150</b>	

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



## Annual Student Credit Hour Production by School, Discipline &amp; Academic Year 1999-00 to 2003-04

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Table 8:

Discipline	1999-00				2000-01				2001-02				2002-03				2003-04			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
<b>THE CHARLES R. &amp; MARTHA N. FULTON SCHOOL OF LIBERAL ARTS</b>																				
Anthropology	696	180	-	876	759	111	3	873	621	60	-	681	765	72	-	837	567	132	-	699
Art	3,135	1,950	3	5,088	3,387	2,225	2	5,614	3,783	2,019	-	5,802	4,554	2,224	-	6,778	4,293	2,225	29	6,547
Communication Arts	6,751	2,806	-	9,557	7,114	2,927	3	10,044	6,641	2,821	-	9,462	6,589	3,174	-	9,763	6,552	2,964	-	9,516
Conflict Resolution	-	-	-	-	-	-	-	-	261	108	-	369	645	258	-	903	696	483	-	1,179
English	8,334	3,433	496	12,263	8,058	4,621	507	13,186	8,502	4,046	504	13,052	8,100	4,796	549	13,445	7,818	5,271	441	13,530
French	309	150	-	459	267	108	-	435	294	228	3	525	333	118	3	454	270	207	12	489
German	141	42	-	183	139	33	-	172	124	48	-	172	130	54	-	184	157	49	-	206
History	9,792	2,760	306	12,858	10,740	3,471	270	14,481	10,719	3,522	174	14,415	10,608	4,266	285	15,159	10,755	3,998	273	15,026
Honors	-	-	-	-	-	-	-	-	567	270	-	837	462	303	-	765	495	273	-	768
Interdisciplinary Studies	1,036	217	-	1,253	1,098	194	-	1,292	819	42	-	861	885	21	-	906	600	9	82	691
Latin	-	-	-	-	90	-	-	90	90	-	-	90	90	-	-	90	-	-	-	-
Modern Foreign Language	378	-	-	378	330	-	-	330	306	-	-	306	279	-	-	279	213	-	-	213
Music	1,422	312	3	1,737	1,202	269	-	1,471	1,039	253	-	1,292	752	113	-	865	885	269	-	1,154
Music, Applied	494	238	11	743	561	209	5	775	462	238	17	717	409	181	9	599	410	169	14	593
Philosophy	1,887	941	3	2,831	1,920	1,218	6	3,144	2,196	1,691	-	3,887	2,148	1,300	-	3,538	1,677	1,423	-	3,100
Political Science	1,857	1,089	-	2,946	1,857	1,263	-	3,120	1,812	985	12	2,809	1,818	1,232	-	3,050	2,079	1,454	-	3,533
Psychology	3,366	5,697	255	9,318	3,528	6,697	147	10,372	3,393	7,038	24	10,455	3,201	7,460	9	10,670	3,339	7,125	-	10,464
Russian	45	-	-	45	36	-	-	36	21	-	-	21	69	-	-	69	57	-	-	57
Social Science	-	18	-	18	-	33	-	33	-	21	-	21	-	27	-	27	-	24	-	24
Sociology	1,950	1,009	-	2,959	2,274	1,147	-	3,421	2,322	1,197	-	3,519	2,238	1,036	-	3,274	2,295	1,269	3	3,567
Spanish	1,224	565	-	1,789	1,158	802	-	1,960	1,083	776	6	1,865	1,302	879	1	2,182	1,050	1,014	3	2,067
Theatre	-	-	-	-	-	-	-	-	891	270	-	1,161	867	334	-	1,201	1,015	335	13	1,363
<b>Totals</b>	<b>42,817</b>	<b>21,407</b>	<b>1,077</b>	<b>65,301</b>	<b>44,518</b>	<b>25,388</b>	<b>943</b>	<b>70,849</b>	<b>45,946</b>	<b>25,633</b>	<b>740</b>	<b>72,319</b>	<b>46,244</b>	<b>27,938</b>	<b>856</b>	<b>75,038</b>	<b>45,223</b>	<b>28,693</b>	<b>870</b>	<b>74,786</b>
<b>Percent of Total</b>	<b>49.3%</b>	<b>34.8%</b>	<b>23.9%</b>	<b>42.7%</b>	<b>48.8%</b>	<b>37.8%</b>	<b>19.2%</b>	<b>43.4%</b>	<b>47.9%</b>	<b>38.0%</b>	<b>12.7%</b>	<b>42.7%</b>	<b>47.8%</b>	<b>39.5%</b>	<b>12.3%</b>	<b>43.0%</b>	<b>45.7%</b>	<b>41.7%</b>	<b>12.7%</b>	<b>42.8%</b>
<b>THE RICHARD A. HENSON SCHOOL OF SCIENCE &amp; TECHNOLOGY</b>																				
Biology	7,910	3,171	21	11,102	8,701	2,974	40	11,715	9,231	3,099	84	12,414	9,101	3,079	42	12,222	9,404	2,737	46	12,187
Chemistry	4,796	525	-	5,321	4,527	641	-	5,168	4,843	701	-	5,544	4,839	559	-	5,398	4,730	532	4	5,266
Computer Science	1,891	169	-	2,060	2,088	489	-	2,577	2,116	502	-	2,618	1,787	549	-	2,336	2,203	247	-	2,450
Environmental Health	96	401	-	497	87	402	-	489	132	375	-	507	219	329	-	548	189	410	-	599
Environmental Issues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	72	-	-	72
Geography	4,701	737	6	5,444	4,746	837	-	5,583	4,662	852	-	5,514	4,548	721	-	5,269	4,990	891	6	5,887
Geology	426	-	-	426	-	-	-	-	504	-	-	504	672	-	-	672	372	-	-	372
Mathematics	7,305	932	33	8,270	7,819	905	51	8,775	8,519	1,056	186	9,761	8,570	1,317	228	10,115	9,216	1,207	184	10,607
Medical Technology	12	341	-	353	17	446	-	463	16	456	-	472	49	329	-	378	75	439	-	514
Nursing	-	2,602	331	2,933	-	2,981	337	3,318	-	2,914	308	3,223	-	3,577	276	3,853	-	4,052	216	4,268
Pre-engineering	-	-	-	-	-	-	-	-	78	27	-	105	120	-	-	120	75	15	-	90
Physics	1,992	400	-	2,392	2,283	474	-	2,757	2,143	454	-	2,597	2,505	498	-	3,003	2,484	397	18	2,899
Respiratory Therapy	33	600	-	633	24	548	-	572	36	535	-	571	39	597	-	636	-	844	-	844
<b>Totals</b>	<b>29,162</b>	<b>9,878</b>	<b>391</b>	<b>39,431</b>	<b>30,292</b>	<b>10,697</b>	<b>428</b>	<b>41,417</b>	<b>32,280</b>	<b>10,971</b>	<b>578</b>	<b>43,830</b>	<b>32,448</b>	<b>11,555</b>	<b>546</b>	<b>44,550</b>	<b>33,810</b>	<b>11,771</b>	<b>474</b>	<b>46,055</b>
<b>Percent of Total</b>	<b>33.6%</b>	<b>16.1%</b>	<b>8.6%</b>	<b>25.8%</b>	<b>33.2%</b>	<b>15.9%</b>	<b>8.7%</b>	<b>25.4%</b>	<b>33.7%</b>	<b>16.3%</b>	<b>9.9%</b>	<b>25.9%</b>	<b>33.5%</b>	<b>16.3%</b>	<b>7.8%</b>	<b>25.5%</b>	<b>34.2%</b>	<b>17.1%</b>	<b>6.9%</b>	<b>26.4%</b>

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Table 8 cont.

Discipline	1999-00				2000-01				2001-02				2002-03				2003-04			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
<b>THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS</b>																				
Accounting	2,058	1,443	132	3,633	1,968	1,212	150	3,330	1,863	1,167	219	3,249	3,090	1,467	195	4,752	3,153	1,488	162	4,803
Business Administration	2,589	9,807	480	12,876	2,844	10,585	734	14,163	3,300	10,871	846	15,017	795	551	217	1,563	345	220	60	625
Economics	2,460	489	135	3,084	2,559	348	123	3,030	2,640	276	126	3,042	2,787	243	180	3,210	2,676	349	150	3,175
Finance	-	-	-	-	-	-	-	-	-	-	-	-	168	2,040	108	2,316	195	1,878	111	2,184
Information Systems	1,182	1,420	-	2,602	1,323	1,721	-	3,044	1,134	1,889	-	3,023	2,340	2,383	168	4,891	2,504	2,269	221	4,994
Management	-	-	-	-	-	-	-	-	-	-	-	-	-	4,011	285	4,296	-	4,001	423	4,424
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	3,417	327	3,744	-	3,368	233	3,601
<b>Totals</b>	<b>8,289</b>	<b>13,159</b>	<b>747</b>	<b>22,195</b>	<b>8,694</b>	<b>13,866</b>	<b>1,007</b>	<b>23,567</b>	<b>8,937</b>	<b>14,203</b>	<b>1,191</b>	<b>24,331</b>	<b>9,180</b>	<b>14,112</b>	<b>1,480</b>	<b>24,772</b>	<b>8,873</b>	<b>13,573</b>	<b>1,360</b>	<b>23,806</b>
<b>Percent of Total</b>	<b>9.6%</b>	<b>21.4%</b>	<b>16.5%</b>	<b>14.5%</b>	<b>9.5%</b>	<b>20.7%</b>	<b>20.5%</b>	<b>14.4%</b>	<b>9.4%</b>	<b>21.0%</b>	<b>20.4%</b>	<b>14.4%</b>	<b>9.5%</b>	<b>19.9%</b>	<b>21.2%</b>	<b>14.2%</b>	<b>9.0%</b>	<b>19.7%</b>	<b>19.8%</b>	<b>13.6%</b>
<b>THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION &amp; PROFESSIONAL STUDIES</b>																				
Applied Health Physiology	-	-	-	-	-	-	195	195	-	-	279	279	-	-	288	288	-	-	207	207
Athletic Trainer	-	-	-	-	-	-	-	-	-	-	-	-	-	376	3	379	187	275	-	462
Dance	487	58	-	545	503	87	-	590	531	52	-	583	766	8	-	774	635	22	3	660
Education, Administration	-	-	-	-	-	-	330	330	-	-	324	324	-	-	288	288	-	-	207	207
Early Childhood Education	-	-	-	-	-	-	-	-	-	-	-	-	48	48	-	96	84	132	-	216
Education, Elementary	-	5,045	2,162	7,207	-	6,330	-	6,330	-	6,609	-	6,609	-	6,567	-	6,567	-	5,145	-	5,145
Education, General	-	4,926	69	4,995	885	3,590	1,773	6,248	1,335	2,977	1,749	6,061	1,095	2,589	1,606	5,290	1,026	2,349	1,513	4,888
Education, Master of Arts	-	-	-	-	-	-	195	195	-	-	264	264	-	-	231	231	-	-	252	252
Education, Reading	-	-	-	-	-	-	-	-	-	-	63	63	-	-	270	270	-	-	306	306
Education, Science	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education, Secondary	-	756	36	792	-	672	-	672	-	810	-	810	-	1,581	-	1,581	-	1,305	6	1,311
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	105	611	-	716	105	387	-	492
General Studies	159	294	15	468	78	537	22	637	86	322	3	411	66	471	5	542	33	-	-	33
Health	404	135	-	539	475	105	-	580	455	195	-	650	828	423	-	1,251	788	603	-	1,391
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	8	22	-	30	18	13	-	31	11	24	-	35	-	22	-	22	-	6	-	6
Physical Education	5,059	3,279	21	8,359	5,231	3,134	6	8,371	5,736	3,161	9	8,926	5,503	2,034	3	7,540	7,610	1,798	6	9,414
Phys. Educ., Teacher Ed.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	856	-	856
Social Work	285	2,584	9	2,878	504	2,721	6	3,231	522	2,535	644	3,701	477	2,444	1,396	4,317	588	1,943	1,649	4,180
<b>Totals</b>	<b>6,518</b>	<b>17,099</b>	<b>2,312</b>	<b>25,929</b>	<b>7,694</b>	<b>17,189</b>	<b>2,527</b>	<b>27,410</b>	<b>8,676</b>	<b>16,705</b>	<b>3,335</b>	<b>28,716</b>	<b>8,888</b>	<b>17,174</b>	<b>4,090</b>	<b>30,152</b>	<b>11,056</b>	<b>14,821</b>	<b>4,149</b>	<b>30,026</b>
<b>Percent of Total</b>	<b>7.5%</b>	<b>27.8%</b>	<b>51.1%</b>	<b>17.0%</b>	<b>8.4%</b>	<b>25.6%</b>	<b>51.5%</b>	<b>16.8%</b>	<b>9.1%</b>	<b>24.7%</b>	<b>57.1%</b>	<b>17.0%</b>	<b>9.2%</b>	<b>24.3%</b>	<b>58.7%</b>	<b>17.3%</b>	<b>11.2%</b>	<b>21.5%</b>	<b>60.5%</b>	<b>17.2%</b>
<b>Grand Totals</b>	<b>86,786</b>	<b>61,543</b>	<b>4,527</b>	<b>152,856</b>	<b>91,198</b>	<b>67,140</b>	<b>4,905</b>	<b>163,243</b>	<b>95,839</b>	<b>67,512</b>	<b>5,845</b>	<b>169,196</b>	<b>96,761</b>	<b>70,779</b>	<b>6,972</b>	<b>174,512</b>	<b>98,962</b>	<b>68,858</b>	<b>6,853</b>	<b>174,673</b>

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

NOTES:

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

**Annual Student Credit Hour Production by School, Discipline, and Semester**  
**1999-00 through 2003-20**

**Table 9**

Discipline	1999-00			2000-01			2001-2002			2002-03			2003-04		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
<b>THE CHARLES R. &amp; MARTHA N. FULTON SCHOOL OF LIBERAL ARTS</b>															
Anthropology	501	375	876	444	429	873	348	333	681	480	357	837	309	390	69
Art	2,395	2,693	5,088	2,728	2,886	5,614	2,877	2,925	5,802	3,391	3,387	6,778	3,249	3,298	6,54
Communication Arts	4,421	5,136	9,557	4,852	5,192	10,044	4,655	4,807	9,462	4,969	4,794	9,763	4,632	4,884	9,51
Conflict Resolution	-	-	-	-	-	-	201	168	369	396	507	903	561	618	1,17
English	6,371	5,892	12,263	6,798	6,388	13,186	6,581	6,471	13,052	6,744	6,701	13,445	6,705	6,825	13,53
French	232	227	459	237	198	435	278	247	525	229	225	454	183	306	48
German	112	71	183	109	63	172	114	58	172	131	53	184	114	92	20
History	6,627	6,231	12,858	7,491	6,990	14,481	7,530	6,885	14,415	7,863	7,296	15,159	7,763	7,263	15,02
Honors	-	-	-	-	-	-	415	422	837	379	386	765	414	354	76
Interdisciplinary Studies	627	626	1,253	706	586	1,292	427	434	861	509	397	906	321	370	69
Latin	69	33	102	60	30	90	63	27	90	75	15	90	-	-	-
Modern Foreign Language	201	75	276	252	78	330	222	84	306	180	99	279	72	141	21
Music	962	775	1,737	790	681	1,471	662	630	1,292	471	394	865	538	616	1,15
Music, Applied	377	366	743	397	378	775	392	325	717	320	279	599	300	293	59
Philosophy	1,484	1,347	2,831	1,455	1,689	3,144	1,958	1,929	3,887	1,872	1,666	3,538	1,629	1,471	3,10
Political Science	1,508	1,438	2,946	1,472	1,648	3,120	1,375	1,434	2,809	1,597	1,453	3,050	1,796	1,737	3,53
Psychology	4,600	4,718	9,318	5,160	5,212	10,372	5,097	5,358	10,455	5,027	5,643	10,670	5,230	5,234	10,46
Russian	45	-	45	27	9	36	21	-	21	54	15	69	36	21	5
Social Science	-	18	18	3	30	33	15	6	21	9	18	27	9	15	2
Sociology	1,452	1,507	2,959	1,752	1,669	3,421	1,728	1,791	3,519	1,770	1,504	3,274	1,878	1,689	3,56
Spanish	921	868	1,789	1,093	867	1,960	985	880	1,865	1,107	1,075	2,182	1,068	999	2,06
Theatre	-	-	-	-	-	-	561	600	1,161	597	604	1,201	645	718	1,36
<b>Totals</b>	<b>32,905</b>	<b>32,396</b>	<b>65,301</b>	<b>35,826</b>	<b>35,023</b>	<b>70,849</b>	<b>36,505</b>	<b>35,814</b>	<b>72,319</b>	<b>38,170</b>	<b>36,868</b>	<b>75,038</b>	<b>37,452</b>	<b>37,334</b>	<b>74,78</b>
<b>Percent of Total</b>	<b>42.7%</b>	<b>42.8%</b>	<b>42.7%</b>	<b>43.6%</b>	<b>43.2%</b>	<b>43.4%</b>	<b>42.6%</b>	<b>42.9%</b>	<b>42.7%</b>	<b>42.9%</b>	<b>43.0%</b>	<b>43.0%</b>	<b>42.4%</b>	<b>43.3%</b>	<b>42.8</b>
<b>THE RICHARD A. HENSON SCHOOL OF SCIENCE &amp; TECHNOLOGY</b>															
Biology	5,838	5,264	11,102	6,000	5,715	11,715	6,591	5,823	12,414	6,274	5,948	12,222	6,228	5,959	12,18
Chemistry	2,884	2,437	5,321	2,738	2,430	5,168	3,062	2,462	5,544	2,818	2,580	5,398	2,641	2,625	5,26
Computer Science	1,127	933	2,060	1,370	1,207	2,577	1,465	1,153	2,618	1,162	1,174	2,336	1,587	863	2,45
Environmental Health	176	321	497	209	280	489	220	287	507	269	279	548	277	322	59
Environmental Issues	-	-	-	-	-	-	-	-	-	-	-	-	-	72	7
Geography	2,742	2,702	5,444	2,802	2,781	5,583	2,830	2,684	5,514	2,712	2,557	5,269	3,008	2,879	5,88
Geology	210	216	426	-	-	-	200	304	504	280	392	672	180	192	37
Mathematics	4,326	3,944	8,270	4,513	4,262	8,775	4,951	4,810	9,761	5,281	4,834	10,115	5,470	5,137	10,60
Medical Technology	152	201	353	199	264	463	231	241	472	161	217	378	227	287	51
Nursing	1,437	1,496	2,933	1,731	1,587	3,318	1,659	1,564	3,223	1,972	1,881	3,853	2,230	2,038	4,26
Pre-engineering	-	-	-	-	-	-	21	84	105	39	81	120	18	72	9
Physics	1,212	1,180	2,392	1,501	1,256	2,757	1,122	1,475	2,597	1,491	1,512	3,003	1,530	1,369	2,89
Respiratory Therapy	310	323	633	267	305	572	279	292	571	279	357	636	390	454	84
<b>Totals</b>	<b>20,414</b>	<b>19,017</b>	<b>39,431</b>	<b>21,330</b>	<b>20,087</b>	<b>41,417</b>	<b>22,651</b>	<b>21,179</b>	<b>43,830</b>	<b>22,738</b>	<b>21,812</b>	<b>44,550</b>	<b>23,788</b>	<b>22,269</b>	<b>46,05</b>
<b>Percent of Total</b>	<b>26.5%</b>	<b>25.1%</b>	<b>25.8%</b>	<b>26.0%</b>	<b>24.8%</b>	<b>25.4%</b>	<b>26.4%</b>	<b>25.4%</b>	<b>25.9%</b>	<b>25.6%</b>	<b>25.4%</b>	<b>25.5%</b>	<b>26.9%</b>	<b>25.8%</b>	<b>26.4</b>

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

Table 9. cont.

Discipline	1999-00			2000-01			2001-02			2002-03			2003-04		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
<b>THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS</b>															
Accounting	1,809	1,824	3,633	1,809	1,521	3,330	1,734	1,515	3,249	2,436	2,316	4,752	2,511	2,292	4,803
Business Administration	6,295	6,591	12,876	6,859	7,304	14,163	7,686	7,331	15,017	993	570	1,563	283	342	625
Economics	1,575	1,509	3,084	1,532	1,398	3,030	1,607	1,435	3,042	1,704	1,506	3,210	1,515	1,560	3,075
Finance	-	-	-	-	-	-	-	-	-	1,170	1,146	2,316	1,074	1,110	2,184
Information Systems	1,196	1,406	2,602	1,412	1,632	3,044	1,539	1,484	3,023	2,351	2,540	4,891	2,446	2,548	4,994
Management	-	-	-	-	-	-	-	-	-	1,618	2,478	4,096	2,117	2,307	4,424
Marketing	-	-	-	-	-	-	-	-	-	1,935	1,609	3,544	1,831	1,770	3,601
<b>Total</b>	<b>10,075</b>	<b>11,320</b>	<b>22,195</b>	<b>11,712</b>	<b>11,855</b>	<b>23,567</b>	<b>12,566</b>	<b>11,765</b>	<b>24,331</b>	<b>12,407</b>	<b>12,365</b>	<b>24,772</b>	<b>11,877</b>	<b>11,529</b>	<b>23,406</b>
<b>Percent of Total</b>	<b>14.1%</b>	<b>15.0%</b>	<b>14.5%</b>	<b>14.3%</b>	<b>14.6%</b>	<b>14.4%</b>	<b>14.6%</b>	<b>14.1%</b>	<b>14.4%</b>	<b>14.0%</b>	<b>14.4%</b>	<b>14.2%</b>	<b>13.4%</b>	<b>13.8%</b>	<b>13.6%</b>
<b>THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION &amp; PROFESSIONAL STUDIES</b>															
Applied Health Physiology	-	-	-	87	108	195	117	102	219	138	150	288	99	108	207
Athletic Trainer	-	-	-	-	-	-	-	-	-	254	321	575	210	252	462
Dance	236	309	545	197	393	590	213	370	583	366	408	774	310	350	660
Early Childhood Education	-	-	-	-	-	-	-	-	-	48	48	96	84	132	216
Education, Administration	-	-	-	198	132	330	207	117	324	147	141	288	129	78	207
Education, Elementary	2,556	2,439	4,995	3,168	3,162	6,330	3,321	3,288	6,609	3,501	3,066	6,567	2,475	2,270	4,745
Education, General	3,402	3,703	7,105	3,089	3,159	6,248	2,958	3,103	6,061	2,750	2,540	5,290	2,407	2,481	4,888
Education, Master of Arts	-	102	102	78	117	195	147	117	264	66	165	231	81	171	252
Education, Reading	96	20	116	-	-	-	-	63	63	135	135	270	144	102	246
Education, Science	308	486	792	270	402	672	318	492	810	507	1,074	1,581	327	984	1,311
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Studies	295	173	468	274	363	637	244	167	411	345	371	716	219	273	492
Health	154	385	539	159	421	580	154	496	650	504	747	1,251	543	848	1,391
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	14	16	30	14	17	31	18	17	35	10	12	22	-	6	28
Physical Education	4,480	3,979	8,459	4,127	4,244	8,371	4,555	4,391	8,926	4,329	3,211	7,540	6,001	3,413	9,414
PE Teacher Ed.	1,407	1,471	2,878	1,645	1,596	3,231	1,824	1,877	3,701	2,176	2,141	4,317	1,824	2,356	4,180
Social Work	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>12,946</b>	<b>12,983</b>	<b>25,929</b>	<b>13,068</b>	<b>14,104</b>	<b>27,410</b>	<b>14,056</b>	<b>14,660</b>	<b>28,716</b>	<b>15,595</b>	<b>14,753</b>	<b>30,348</b>	<b>15,288</b>	<b>14,738</b>	<b>30,026</b>
<b>Percent of Total</b>	<b>16.8%</b>	<b>17.1%</b>	<b>17.0%</b>	<b>16.2%</b>	<b>17.4%</b>	<b>16.8%</b>	<b>16.4%</b>	<b>17.6%</b>	<b>17.0%</b>	<b>17.5%</b>	<b>17.2%</b>	<b>17.4%</b>	<b>17.3%</b>	<b>17.1%</b>	<b>17.2%</b>
<b>Grand Totals</b>	<b>77,140</b>	<b>75,716</b>	<b>152,856</b>	<b>82,174</b>	<b>81,069</b>	<b>163,243</b>	<b>85,778</b>	<b>83,418</b>	<b>169,196</b>	<b>88,910</b>	<b>85,798</b>	<b>174,708</b>	<b>88,403</b>	<b>86,270</b>	<b>174,673</b>

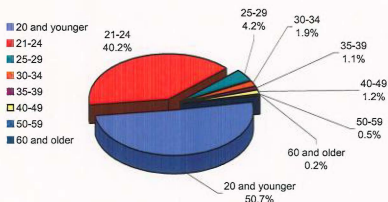
LD =100 &amp; 200 level; UD=300 &amp; 400 level; Grad=400C &amp; above.

## NOTES:

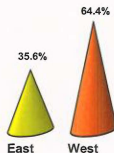
Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

## Undergraduate Enrollment & Demographics

Undergraduate Age Distribution: Fall 2004



Fall 2004 Total MD  
UG Residents:  
Eastern/Western Shores



Fall 2000 - Fall 2004 Undergraduate Enrollment  
by Sex

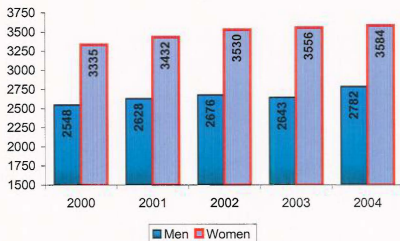


Table 1:

## Total UNDERGRADUATE Fall Enrollment: 1995, 2000 - 2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>
% Annual Growth	-1.1%	6.3%	3.0%	2.4%	-0.1%	2.7%
Total Men	2,293	2,548	2,628	2,676	2,643	2,782
% Men	43.0%	43.3%	43.4%	43.1%	42.6%	43.7%
Total Women	3,043	3,335	3,432	3,530	3,556	3,584
% Women	57.0%	56.7%	56.6%	56.9%	57.4%	56.3%
F.T.E.S.	4,962	5,519	5,768	5,985	5,950	6,150
% Annual Growth	-1.4%	6.5%	4.5%	3.8%	-0.6%	3.4%
Full-Time Students	4,256	5,040	5,280	5,439	5,434	5,648
Men	1,842	2,195	2,295	2,378	2,332	2,466
Women	2,414	2,845	2,985	3,061	3,102	3,182
% Full-Time	79.8%	85.7%	87.1%	87.6%	87.7%	88.7%
Average Age Student	N/A	22.0	21.5	21.5	21.4	21.4
Part-Time Students	1,080	843	780	767	765	718
Men	451	353	333	298	311	316
Women	629	490	447	469	454	402
% Part-Time	20.2%	14.3%	12.9%	12.4%	12.3%	11.3%
Average Age Student	N/A	30.0	29.5	29.6	27.7	27.3
Average Student Age	N/A	22.7	22.5	22.5	22.2	22.1

Figure 1:

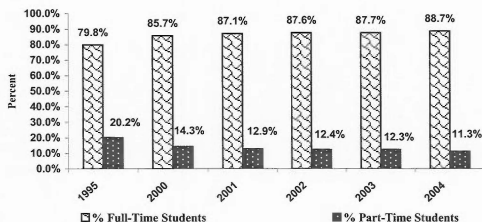
Percent Full-time and Part-Time UG Enrollment,  
Fall 1995, Fall 2000-Fall 2004

Table 2:

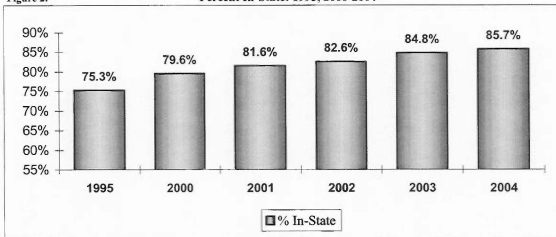
## Total Undergraduate Demographics: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount<sup>1</sup></b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>
Total Residing on Campus	1,702	1,729	1,681	1,645	1,669	1,704
Total Commuters	3,634	4,154	4,379	4,561	4,530	4,662
% Residing On Campus	31.9%	29.4%	27.7%	26.5%	26.9%	26.8%
MD Residents	4,020	4,681	4,942	5,126	5,255	5,457
% MD Residents	75.3%	79.6%	81.6%	82.6%	84.8%	85.7%
Out-of-State	1,279	1,164	1,074	1,026	891	876
International	37	35	39	49	52	31
Other <sup>2</sup>	-	3	5	5	1	2
African-American	365	416	450	495	507	621
American Indian	19	20	20	19	20	20
Asian/Pacific Islander	81	94	118	127	161	167
Hispanic	44	60	83	108	124	146
International	35	35	39	49	52	31
White	4,792	4,960	5,059	5,123	4,922	5,019
Unknown	-	298	291	285	413	362
% Known Minority	9.5%	10.6%	11.6%	12.6%	14.0%	15.9%
% Minority + International	10.2%	11.2%	12.3%	13.5%	14.9%	16.4%
% Unknown	-	5.1%	4.8%	4.6%	6.7%	5.7%
Average Age of all students	N/A	22.7	22.5	22.5	22.2	22.1

NOTES: <sup>1</sup>COOP students taking courses at SU are included in total headcount.<sup>2</sup>Students with "OTHER" residence detailed on Glossary page.

Figure 2:

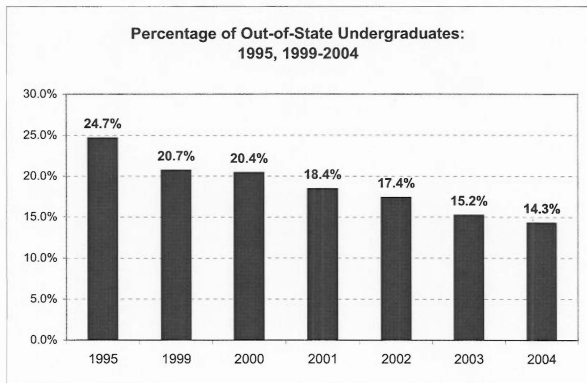
## Percent In-State: 1995, 2000-2004





**Salisbury University**  
**Out-of-State Undergraduate Enrollment**

**Figure 2.1**



**Figure 2.2**

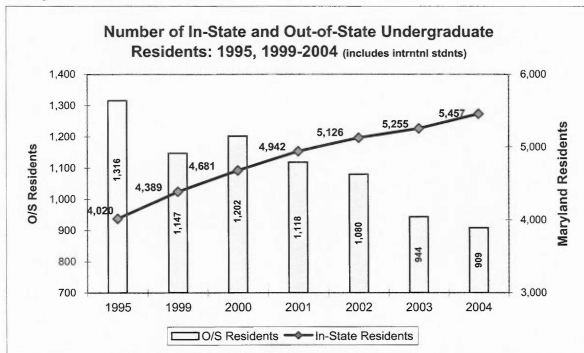


Table 3:

## Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2004

Race/Ethnicity	Full-Time		Part-Time		Total		Total	Percent	Percent
	Male	Female	Male	Female	Male	Female	Both Sexes	of Total <sup>1</sup>	of Known
African-American	215	242	45	119	260	361	621	9.8%	10.3%
American Indian	7	10	3	-	10	10	20	0.3%	0.3%
Asian/Pacific Islander	58	86	10	13	68	99	167	2.6%	2.8%
Hispanic	65	69	7	5	72	74	146	2.3%	2.4%
White	1,976	2,587	218	238	2,194	2,825	5,019	78.8%	83.6%
International	14	13	2	2	16	15	31	0.5%	0.5%
<b>Subtotal</b>	<b>2,335</b>	<b>3,007</b>	<b>285</b>	<b>377</b>	<b>2,620</b>	<b>3,384</b>	<b>6,004</b>	<b>94.3%</b>	<b>100.0%</b>
Unknown	131	175	31	25	162	200	362	5.7%	
<b>TOTAL</b>	<b>2,466</b>	<b>3,182</b>	<b>316</b>	<b>402</b>	<b>2,782</b>	<b>3,584</b>	<b>6,366</b>	<b>100.0%</b>	

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

Figure 3:

## Total Undergraduate Enrollment by Race &amp; Ethnicity: Fall 2004

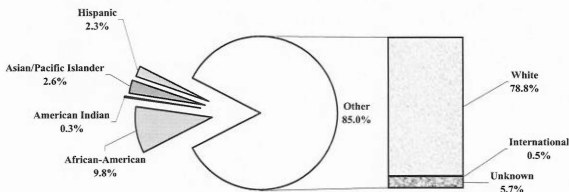


Figure 4:

## Total Undergraduate Enrollment by Sex and Status: Fall 2004

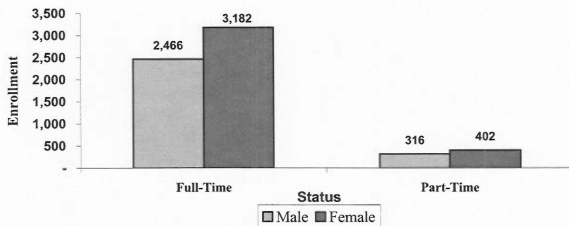


Figure 5:

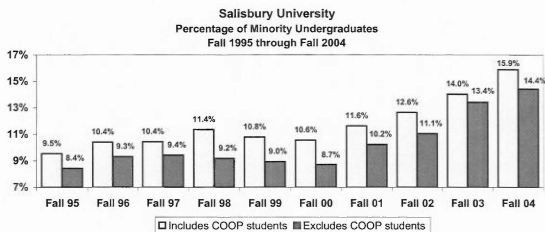


Figure 6:

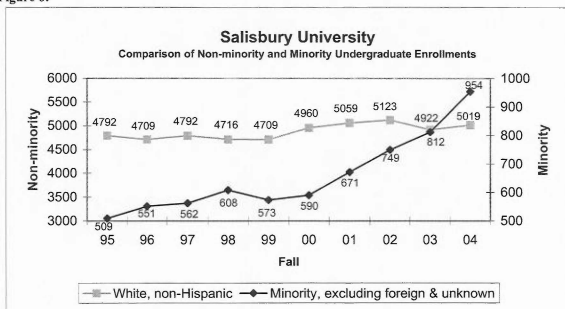


Figure 7:

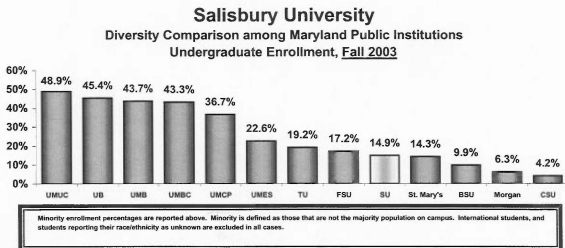


Table 4:

## Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2004

CLASSIFICATION	African-American		American Indian		Asian/Pacific Islander		Hispanic		White		International		Unk		ALL STUDENTS		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<b>First-Time Freshmen<sup>1</sup></b>	75	-	2	-	25	-	23	-	798	4	5	-	54	-	382	4	986
%	8.0		0.2		2.7		2.5		86.1		0.0		5.5				
<b>Undergraduates</b>																	
Freshmen	157	1	4	-	36	2	41	2	1,231	17	8	-	84	1	1,561	23	1,584
%	10.5		0.3		2.5		2.9		83.3		0.0		5.3				
Sophomores	121	14	7	-	47	1	35	-	1,016	37	3	-	91	5	1,320	57	1,377
%	10.5		0.5		3.7		2.7		82.2		0.0		6.6				
Juniors	105	17	2	1	36	5	39	2	1,186	90	6	-	63	11	1,437	126	1,563
%	8.2		0.2		2.8		2.8		85.7		0.0		4.0				
Seniors	68	16	3	1	23	2	17	2	1,076	108	6	3	58	10	1,251	142	1,393
%	6.3		0.3		1.9		1.4		89.4		0.0		4.2				
Second Bachelor's	5	-	1	-	2	2	2	-	47	30	4	1	9	2	70	35	105
%	5.3		1.1		4.3		2.1		81.9		0.0		8.6				
<b>Subtotal</b>	<b>456</b>	<b>48</b>	<b>17</b>	<b>2</b>	<b>144</b>	<b>12</b>	<b>134</b>	<b>6</b>	<b>4,556</b>	<b>282</b>	<b>27</b>	<b>4</b>	<b>305</b>	<b>29</b>	<b>5,639</b>	<b>383</b>	<b>6,022</b>
Unclassified/ Non-Degree	1	118	-	1	-	11	-	6	7	174	-	-	1	27	9	335	344
<b>Total Undergraduates</b>	<b>457</b>	<b>164</b>	<b>17</b>	<b>3</b>	<b>144</b>	<b>23</b>	<b>134</b>	<b>12</b>	<b>4,563</b>	<b>456</b>	<b>27</b>	<b>4</b>	<b>306</b>	<b>56</b>	<b>5,648</b>	<b>718</b>	<b>6,366</b>
%	10.3%		0.3%		2.8%		2.4%		83.6%		0.5%		5.7%				

## Notes:

<sup>1</sup>Included in freshmen figure.

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

Percentage of Unknown is a percentage of the total population.

**Table 5: Total Undergraduates by Age and Sex: 1995, 2000-2004**

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>
Total 20 and Younger <sup>1</sup>	1,372	2,979	3,095	3,169	3,193	3,230
Men	515	1,214	1,251	1,293	1,277	1,340
Women	857	1,765	1,844	1,876	1,916	1,890
% 20 and Younger	25.7%	50.8%	51.1%	51.1%	51.5%	50.7%
Total 21-24 Yrs Old <sup>2</sup>	2,954	2,188	2,295	2,343	2,395	2,557
Men	1,350	1,051	1,116	1,118	1,123	1,229
Women	1,604	1,137	1,179	1,225	1,272	1,328
% 21-24	55.4%	37.2%	37.9%	37.8%	38.6%	40.2%
Total 25-29 Yrs Old	452	282	268	292	285	268
Men	252	133	124	134	139	116
Women	200	149	144	158	146	152
% 25-29	8.5%	4.8%	4.4%	4.7%	4.6%	4.2%
Total 30-34 Yrs Old	209	135	126	124	114	124
Men	70	52	53	48	43	48
Women	139	83	73	76	71	76
% 30-34	3.9%	2.3%	2.1%	2.0%	1.8%	1.9%
Total 35-39 Yrs Old	158	108	102	98	72	70
Men	46	37	30	27	20	16
Women	112	71	72	71	52	54
% 35-39	3.0%	1.8%	1.7%	1.6%	1.2%	1.1%
Total 40-49 Yrs Old	146	133	126	126	102	76
Men	42	37	36	39	31	20
Women	104	96	90	87	71	56
% 40-49	2.7%	2.3%	2.1%	2.0%	1.6%	1.2%
Total 50-59 Yrs Old	27	34	25	35	29	29
Men	7	10	7	8	7	7
Women	20	24	18	27	22	22
% 50-59	0.5%	0.6%	0.4%	0.6%	0.5%	0.5%
Total 60 and older	18	24	23	19	9	12
Men	11	14	11	9	3	6
Women	7	10	12	10	6	6
% 60 and older	0.3%	0.4%	0.4%	0.3%	0.1%	0.2%
<b>Average Age</b>						
ALL STUDENTS	N/A	22.7	22.5	22.5	22.2	22.1
Men	N/A	22.6	22.4	22.4	22.1	21.9
Women	N/A	22.8	22.6	22.6	22.3	22.2

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

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

Table 6: Total Undergraduate Enrollment by County of Residence: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004	% Change Since 2000
<b>Total Headcount</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>	<b>8.2%</b>
Allegany	11	11	9	13	11	10	-
Anne Arundel	407	456	497	526	511	563	23.5%
Baltimore	281	426	431	431	444	468	9.9%
Baltimore City	13	19	23	20	29	50	163.2%
Calvert	69	83	103	121	132	166	100.0%
Caroline	99	95	92	96	88	89	-6.3%
Carroll	109	185	190	184	191	191	3.2%
Cecil	85	106	125	140	132	132	24.5%
Charles	102	112	107	117	116	127	13.4%
Dorchester	137	155	142	132	121	120	-22.6%
Frederick	130	226	244	261	261	223	-1.3%
Garrett	8	8	9	8	7	8	-
Harford	210	256	264	254	261	301	17.6%
Howard	158	263	275	284	311	330	25.5%
Kent	27	16	14	16	27	34	112.5%
Montgomery	259	392	469	511	547	570	45.4%
Prince George's	244	225	253	269	278	299	32.9%
Queen Anne's	73	64	76	89	122	118	84.4%
St. Mary's	62	95	114	107	86	85	-10.5%
Somerset	108	122	127	111	113	110	-9.8%
Talbot	81	86	94	94	97	94	9.3%
Washington	45	86	109	108	96	126	46.5%
Wicomico	924	880	854	893	916	882	0.2%
Worcester	378	314	321	341	358	361	15.0%
Unknown	-	-	-	-	-	-	-
<b>Total for MD</b>	<b>4,020</b>	<b>4,681</b>	<b>4,942</b>	<b>5,126</b>	<b>5,255</b>	<b>5,457</b>	<b>16.6%</b>
Out-of-State	1,279	1,164	1,074	1,026	891	876	-24.7%
International	37	35	39	49	52	31	-11.4%
Other Foreign	-	3	5	5	1	2	-33.3%

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

See Glossary for additional details

Primary Freeder Counties & Percentages based on MD Total	
Wicomico	16.2%
Montgomery	10.4%
Anne Arundel	10.3%
Baltimore	8.6%
Worcester	6.6%
Howard	6.0%
Harford	5.5%
Prince George's	5.5%
Frederick	4.1%
Carroll	3.5%

Region	2000	2004
	% of Total	% of Total
Eastern Shore	31.2%	30.6%
Western Shore	48.3%	55.2%
Out-of-State	19.8%	13.8%
International	0.6%	0.5%

# Maryland Undergraduate Enrollment by County (5,457) Fall 2004

## Maryland Map



D-8.0

### Top 10 Counties

Wicomico	882
Montgomery	570
Anne Arundel	563
Baltimore	468
Worcester	361
Howard	330
Harford	301
Prince George's	299
Frederick	223
Carroll	191

**Table 7: Total Undergraduate Enrollment by State: 1995, 2000-2004**

Fall Semesters	1995	2000	2001	2002	2003	2004	Top Feeder States	% Change Since 2000
<b>Total Headcount</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>		<b>8.2%</b>
Alabama	-	-	-	-	1	1		
Arizona	1	-	-	-	-	-		
Arkansas	1	1	1	-	-	-		
California	5	2	1	10	8	9		
Colorado	1	1	1	1	-	-		
Connecticut	29	23	20	19	13	15		
Delaware	221	189	170	171	144	137	2.2%	-27.5%
District of Columbia	5	7	8	5	8	13		
Florida	5	4	5	5	3	4		
Georgia	1	1	1	-	-	1		
Hawaii	1	5	3	2	-	-		
Illinois	1	4	5	5	2	2		
Indiana	-	-	-	-	-	-		
Iowa	1	2	-	-	1	-		
Kansas	-	2	2	-	-	-		
Kentucky	1	-	-	-	1	-		
Louisiana	-	2	-	-	-	-		
Maine	1	2	2	2	3	5		
Maryland	4,020	4,681	4,942	5,126	5,255	5,457	85.7%	16.6%
Massachusetts	6	5	6	7	6	6		
Michigan	3	4	3	1	1	2		
Minnesota	-	3	4	3	3	2		
Mississippi	1	-	-	-	-	-		
Missouri	1	-	2	2	1	1		
Montana	1	-	-	-	1	1		
Nebraska	-	-	-	1	1	1		
New Hampshire	2	6	6	6	3	2		
New Jersey	460	392	370	361	334	329	5.2%	-16.1%
New Mexico	2	-	1	-	-	-		
New York	272	263	228	206	165	146	2.3%	-44.5%
North Carolina	1	-	2	1	3	2		
North Dakota	1	4	3	4	-	-		
Ohio	1	3	2	2	3	2		
Oklahoma	1	1	1	1	-	-		
Oregon	-	1	-	-	-	1		
Pennsylvania	119	122	115	111	90	110	1.7%	-9.8%
Rhode Island	1	1	2	-	-	-		
South Carolina	1	1	1	1	-	1		
South Dakota	-	2	2	-	-	-		
Tennessee	1	1	1	3	-	1		
Texas	2	2	2	3	1	1		
Vermont	1	4	1	4	3	3		
Virginia	123	98	99	81	85	73	1.1%	-25.5%
Washington	1	-	-	3	1	-		
West Virginia	1	4	3	2	3	3		
Wisconsin	-	1	1	3	3	2		
Wyoming	1	-	-	-	-	-		
Puerto Rico	1	1	-	-	-	-		
Virgin Islands	1	-	-	-	-	-		
<b>International Countries</b>	<b>37</b>	<b>35</b>	<b>39</b>	<b>49</b>	<b>52</b>	<b>31</b>	<b>0.5%</b>	<b>-11.4%</b>
Other Foreign	-	3	5	5	1	2		

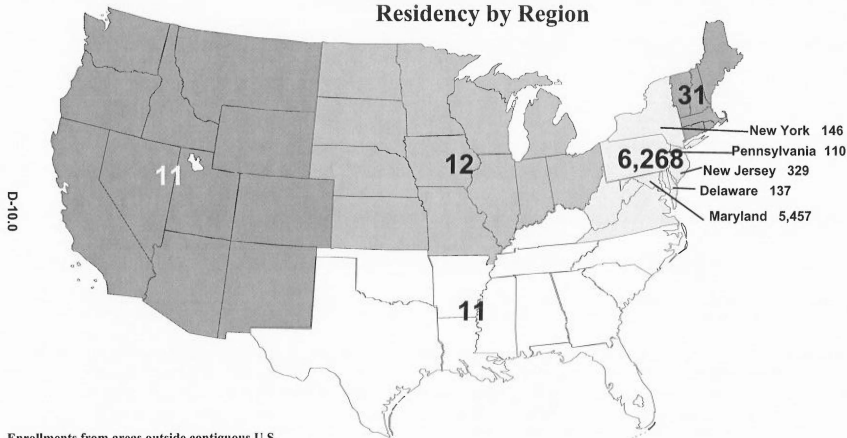
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details



Figure 10:

**FALL 2004**  
**Undergraduate Enrollment (6,366)**  
**Residency by Region**



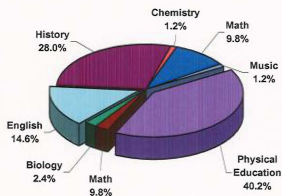
Enrollments from areas outside contiguous U.S.

International Students	31
Other Foreign	02

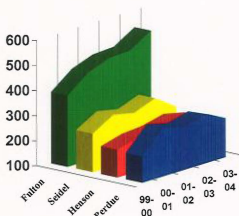
Top five states of residence highlighted. State totals are included in respective regional totals.

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

Percent of Undergraduate Degrees Awarded with Secondary Education Track: 2003-2004

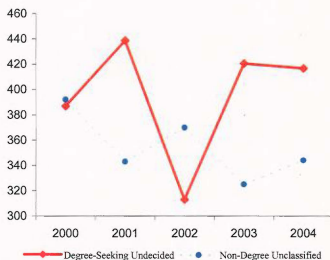


UG Degrees Awarded by School  
1999-00 through 2003-04



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

Undergraduate Enrollment:  
Degree- Seeking Undecided  
and  
Non-Degree Seeking Unclassified  
Fall 2000 - Fall 2004



**Table 1: Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2004**

Program	Freshman		Sophomore		Junior		Senior		Second Bachelor		Unclassified		Total	% of Total <sup>1</sup> Enrollment	% of School
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
Fulton School of Liberal Arts															
Art	46	-	39	2	51	2	30	5	1	3	-	-	179	2.8%	9.9%
Art (Fine)	-	-	3	-	2	-	16	1	-	-	-	-	22	0.3%	1.2%
Communication Arts	87	-	90	5	149	8	108	4	-	-	-	-	451	7.1%	25.0%
Conflict Resolution	1	-	4	1	4	-	8	2	-	-	-	-	20	0.3%	1.1%
English	38	-	32	2	36	5	46	5	3	1	-	-	168	2.6%	9.3%
Environmental Issues	-	-	1	-	1	-	-	-	-	-	-	-	2	-	0.1%
French	2	-	2	-	-	-	1	1	1	1	-	-	8	-	0.4%
History	35	1	57	3	72	6	57	6	1	2	-	-	240	3.8%	13.3%
Interdisciplinary Studies	1	-	9	3	28	-	33	9	1	-	-	-	84	1.3%	4.7%
International Studies	5	-	13	-	2	2	3	-	-	2	-	-	27	0.4%	1.5%
Liberal Studies	-	-	-	-	-	-	-	1	-	1	-	-	2	-	0.1%
Music	9	-	4	-	6	1	8	1	-	-	-	-	29	0.5%	1.6%
Philosophy	7	-	5	-	10	-	8	4	1	-	-	-	35	0.5%	1.9%
Political Science	28	-	31	-	37	2	23	5	-	-	-	-	126	2.0%	7.0%
Psychology	80	1	70	1	61	5	70	4	-	-	-	-	292	4.6%	16.2%
Sociology	10	-	15	-	7	-	10	-	-	-	-	-	42	0.7%	2.3%
Spanish	7	1	15	-	7	1	7	2	-	1	-	-	41	0.6%	2.3%
Theatre	8	2	9	-	7	1	6	2	-	-	-	-	35	0.5%	1.9%
Subtotal	364	5	399	17	480	33	434	52	8	11	-	-	1,803	28.3%	100.0%
Henson School of Science & Technology															
Biology	109	1	76	2	95	6	85	12	1	4	-	-	391	6.1%	29.1%
Chemistry	23	1	21	-	6	1	16	1	-	1	-	-	70	1.1%	5.2%
Computer Science	34	1	29	-	28	2	12	7	-	-	-	-	113	1.8%	8.4%
Environmental Health	3	1	-	1	7	-	10	2	-	1	-	-	25	0.4%	1.9%
Geography	8	-	20	-	23	1	25	3	-	-	-	-	80	1.3%	6.0%
Mathematics	26	-	26	3	26	2	25	3	-	2	-	-	113	1.8%	8.4%
Medical Technology	11	-	9	-	5	-	8	1	1	-	-	-	35	0.5%	2.6%
Nursing	111	1	89	4	75	2	72	3	40	6	-	-	403	6.3%	30.0%
Physics	32	1	18	1	9	1	4	2	1	1	-	-	70	1.1%	5.2%
Respiratory Therapy	1	-	6	-	21	-	14	-	1	-	-	-	43	0.7%	3.2%
Subtotal	358	6	294	11	295	15	271	34	44	15	-	-	1,343	21.1%	100.0%
Purdue School of Business															
Accounting	32	1	31	5	60	7	49	12	4	1	-	-	202	3.2%	15.8%
Business Administration	240	3	176	3	53	12	30	8	1	1	-	-	527	8.3%	41.1%
Economics	8	-	5	-	6	-	6	-	-	-	-	-	25	0.4%	2.0%
Finance	10	1	12	1	46	2	36	2	-	1	-	-	111	1.7%	8.7%
Information Systems	11	-	13	2	26	5	36	4	-	-	-	-	97	1.5%	7.6%
Management	8	-	20	1	68	5	49	3	-	1	-	-	155	2.4%	12.1%
Marketing	30	2	18	2	59	2	45	6	-	-	-	-	164	2.6%	12.8%
Subtotal	339	7	275	14	318	33	251	35	5	4	-	-	1,281	20.1%	100.0%
Seidel School of Education and Professional Studies															
Athletic Training	38	-	17	-	11	1	9	2	2	-	-	-	80	1.3%	6.8%
Early Childhood Education	21	-	20	-	30	4	12	-	3	-	-	-	90	1.4%	7.6%
Elementary Education	95	1	117	1	147	10	153	7	5	2	-	-	538	8.5%	45.7%
Exercise Science	14	-	16	2	37	-	25	4	-	-	-	-	98	1.5%	8.3%
Health Education	3	-	4	-	3	2	8	-	-	-	-	-	20	0.3%	1.7%
Physical Education	30	2	48	1	46	1	46	5	2	1	-	-	182	2.9%	15.4%
Social Work	19	-	23	7	58	21	40	1	-	1	-	-	170	2.7%	14.4%
Subtotal	220	3	245	11	332	39	293	19	12	4	-	-	1,178	18.5%	100.0%
Undeclared major <sup>2</sup>	280	2	107	4	12	6	2	2	1	1	-	-	417	6.6%	-
Unclassified <sup>2</sup>	-	-	-	-	-	-	-	-	-	-	9	335	344	5.4%	-
TOTAL	1,561	23	1,320	57	1,437	126	1,251	142	70	35	9	335	6,366	100.0%	

<sup>1</sup>Degree-Seeking Students who have not declared a major.

<sup>2</sup>Non-Degree Seeking Students

<sup>3</sup>,- indicates percentages of zero or percentages rounded to zero.

Table 2:

## Undergraduate Enrollment by School &amp; Discipline: Fall 1995, Fall 2000 to Fall 2004

School and Degree Program	Fall 1995	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	% Change 2000-2004	1 Year Change	5 Year <sup>2</sup> Average
<b>Fulton School of Liberal Arts</b>									
Art	89	127	156	191	179	179	40.9%	-	166
Art (Fine)	7	6	6	9	19	22		15.8%	
Communication Arts	304	441	482	483	446	451	2.3%	1.1%	461
Conflict Resolution	-	-	6	18	26	20		-23.1%	
English	147	146	136	163	165	168	15.1%	1.8%	156
Environmental Issues	-	-	-	-	-	2			-
French	6	11	11	11	6	8			
History	167	151	193	241	267	240	58.9%	-10.1%	218
Interdisciplinary Studies	-	-	19	71	92	84		-8.7%	67
International Studies	-	-	-	2	17	27		58.8%	15
Liberal Studies	141	116	90	19	9	2			
Music	33	37	32	27	23	29	-21.6%	26.1%	30
Philosophy	28	43	49	39	39	35	-18.6%	-10.3%	41
Political Science	112	107	114	129	126	126	17.8%	-	120
Psychology	257	290	292	300	289	292	0.7%	1.0%	293
Social Science	5	-	-	-	-	-			-
Sociology	45	41	33	33	46	42	2.4%	-8.7%	39
Spanish	12	26	32	30	29	41	57.7%	41.4%	32
Theatre	-	-	12	13	22	35		59.1%	21
<b>Subtotal</b>	<b>1,353</b>	<b>1,542</b>	<b>1,663</b>	<b>1,779</b>	<b>1,800</b>	<b>1,803</b>	<b>16.9%</b>	<b>0.2%</b>	<b>1,717</b>
<b>Henson School of Science &amp; Technology</b>									
Biology	603	453	437	438	386	391	-13.7%	1.3%	421
Chemistry	53	59	56	50	51	70	18.6%	37.3%	57
Computer Science	-	57	114	139	142	113	98.2%	-20.4%	113
Environmental Health	50	48	41	37	36	25	-47.9%	-30.6%	37
Geography	76	68	72	63	60	80	17.6%	33.3%	69
Mathematics	115	109	104	99	107	113	3.7%	5.6%	106
Medical Technology	33	29	31	24	27	35	20.7%	29.6%	29
Nursing	210	229	247	305	341	403	76.0%	18.2%	305
Physical Science	4	1	-	-	-	-			
Physics	42	66	74	81	76	70	6.1%	-7.9%	73
Respiratory Therapy	68	29	24	28	32	43	48.3%	34.4%	31
<b>Subtotal</b>	<b>1,254</b>	<b>1,148</b>	<b>1,200</b>	<b>1,264</b>	<b>1,258</b>	<b>1,343</b>	<b>17.0%</b>	<b>6.8%</b>	<b>1,243</b>
<b>Perdue School of Business</b>									
Accounting	249	152	151	172	196	202	32.9%	3.1%	175
Business Administration	599	842	842	898	675	527	-37.4%	-21.9%	757
Economics	29	23	15	13	13	25	8.7%	92.3%	18
Finance	-	-	-	14	71	111		56.3%	65
Information Systems	65	175	186	159	119	97	-44.6%	-18.5%	147
Management	-	-	-	3	64	155		142.2%	74
Marketing	-	-	-	9	98	164		67.3%	90
<b>Subtotal</b>	<b>942</b>	<b>1,192</b>	<b>1,194</b>	<b>1,268</b>	<b>1,236</b>	<b>1,281</b>	<b>7.5%</b>	<b>3.6%</b>	<b>1,234</b>
<b>Seidel School of Education &amp; Professional Studies</b>									
Athletic Training	-	-	3	67	71	80		12.7%	55
Early Childhood Education	-	-	-	3	41	90		119.5%	45
Elementary Education	628	742	738	710	623	538	-27.5%	-13.6%	670
Exercise Science	-	-	-	37	85	98		15.3%	73
Health Education	-	-	3	9	17	29			
Leisure Studies	1	-	-	-	-	-			
Physical Education	258	316	332	232	181	182	-42.4%	0.6%	249
Social Work	209	164	145	154	141	170	3.7%	20.6%	155
<b>Subtotal</b>	<b>1,096</b>	<b>1,222</b>	<b>1,221</b>	<b>1,212</b>	<b>1,159</b>	<b>1,178</b>	<b>-3.6%</b>	<b>1.6%</b>	<b>1,198</b>
Undecided <sup>1</sup>	162	387	439	313	421	417	7.8%	-1.0%	395
Unclassified <sup>1</sup>	529	392	343	370	325	344	-12.2%	5.8%	355
<b>Subtotal</b>	<b>691</b>	<b>779</b>	<b>782</b>	<b>683</b>	<b>746</b>	<b>761</b>	<b>-2.3%</b>	<b>2.0%</b>	<b>750</b>
<b>TOTAL</b>	<b>5,336</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>6,199</b>	<b>6,366</b>	<b>8.2%</b>	<b>2.7%</b>	<b>6,143</b>

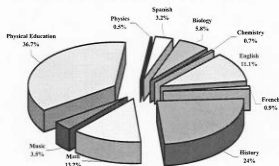
<sup>1</sup> Degree-seeking students only.<sup>2</sup> Non-Degree Undergraduates<sup>3</sup> For programs in existence for less than 5 years, average has been calculated accordingly.

**Table 3:** Secondary Education Track Enrollment  
By Major and Classification

Fall 2004						
Major	FR	SO	JR	SR	USB	Total
Biology	4	5	9	6	1	25
Chemistry	-	1	-	2	-	3
English	4	10	11	20	3	48
French	-	1	-	2	1	4
History	9	23	39	34	1	106
Math	9	17	15	15	1	57
Music	3	3	4	5	-	15
Physical Education	31	41	40	45	2	159
Physics	-	2	-	-	-	2
Spanish	1	2	2	8	1	14
<b>Total</b>	<b>61</b>	<b>105</b>	<b>120</b>	<b>137</b>	<b>10</b>	<b>433</b>

**Figure 1:**

**Secondary Education Enrollments: Fall 2004**



**Table 3.1:**

**Secondary Education Track Enrollment**  
By Major and Classification  
Fall 2000 - Fall 2004

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

Table 4:

**Undergraduate Student Credit Hours by Department  
Fall Enrollment 2000-2004**

Department	2000	2001	2002	2003	2004	% Change 2000-2004
Accounting	1,713	1,623	2,334	2,403	2,694	57.3%
Anthropology	444	348	480	309	453	2.0%
Applied Health Physiology	-	-	-	-	-	-
Art	2,726	2,877	3,391	3,232	3,319	21.8%
Athletic Trainer	-	-	254	210	275	-
Biology	5,960	6,519	6,232	6,182	6,566	10.2%
Business Administration	6,550	7,281	885	283	342	-94.8%
Chemistry	2,738	3,082	2,818	2,641	2,859	4.4%
Communication Arts	4,849	4,655	4,969	4,632	4,747	-2.1%
Computer Science	1,370	1,465	1,162	1,587	1,047	-23.6%
Conflict Analysis & Dispute Res	-	201	396	561	576	-
Dance	197	213	366	310	350	77.7%
Economics	1,554	1,562	1,608	1,534	1,611	3.7%
Education, Early Childhood	-	-	48	84	306	-
Education, Elementary	3,168	3,321	3,501	2,475	2,571	-18.8%
Education, General	2,207	2,022	1,874	1,704	1,802	-18.4%
Education, Secondary	270	318	507	324	384	42.2%
English	6,552	6,314	6,552	6,552	6,588	0.5%
Environmental Health	209	220	269	277	250	19.6%
Exercise Science	-	-	345	219	318	-
Finance	-	-	1,170	1,074	1,311	-
French	237	275	226	174	286	20.7%
General Studies	271	244	319	33	-	-100.0%
Geography	2,802	2,830	2,712	3,005	2,927	4.5%
Geology	-	200	280	180	192	-
German	109	114	131	114	122	11.9%
Health Education	159	154	504	543	641	303.1%
History	7,353	7,437	7,737	7,622	8,022	9.1%
Honors	-	415	379	414	371	-
Info. Systems	1,412	1,539	2,267	2,294	2,307	63.4%
Interdisciplinary Studies	706	427	509	315	351	-50.3%
Latin	60	63	75	-	-	-100.0%
Leisure Studies	-	-	-	-	-	-
Management	-	-	1,689	1,835	2,046	-
Marketing	-	-	1,713	1,667	1,719	-
Mathematics	4,501	4,888	5,185	5,388	5,785	28.5%
Medical Technology	199	231	161	227	212	6.5%
Military Science	14	18	10	-	3	-78.6%
Modern Languages	252	222	180	72	102	-59.5%
Music	790	662	471	538	743	-5.9%
Music-Applied	393	380	314	293	249	-36.6%
Nursing	1,566	1,514	1,805	2,123	2,150	37.3%
Philosophy	1,452	1,958	1,872	1,629	1,866	28.5%
Physical Education	4,121	4,526	4,329	5,998	3,741	-9.2%
Physical Education, Teacher Ed	-	-	-	402	372	-
Physics	1,501	1,122	1,491	1,530	1,258	-16.2%
Political Science	1,472	1,375	1,597	1,796	1,844	25.3%
Pre-Engineering	-	21	39	18	33	-
Psychology	5,064	5,073	5,027	5,230	5,967	17.8%
Respiratory Therapy	267	279	279	390	612	129.2%
Russian	27	21	54	36	69	155.6%
Science Education	-	-	-	-	-	-
Social Science	3	15	9	9	6	100.0%
Social Work	1,639	1,491	1,457	981	1,713	4.5%
Sociology	1,752	1,728	1,770	1,875	1,722	-1.7%
Spanish	1,093	982	1,107	1,065	1,218	11.4%
Theatre	-	561	597	638	875	-
<b>TOTALS</b>	<b>79,722</b>	<b>82,786</b>	<b>85,456</b>	<b>85,027</b>	<b>87,893</b>	<b>10.2%</b>
<b>Total FTES</b>	<b>5,314.8</b>	<b>5,519.1</b>	<b>5,697.1</b>	<b>5,668.5</b>	<b>5,859.5</b>	<b>10.2%</b>

**Table 1: UNDERGRADUATE Degrees Awarded by School, and Honors 1999-00 through 2003-04**

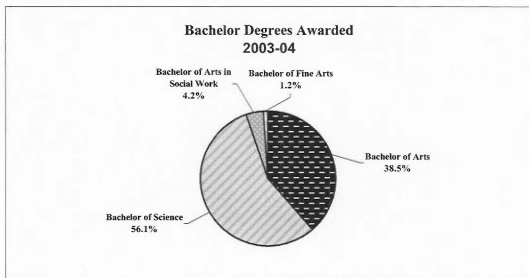
School	1999-00			2000-01			2001-02			2002-03			2003-04		
	No.	%		No.	%		No.	%		No.	%		No.	%	
<b>Fulton School of Liberal Arts</b>															
Art	23	1.8%		27	2.0%		31	2.4%		37	2.7%		41	3.1%	
Art (Fine)	2	0.2%		2	0.1%		2	0.2%		11	0.8%		15	1.2%	
Communication Arts	94	7.3%		122	8.9%		129	10.1%		143	10.5%		135	10.4%	
Conflict Analysis/Dispute Res	-	-		-	-		4	0.3%		3	0.2%		11	0.8%	
English	33	2.6%		42	3.1%		31	2.4%		38	2.8%		46	3.5%	
French	3	0.2%		1	0.1%		3	0.2%		5	0.4%		1	0.1%	
History	37	2.9%		33	2.4%		45	3.5%		52	3.8%		85	6.5%	
Interdisciplinary Studies	-	-		-	-		26	2.0%		53	3.9%		63	4.8%	
Liberal Studies	65	5.1%		69	5.1%		52	4.1%		12	0.9%		12	0.9%	
Music	1	0.1%		5	0.4%		8	0.6%		9	0.7%		9	0.7%	
Philosophy	6	0.5%		9	0.7%		22	1.7%		16	1.2%		16	1.2%	
Political Science	28	2.2%		33	2.4%		25	1.9%		25	1.8%		25	1.9%	
Psychology	71	5.5%		85	6.2%		79	6.2%		58	4.3%		58	4.5%	
Social Science	-	-		-	-		-	-		-	-		-	-	
Sociology	16	1.2%		16	1.2%		12	0.9%		7	0.5%		7	0.5%	
Spanish	6	0.5%		8	0.6%		12	0.9%		13	1.0%		13	1.0%	
Theatre	-	-		-	-		2	0.2%		6	0.4%		6	0.5%	
Subtotal	385	36.5%		452	33.1%		483	37.6%		488	35.8%		543	41.7%	
<b>Henson School of Science &amp; Technology</b>															
Biology	92	7.2%		92	6.7%		90	7.0%		104	7.6%		71	5.4%	
Chemistry	6	0.5%		13	1.0%		12	0.9%		10	0.7%		7	0.5%	
Computer Science	-	-		1	0.1%		11	0.9%		6	0.4%		15	1.2%	
Environmental Health	6	0.5%		13	1.0%		12	0.9%		10	0.7%		8	0.6%	
Geography	22	1.7%		17	1.2%		22	1.7%		28	2.1%		13	1.0%	
Mathematics	16	1.2%		27	2.0%		12	0.9%		22	1.6%		24	1.8%	
Medical Technology	9	0.7%		5	0.4%		10	0.8%		7	0.5%		7	0.5%	
Nursing	37	2.9%		55	4.0%		54	4.2%		56	4.1%		80	6.1%	
Physics	9	0.7%		5	0.4%		8	0.6%		13	1.0%		8	0.6%	
Physical Science	-	-		-	-		-	-		-	-		-	-	
Respiratory Therapy	14	1.1%		7	0.5%		11	0.9%		7	0.5%		11	0.8%	
Subtotal	211	20.0%		235	17.2%		242	18.9%		263	19.3%		244	18.7%	
<b>Perdue School of Business</b>															
Accounting	26	2.0%		46	3.4%		30	2.3%		25	1.8%		32	2.5%	
Business Administration	141	11.0%		181	13.3%		171	13.3%		168	12.3%		160	7.7%	
Economics	6	0.5%		11	0.8%		2	0.2%		2	0.1%		3	0.2%	
Finance	-	0.0%		-	0.0%		-	0.0%		23	1.7%		28	2.1%	
Information Systems	33	2.6%		56	4.1%		69	5.4%		65	4.8%		36	2.8%	
Management	-	-		-	-		-	-		1	0.1%		20	1.5%	
Marketing	-	-		-	-		-	-		11	0.8%		37	2.8%	
Subtotal	206	19.5%		294	21.6%		272	21.2%		295	21.6%		256	19.6%	
<b>Seidel School of Education &amp; Professional Studies</b>															
Athletic Training	-	-		-	-		8	0.6%		9	0.7%		3	0.2%	
Elementary Education	137	10.7%		168	12.3%		169	13.2%		194	14.2%		145	11.1%	
Exercise Science	-	-		-	-		-	-		19	1.4%		18	1.4%	
Health Education	-	-		-	-		-	-		-	-		1	0.1%	
Physical Education	63	4.9%		62	4.5%		63	4.9%		37	2.7%		38	2.9%	
Social Work	54	4.2%		74	5.4%		46	3.6%		59	4.3%		55	4.2%	
Subtotal	254	24.1%		304	22.3%		286	22.3%		318	23.3%		260	20.0%	
TOTAL	1,056	100.0%		1,285	94.2%		1,283	100.0%		1,364	100.0%		1,303	100.0%	
<b>Honor Degrees</b>															
Cum Laude	172	49.3%		216	51.4%		237	52.9%		285	52.6%		268	49.6%	
Magna Cum Laude	97	27.8%		109	26.0%		114	25.4%		128	23.6%		137	25.4%	
Summa Cum Laude	71	20.3%		90	21.4%		81	18.1%		107	19.7%		112	20.7%	
Bellavance Honors	9	2.6%		5	1.2%		16	3.6%		22	4.1%		15	2.8%	
Bellavance Honors w/Distinction <sup>1</sup>	-	0.0%		-	0.0%		-	0.0%		-	0.0%		8	1.5%	
TOTAL	349	100.0%		420	100.0%		448	100.0%		542	100.0%		540	100.0%	
Honor Degrees as a Percent															
Total Undergraduate Degrees		33.0%			32.7%			34.9%			39.7%			41.4%	

<sup>1</sup>New designation beginning with degrees awarded in AY03-04.

**Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1994-95, AY 1999-00 through 2003-04**

	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Grand Total Baccalaureate Degrees</b>	<b>1,091</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>	<b>1,364</b>	<b>1,301</b>
Bachelor of Arts	354	363	423	441	434	501
% of Total	32.4%	34.4%	32.9%	34.4%	31.8%	38.5%
Bachelor of Science	677	637	786	794	859	730
% of Total	62.1%	60.3%	61.2%	61.9%	63.0%	56.1%
Bachelor of Arts in Social Work	59	54	74	46	60	55
% of Total	5.4%	5.1%	5.8%	3.6%	4.4%	4.2%
Bachelor of Fine Arts	1	2	2	2	11	15
% of Total	0.1%	0.2%	0.2%	0.2%	0.8%	1.2%

**Figure 1:**



**Table 3:**

Number of Undergraduate Students Graduating  
with a Secondary Education Track  
by Major: AY 1999-00 to AY 2003-04

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



Table 4:

**2003-04 Undergraduate Degrees Awarded  
By Major and Track**  
*(Reports only on those degree programs in which a degree recipient completed track requirements.)*

Major	TOTAL	ANAT	ANSC	APPL	BIOC	BIOL	CELL	CLIN	COMP	CRIP	DEVL	BIOL	ECOL	ECOS	ENSC	ENVI	ERTH	ENGL	ENSC	ENGL
Accounting	32									1					14					
Biology	72						3							1	2					
Bus Admin.	99																			1
CADR	11																			
Chemistry	6		1		1															1
Comm Arts	136																			
English	47																			1
Exercise Science	27							2												
General	13																			
Geography	13																			
History	85																			4
Interdisc Studies	64	1																		
Mathematics	24																			
Music	2								1											
Nursing	80																			
Physical Education	38																			1
Political Science	25			1													2			
Psychology	83					1														
Social Work	58																			7
Spanish	4																			
Total	926	2	1	1	1	1	3	2	1	2	1	14	1	2	14	2	4	1	1	9

*See by Tracks*

Major	ANAT	ANSC	APPL	BIOC	BIOL	CELL	CLIN	COMP	CRIP	DEVL	BIOL	ECOL	ECOS	ENSC	ENVI	ERTH	ENGL	ENSC	ENGL
Accounting																			
Biology																			
Bus Admin.																			
CADR																			
Chemistry																			
Comm Arts																			
English																			
Exercise Science																			
General																			
Geography																			
History																			
Interdisc Studies																			
Mathematics																			
Music																			
Nursing																			
Physical Education																			
Political Science																			
Psychology																			
Social Work																			
Spanish																			
Total																			

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

Major	ANAT	ANSC	APPL	BIOC	BIOL	CELL	CLIN	COMP	CRIP	DEVL	BIOL	ECOL	ECOS	ENSC	ENVI	ERTH	ENGL	ENSC	ENGL
Accounting																			
Biology																			
Bus Admin.																			
CADR																			
Chemistry																			
Comm Arts																			
English																			
Exercise Science																			
Finance																			
Geography																			
History																			
Interdisc Studies																			
Mathematics																			
Music																			
Nursing																			
Physical Education																			
Political Science																			
Psychology																			
Social Work																			
Spanish																			
Total																			

Table 5:

**2003-04 Degrees Awarded  
By Major and Concentration**

*(Covers only those programs where concentrations are offered)*

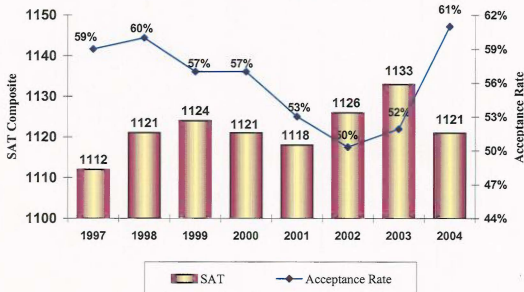
Major	No Concentration	Admin.	Computer Science	Creative Writing	Film	Finance	Grvs	Intf	Literature	Mgmt.	Mktg.	Stat	Thre	Twod	Total
Art	22	1					28						1	3	55
Business	9					4		3		52	32				100
Comm. Arts	134				1										135
Comp. Sci.	13		2												15
English	21			6	3				16						46
Mathematics	19		1									4			24
<b>Total</b>	<b>196</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>28</b>	<b>3</b>	<b>16</b>	<b>52</b>	<b>32</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>375</b>

O:\factbook\2004-05\ Degree Concentration

TWOD -	Two-dimensional Art
GRVS -	Graphic Design/ Visual Communication

## Retention and Graduation Rates, Freshmen and Transfer Summaries

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



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

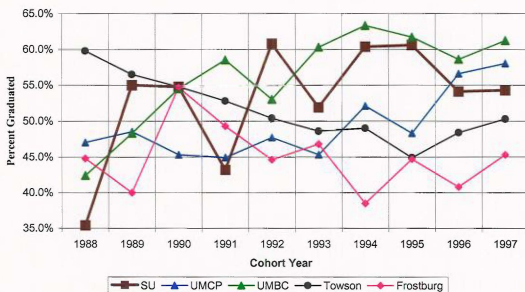




Table 2:

Salisbury University  
Retention and Graduation Statistics for Freshman Class Cohorts - BY RACE/ETHNICITY  
Fall 1995 through Fall 2000

Entering Fall	Fall Cohort	Year 1 Retention/Graduation				Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sum 1	Sum 2	Sum 3	Sum 4	Sum 1	Sum 2	Sum 3	Sum 4	Sum 1	Sum 2	Sum 3	Sum 4	Sum 1	Sum 2	Sum 3	Sum 4	Sum 1	Sum 2	Sum 3	Sum 4			
2003 Fall Cohort	859	869	874	879	884	889	894	899	904	909	914	919	924	929	934	939	944	949	954	959	964	969	974	979
	African American	81	79	81	83	85	87	89	91	93	95	97	99	101	103	105	107	109	111	113	115	117	119	121
	White, non-Hispanic	83	81	83	85	87	89	91	93	95	97	99	101	103	105	107	109	111	113	115	117	119	121	123
	Other	97	95	97	99	101	103	105	107	109	111	113	115	117	119	121	123	125	127	129	131	133	135	137
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
2002 Fall Cohort	809	822	835	848	861	874	887	900	913	926	939	952	965	978	991	1004	1017	1030	1043	1056	1069	1082	1095	1108
	African American	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81	81
	White, non-Hispanic	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86
	Other	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
2001 Fall Cohort	841	859	875	891	907	923	939	955	971	987	1003	1019	1035	1051	1067	1083	1099	1115	1131	1147	1163	1179	1195	1211
	African American	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
	White, non-Hispanic	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
	Other	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
2000 Fall Cohort	829	873	907	941	975	1009	1043	1077	1111	1145	1179	1213	1247	1281	1315	1349	1383	1417	1451	1485	1519	1553	1587	1621
	African American	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84
	White, non-Hispanic	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88
	Other	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110	110
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
1999 Fall Cohort	889	929	969	1009	1049	1089	1129	1169	1209	1249	1289	1329	1369	1409	1449	1489	1529	1569	1609	1649	1689	1729	1769	1809
	African American	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
	White, non-Hispanic	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	Other	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
1998 Fall Cohort	919	959	1009	1059	1109	1159	1209	1259	1309	1359	1409	1459	1509	1559	1609	1659	1709	1759	1809	1859	1909	1959	2009	2059
	African American	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
	White, non-Hispanic	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	Other	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
1997 Fall Cohort	969	1009	1059	1109	1159	1209	1259	1309	1359	1409	1459	1509	1559	1609	1659	1709	1759	1809	1859	1909	1959	2009	2059	2109
	African American	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
	White, non-Hispanic	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	Other	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%
1996 Fall Cohort	1009	1049	1089	1129	1169	1209	1249	1289	1329	1369	1409	1449	1489	1529	1569	1609	1649	1689	1729	1769	1809	1849	1889	1929
	African American	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
	White, non-Hispanic	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
	Other	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
	Graduation Rate	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%	82.7%

Table 2:

Salisbury University  
Retention and Graduation Statistics for Freshmen Class Cohorts - BY RACE/ETHNICITY  
Fall 1993 through Fall 2003

Enrolling Cohort	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			4-year			5-year			6-year		
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
<b>1995 Fall Cohort</b>																											
644	602	539	508	1	485	0	475	0	464	26	430	287	129	50	71	35	31	14	23	5	222	411	500	407	407	407	407
83.8%	83.8%	83.8%	0.0%	79.7%	73.7%	0.0%	74.0%	0.0%	70.7%	4.0%	67.0%	44.7%	30.7%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.6%	50.3%	64.0%	64.0%	67.0%	67.0%	67.0%	67.0%
34	290	277	0	251	0	251	0	221	0	221	19	23	12	5	6	5	1	2	1	0	10	20	20	21	21	21	21
African-American	85.56%	79.42%	0.0%	73.42%	66.99%	0.0%	67.42%	0.0%	64.12%	24	40	27	15	44	65	34	30	13	22	5	29	58	58	61	61	61	61
White, non-Hispanic	84.4%	83.8%	83.8%	0.0%	79.9%	0.0%	75.6%	0.0%	71.8%	7.4%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.6%	51.6%	64.8%	64.8%	67.9%	67.9%	67.9%	67.9%
Other	17	15	13	0	11	0	9	0	9	0	9	41	18	5	0	0	0	0	0	0	41	47	47	47	47	47	47
<b>1994 Fall Cohort</b>																											
678	624	539	508	0	469	0	471	0	449	12	428	230	129	60	71	31	25	13	10	0	201	305	305	305	305	305	305
82.0%	78.2%	81.1%	74.0%	0.0%	69.2%	0.0%	69.5%	0.0%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.6%	4.4%	4.1%	1.9%	2.8%	0.0%	38.9%	51.1%	51.1%	54.0%	54.0%	54.0%	54.0%
African-American	53	48	38	0	35	0	35	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	21	23	23	23	23
White, non-Hispanic	82.3%	80.9%	80.9%	0.0%	76.9%	0.0%	70.2%	0.0%	67.3%	1.3%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.9%	3.0%	0.0%	40.2%	53.7%	53.7%	56.5%	56.5%	56.5%	56.5%
Other	18	14	11	0	10	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5	5	5	5	5
<b>1993 Fall Cohort</b>																											
728	662	571	0	535	0	490	0	460	8	460	17	449	277	158	76	80	37	36	15	23	205	408	408	408	408	408	408
81.1%	78.3%	80.3%	0.0%	73.7%	69.0%	66.3%	61.9%	57.8%	53.9%	50.0%	47.0%	43.8%	40.6%	37.4%	34.2%	31.0%	27.8%	24.6%	21.4%	18.2%	34.9%	50.0%	50.0%	52.8%	52.8%	52.8%	52.8%
African-American	55	43	32	0	33	0	31	0	28	0	28	1	1	12	5	7	3	3	1	0	14	22	22	25	25	25	25
White, non-Hispanic	82.4%	80.9%	80.9%	0.0%	76.9%	0.0%	70.2%	0.0%	67.3%	1.3%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.9%	3.0%	0.0%	40.2%	53.7%	53.7%	56.5%	56.5%	56.5%	56.5%
Other	17	16	13	0	12	0	11	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	9	10	10	10	10
<b>Retention Rates</b>																											
<b>5-year average-ALL</b>																											
81.4%	78.3%	80.3%	0.0%	73.7%	69.0%	66.3%	61.9%	57.8%	53.9%	50.0%	47.0%	43.8%	40.6%	37.4%	34.2%	31.0%	27.8%	24.6%	21.4%	18.2%	34.9%	50.0%	50.0%	52.8%	52.8%	52.8%	52.8%
81.4%	78.3%	80.3%	0.0%	73.7%	69.0%	66.3%	61.9%	57.8%	53.9%	50.0%	47.0%	43.8%	40.6%	37.4%	34.2%	31.0%	27.8%	24.6%	21.4%	18.2%	34.9%	50.0%	50.0%	52.8%	52.8%	52.8%	52.8%
White, non-Hispanic	82.2%	79.7%	80.9%	0.0%	76.7%	0.0%	70.0%	0.0%	67.0%	1.3%	63.7%	36.0%	18.7%	9.0%	10.0%	4.4%	3.9%	1.9%	3.0%	0.0%	40.0%	53.7%	53.7%	56.5%	56.5%	56.5%	56.5%
Other	71.2%	71.2%	71.2%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%	0.0%	64.7%

Retention is reported as of the beginning of the semester.

August graduations are reported at the end of each Fall semester along with December and January graduations. Semester by semester headcounts and percentages are not available prior to Fall 1993.

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

Average graduation rates at right are the average of the years presented i.e., the four-year graduation rate average is the average of the five years presented.

The five-year average rate is for five years presented; the six-year average is for six years.

Source: SPSS Longitudinal Research Files

Table 3:

**Salisbury University**  
**Retention and Graduation Statistics for Freshman Class Cohorts - BY GENDER**  
**Fall 1993 through Fall 2003**

Entering Fall	Cohort	Year 1 Retention/Graduation			Year 2 Retention/Graduation			Year 3 Retention/Graduation			Year 4 Retention/Graduation			Year 5 Retention/Graduation			5-year Graduation Rate	6-year Graduation Rate				
		Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads						
2001	869	771	330	401	771	330	401	667	771	330	401	667	771	330	401	667	771	330	401			
	Male	33	300	331	33	300	331	301	33	300	331	301	33	300	331	301	33	300	331	47.2%	58.7%	
	Female	38	96	70	38	96	70	366	38	96	70	366	38	96	70	366	38	96	70	30.8%	58.7%	
2002	912	718	339	270	912	718	339	270	912	718	339	270	912	718	339	270	912	718	339	47.2%	58.7%	
	Male	375	339	279	0	247	0	247	0	247	0	247	0	247	0	247	0	247	0	30.8%	58.7%	
	Female	533	919	440	0	659	0	659	0	659	0	659	0	659	0	659	0	659	0	30.8%	58.7%	
2003	941	705	339	270	941	705	339	270	941	705	339	270	941	705	339	270	941	705	339	47.2%	58.7%	
	Male	381	309	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	560	950	450	0	668	0	668	0	668	0	668	0	668	0	668	0	668	0	30.8%	58.7%	
2004	973	707	339	270	973	707	339	270	973	707	339	270	973	707	339	270	973	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	624	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2005	999	705	339	270	999	705	339	270	999	705	339	270	999	705	339	270	999	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	618	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2006	1027	707	339	270	1027	707	339	270	1027	707	339	270	1027	707	339	270	1027	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	678	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2007	1075	705	339	270	1075	705	339	270	1075	705	339	270	1075	705	339	270	1075	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	694	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2008	1123	707	339	270	1123	707	339	270	1123	707	339	270	1123	707	339	270	1123	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	774	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2009	1171	705	339	270	1171	705	339	270	1171	705	339	270	1171	705	339	270	1171	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	790	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2010	1219	707	339	270	1219	707	339	270	1219	707	339	270	1219	707	339	270	1219	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	870	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2011	1267	705	339	270	1267	705	339	270	1267	705	339	270	1267	705	339	270	1267	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	886	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2012	1315	707	339	270	1315	707	339	270	1315	707	339	270	1315	707	339	270	1315	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	966	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2013	1363	705	339	270	1363	705	339	270	1363	705	339	270	1363	705	339	270	1363	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	982	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2014	1411	707	339	270	1411	707	339	270	1411	707	339	270	1411	707	339	270	1411	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1062	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2015	1459	705	339	270	1459	705	339	270	1459	705	339	270	1459	705	339	270	1459	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1078	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2016	1507	707	339	270	1507	707	339	270	1507	707	339	270	1507	707	339	270	1507	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1158	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2017	1555	705	339	270	1555	705	339	270	1555	705	339	270	1555	705	339	270	1555	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1174	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2018	1603	707	339	270	1603	707	339	270	1603	707	339	270	1603	707	339	270	1603	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1254	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2019	1651	705	339	270	1651	705	339	270	1651	705	339	270	1651	705	339	270	1651	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1270	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2020	1699	707	339	270	1699	707	339	270	1699	707	339	270	1699	707	339	270	1699	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1350	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2021	1747	705	339	270	1747	705	339	270	1747	705	339	270	1747	705	339	270	1747	705	339	47.2%	58.7%	
	Male	381	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1366	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	
2022	1795	707	339	270	1795	707	339	270	1795	707	339	270	1795	707	339	270	1795	707	339	47.2%	58.7%	
	Male	349	339	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	280	0	30.8%	58.7%
	Female	1446	978	450	0	687	0	687	0	687	0	687	0	687	0	687	0	687	0	30.8%	58.7%	

Table 3:

**Salisbury University**  
**Retention and Graduation Statistics for Freshmen Class Cohorts - BY GENDER**  
**Fall 1993 through Fall 2003**

Entering Cohort	Year 1 Retention/Graduation			Year 2 Retention/Graduation			Year 3 Retention/Graduation			Year 4 Retention/Graduation			Year 5 Retention/Graduation			4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads	Sum 1	Sum 2	Grads			
<b>1995</b>	642	602	536	0	508	0	475	0	496	0	475	0	454	26	430	31	222	51
Male	230	213	190	0	178	0	166	0	166	0	166	0	163	5	157	14	2	0.8%
Female	412	389	346	0	330	0	309	0	330	0	309	0	291	21	273	17	220	51
<b>1994</b>	678	624	539	1	508	0	471	0	469	0	471	0	449	15	428	28	263	0
Male	282	259	221	1	210	0	194	0	191	0	194	0	182	7	165	14	6	0.0%
Female	396	365	318	0	298	0	277	0	278	0	277	0	267	8	263	14	157	0
<b>1993</b>	728	662	571	0	535	0	489	0	468	0	489	0	460	11	449	36	298	0
Male	321	299	243	0	226	0	200	0	196	0	196	0	192	2	189	20	92	0
Female	407	363	328	0	309	0	289	0	272	0	293	0	268	9	260	16	206	0
<b>Retention Rates</b>																		
	Year 1			Year 2			Year 3			Year 4			Year 5			Average-ALL		
	81.4%			74.1%			70.8%			47.2%			63.5%			63.5%		
	78.7%			69.7%			67.0%			58.2%			58.2%			58.2%		
	83.4%			77.3%			73.1%			55.0%			66.9%			66.9%		

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

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

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

Average graduation rates at right are the average of the five years highlighted.

Source: SPSS Longitudinal Research Files



Figure 1:

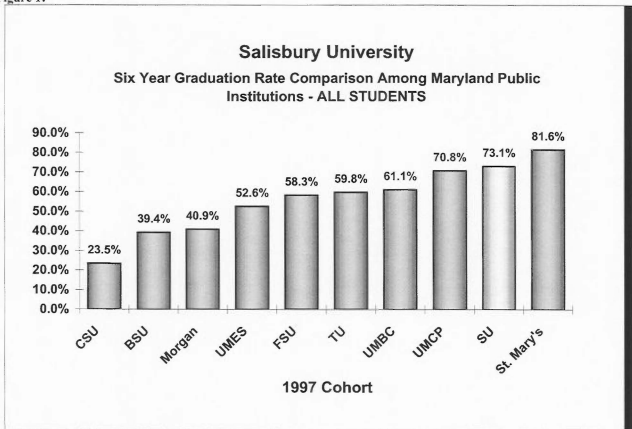
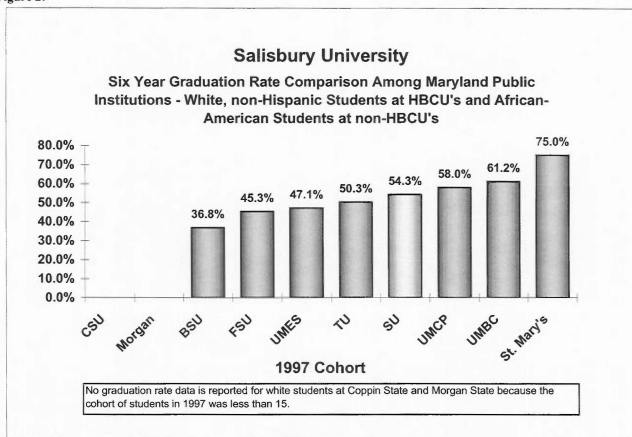
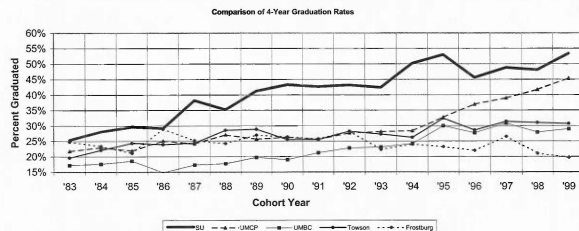
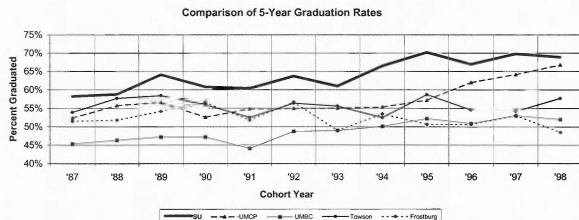
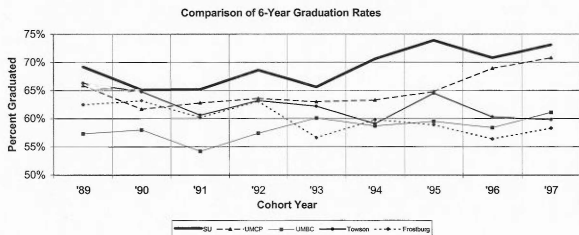


Figure 2:



Source: MHEC Retention and Graduation Rates at Maryland Public Four-Year Institutions dated April 2004.

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



Comparison of Average Graduation Rates Among Selected USM Institutions  
First-time, Full-time, Degree-seeking Freshmen  
Average of 1994, 1995, and 1996 Cohorts

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	22.4%	50.8%	57.9%
Salisbury	50.1%	68.6%	72.6%
Towson	31.0%	55.5%	61.5%
UMBC	29.2%	52.0%	59.7%
UMCP	42.0%	64.3%	68.2%

Table 1:

**Enrollment by Residence and Race/Ethnicity**  
 (Full and Part-Time) *NEW UNDERGRADUATE*<sup>1</sup> Students: Fall 2004

MARYLAND COUNTIES	African-American	White	Other <sup>2</sup>	Total
<b>Eastern Shore Counties</b>				
Caroline	-	9	-	9
Cecil	-	18	-	18
Dorchester	1	22	2	25
Kent	-	8	-	8
Queen Anne's	-	8	2	10
Somerset	2	11	3	16
Talbot	1	6	1	8
Wicomico	21	108	21	150
Worcester	7	34	5	46
<b>Subtotal</b>	<b>32</b>	<b>224</b>	<b>34</b>	<b>290</b>
<b>Western Shore Counties</b>				
Allegany	1	-	-	1
Anne Arundel	4	89	8	101
Baltimore	27	81	8	116
Baltimore City	8	7	1	16
Calvert	1	29	2	32
Carroll	1	40	2	43
Charles	1	14	4	19
Frederick	2	27	6	35
Garrett	-	2	-	2
Harford	2	38	8	48
Howard	7	55	10	72
Montgomery	9	62	17	88
Prince George's	39	17	4	60
St. Mary's	2	14	1	17
Washington	3	15	1	19
Unknown County	-	-	-	-
<b>Subtotal</b>	<b>107</b>	<b>490</b>	<b>72</b>	<b>669</b>
<b>TOTAL MD. RESIDENTS</b>	<b>139</b>	<b>714</b>	<b>106</b>	<b>959</b>
OUT-OF-STATE	18	146	27	191
FOREIGN COUNTRIES	-	1	5	6
UNKNOWN RESIDENCE	-	-	-	-
<b>TOTAL NONRESIDENTS</b>	<b>18</b>	<b>147</b>	<b>32</b>	<b>197</b>
<b>GRAND TOTAL</b>	<b>157</b>	<b>861</b>	<b>138</b>	<b>1,156</b>

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

**Table 2: Top Feeder High Schools to Salisbury University  
Fall 2004**

<b>Maryland High Schools</b>	<b>County</b>	<b># of Freshmen</b>	<b>% of SU Freshmen Class</b>
James M. Bennett High School	Wicomico	26	2.6%
Parkside High School	Wicomico	22	2.2%
Severna Park Senior High	Anne Arundel	18	1.8%
Stephen Decatur	Worcester	17	1.7%
South River High School	Anne Arundel	16	1.6%
Broadneck Senior High	Anne Arundel	14	1.4%
Calvert High School	Calvert	14	1.4%
Cambridge South Dorchester	Dorchester	14	1.4%
Mt. Hebron High School	Howard	14	1.4%
Eleanor Roosevelt High School	Prince George's	13	1.3%
Westminster High School	Carroll	11	1.1%
C. Milton Wright	Harford	11	1.1%
Calvert Hall College High School	Baltimore	10	1.0%
Western School of Technology	Baltimore	10	1.0%
River Hill High School	Howard	10	1.0%
Franklin High School	Baltimore	9	0.9%
Perry Hall High	Baltimore	9	0.9%
Liberty High School	Carroll	9	0.9%
Glenelg	Howard	9	0.9%
Good Counsel High School	Montgomery	9	0.9%
Sherwood High School	Montgomery	9	0.9%
Snow Hill High School	Worcester	9	0.9%
North East High School-Pasadena	Anne Arundel	8	0.8%
Hereford High	Baltimore	8	0.8%
Towson High School	Baltimore	8	0.8%
North Harford High School	Harford	8	0.8%
Dulaney High School	Baltimore	7	0.7%
Notre Dame Preparatory School	Baltimore	7	0.7%
North East High School	Cecil	7	0.7%
Fallston High School	Harford	7	0.7%
John Carroll School	Harford	7	0.7%
Atholton High School	Howard	7	0.7%
Kent County High School	Kent	7	0.7%
Springbrook Senior High	Montgomery	7	0.7%
Leonardtown High School	St. Mary's	7	0.7%
Wicomico High School	Wicomico	7	0.7%
<b>TOTAL</b>	<b>36</b>	<b>385</b>	<b>39.0%</b>
<b>Out-of-State High Schools</b>	<b>State</b>	<b># of Freshmen</b>	<b>% of SU Freshmen Class</b>
Delmar Middle & Senior High	Delaware	8	0.8%
St. Mark's High School	Delaware	4	0.4%
Kinnelon High School	New Jersey	4	0.4%
Pitman High School	New Jersey	4	0.4%
<b>TOTAL</b>	<b>4</b>	<b>20</b>	<b>2.0%</b>
<b>Total First-Time Freshmen</b>		<b>All States/Counties</b>	<b>986</b>

**Table 3: Applications/Acceptances/Enrollment  
First-Time Freshmen, Fall 2000 to Fall 2004**

<b>Applicants for 1st Time Freshman Admission</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>
<b>Within County</b>					
<b>Applied</b>	196	187	182	186	180
% of grand total	4.4%	3.8%	3.4%	3.4%	3.6%
<b>Accepted</b>	120	129	109	134	123
% of grand total	4.7%	5.0%	4.1%	4.6%	4.0%
<b>Selectivity</b>	<b>61.2%</b>	<b>69.0%</b>	<b>59.9%</b>	<b>72.0%</b>	<b>68.3%</b>
<b>Enrolled</b>	78	89	77	79	82
% of grand total	8.4%	9.4%	8.6%	8.3%	8.3%
<b>Yield</b>	<b>65.0%</b>	<b>69.0%</b>	<b>70.6%</b>	<b>59.0%</b>	<b>66.7%</b>
<b>Outside County, In-State</b>					
<b>Applied</b>	3,030	3,416	3,719	3,891	3,622
% of grand total	67.8%	68.6%	70.2%	70.1%	71.5%
<b>Accepted</b>	1,696	1,833	1,862	1,978	2,164
% of grand total	66.9%	70.6%	69.6%	68.6%	69.7%
<b>Selectivity</b>	<b>56.0%</b>	<b>53.7%</b>	<b>50.1%</b>	<b>50.8%</b>	<b>59.7%</b>
<b>Enrolled</b>	631	690	647	684	720
% of grand total	67.6%	73.2%	71.9%	72.0%	73.0%
<b>Yield</b>	<b>37.2%</b>	<b>37.6%</b>	<b>34.7%</b>	<b>34.6%</b>	<b>33.3%</b>
<b>Outside State</b>					
<b>Applied</b>	1,217	1,348	1,361	1,434	1,202
% of grand total	27.3%	27.1%	25.7%	25.8%	23.7%
<b>Accepted</b>	708	620	689	746	789
% of grand total	27.9%	23.9%	25.8%	25.9%	25.4%
<b>Selectivity</b>	<b>58.2%</b>	<b>46.0%</b>	<b>50.6%</b>	<b>52.0%</b>	<b>65.6%</b>
<b>Enrolled</b>	219	157	170	179	173
% of grand total	23.4%	16.7%	18.9%	18.8%	17.5%
<b>Yield</b>	<b>30.9%</b>	<b>25.3%</b>	<b>24.7%</b>	<b>24.0%</b>	<b>21.9%</b>
<b>International</b>					
<b>Applied</b>	23	27	36	38	63
% of grand total	0.5%	0.5%	0.7%	0.7%	1.2%
<b>Accepted</b>	13	16	15	26	29
% of grand total	0.5%	0.6%	0.6%	0.9%	0.9%
<b>Selectivity</b>	<b>56.5%</b>	<b>59.3%</b>	<b>41.7%</b>	<b>68.4%</b>	<b>46.0%</b>
<b>Enrolled</b>	6	6	6	8	11
% of grand total	0.6%	0.6%	0.7%	0.8%	1.1%
<b>Yield</b>	<b>46.2%</b>	<b>37.5%</b>	<b>40.0%</b>	<b>30.8%</b>	<b>37.9%</b>
<b>GRAND TOTAL</b>					
<b>Applied</b>	4,466	4,978	5,298	5,549	5,067
<b>Accepted</b>	2,537	2,598	2,675	2,884	3,105
<b>Enrolled</b>	934	942	900	950	986
<b>Acceptance Rate</b>	<b>57%</b>	<b>52%</b>	<b>50%</b>	<b>52%</b>	<b>61%</b>
<b>Yield</b>	<b>37%</b>	<b>36%</b>	<b>34%</b>	<b>33%</b>	<b>32%</b>

Table 4:

**Applications/Acceptances/Enrollment**  
*Transfer Students Fall 2000 to Fall 2004*

<b>Applicants for Transfer From Other Institutions</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>
<b>Within County</b>					
Applied	132	107	150	198	170
% of grand total	12.2%	9.9%	11.9%	14.8%	11.5%
Accepted	101	88	129	171	149
% of grand total	12.6%	11.2%	12.8%	16.2%	12.7%
Selectivity	76.5%	82.2%	86.0%	86.4%	87.6%
Enrolled	91	73	105	129	114
% of grand total	15.3%	12.7%	15.1%	12.2%	9.7%
Yield	90.1%	83.0%	81.4%	75.4%	76.5%
<b>Outside County, In-State</b>					
Applied	694	712	823	912	1,032
% of grand total	64.3%	65.7%	65.5%	68.4%	69.8%
Accepted	526	535	677	727	822
% of grand total	65.8%	68.2%	67.1%	54.5%	55.6%
Selectivity	75.8%	75.1%	82.3%	79.7%	79.7%
Enrolled	399	412	483	466	521
% of grand total	67.3%	71.4%	69.3%	44.1%	44.5%
Yield	75.9%	77.0%	71.3%	64.1%	63.4%
<b>Outside State</b>					
Applied	235	254	247	207	243
% of grand total	21.8%	23.4%	19.6%	15.5%	16.4%
Accepted	160	159	184	151	182
% of grand total	20.0%	20.3%	18.2%	11.3%	12.3%
Selectivity	68.1%	62.6%	74.5%	72.9%	74.9%
Enrolled	97	91	94	77	89
% of grand total	16.4%	15.8%	13.5%	7.3%	7.6%
Yield	60.6%	57.2%	51.1%	51.0%	48.9%
<b>International</b>					
Applied	18	11	37	17	33
% of grand total	1.7%	1.0%	2.9%	1.3%	2.2%
Accepted	13	3	19	7	19
% of grand total	1.6%	0.4%	1.9%	0.5%	1.3%
Selectivity	72.2%	27.3%	51.4%	41.2%	57.6%
Enrolled	6	1	15	3	5
% of grand total	1.0%	0.2%	2.2%	0.3%	0.4%
Yield	46.2%	33.3%	78.9%	42.9%	26.3%
<b>GRAND TOTAL</b>					
Applied	1,079	1,084	1,257	1,334	1,478
Accepted	800	785	1,009	1,056	1,172
Enrolled	593	577	697	675	729
Acceptance Rate	74%	72%	80%	79%	79%
Yield	74%	74%	69%	64%	62%

**Table 5: Applications/Acceptances/Enrollment by Race/Ethnicity  
First-Time Freshmen, Fall 2004**

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
<b>Within County</b>								
Applied	23	1	7	3	139	7	180	3.6%
Accepted	9	-	6	2	100	6	123	4.0%
Enrolled	6	-	3	-	69	4	82	8.3%
<b>Outside County, In-State</b>								
Applied	433	12	128	125	2,746	178	3,622	71.5%
Accepted	197	6	91	77	1,691	102	2,164	69.7%
Enrolled	63	1	17	22	585	32	720	73.0%
<b>Outside State</b>								
Applied	70	4	17	25	995	91	1,202	23.7%
Accepted	32	1	15	16	670	55	789	25.4%
Enrolled	5	1	4	1	144	18	173	17.5%
<b>International</b>								
Applied	-	-	-	-	-	63	63	1.2%
Accepted	-	-	-	-	-	29	29	0.9%
Enrolled	-	-	-	-	-	11	11	1.1%
<b>GRAND TOTAL</b>								
Applied	526	17	152	153	3,880	339	5,067	
% applied by race/ethnicity	10.4%	0.3%	3.0%	3.0%	76.6%	6.7%		
Accepted	238	7	112	95	2,461	192	3,105	
% accepted by race/ethnicity	7.7%	0.2%	3.6%	3.1%	79.3%	6.2%		
Enrolled	74	2	24	23	798	65	986	
% enrolled by race/ethnicity	7.5%	0.2%	2.4%	2.3%	80.9%	6.6%		
Acceptance Rate	45.2%	41.2%	73.7%	62.1%	63.4%	56.6%	61.3%	
Yield	31.1%	28.6%	21.4%	24.2%	32.4%	33.9%	31.8%	

**Table 6: Applications/Acceptances/Enrollment by Race/Ethnicity  
Transfer Students Fall 2004**

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
<b>Within County</b>								
Applied	29	-	2	4	121	14	170	11.5%
Accepted	24	-	2	4	108	11	149	12.7%
Enrolled	17	-	2	3	83	9	114	15.6%
<b>Outside County, In-State</b>								
Applied	137	3	20	19	767	86	1,032	69.8%
Accepted	83	3	16	12	638	70	822	70.1%
Enrolled	44	3	7	4	422	41	521	71.5%
<b>Outside State</b>								
Applied	36	-	4	2	171	30	243	16.4%
Accepted	26	-	3	2	131	20	182	15.5%
Enrolled	15	-	-	2	62	10	89	12.2%
<b>International</b>								
Applied	-	-	-	-	-	33	33	2.2%
Accepted	-	-	-	-	-	19	19	1.6%
Enrolled	-	-	-	-	-	5	5	0.7%
<b>GRAND TOTAL</b>								
Applied	202	3	26	25	1,059	163	1,478	
% applied by race/ethnicity	4.0%	0.1%	0.5%	0.5%	20.9%	3.2%		
Accepted	133	3	21	18	877	120	1,172	
% accepted by race/ethnicity	4.3%	0.1%	0.7%	0.6%	28.2%	3.9%		
Enrolled	76	3	9	9	567	65	729	
% enrolled by race/ethnicity	7.7%	0.3%	0.9%	0.9%	57.5%	6.6%		
Acceptance Rate	65.8%	100.0%	80.8%	72.0%	82.8%	73.6%	79.3%	
Yield	57.1%	100.0%	42.9%	50.0%	64.7%	54.2%	62.2%	

Table 7:

**SAT Score Ranges**  
*New Freshmen<sup>1</sup>*  
 Fall 2000 - Fall 2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	#/	% of Total	#/	% of Total	#/	% of Total	#/	% of Total	#/	% of Total
SAT-VERBAL										
Score Ranges										
700-800	24	2.6%	18	1.9%	14	1.6%	22	2.3%	19	1.9%
600-699	192	20.6%	201	21.3%	206	22.9%	215	22.6%	204	20.7%
500-599	561	60.1%	510	54.1%	514	57.1%	552	58.1%	596	60.4%
Sub-total		83.2%		77.4%		81.6%		83.1%		83.1%
400-499	138	14.8%	166	17.6%	138	15.3%	141	14.8%	152	15.4%
300-399	1	0.1%	5	0.5%	2	0.2%	5	0.5%	4	0.4%
200-299	-	-	1	0.1%	-	-	-	-	-	-
Others <sup>1</sup>	18	1.9%	41	4.4%	26	2.9%	15	1.6%	11	1.1%
Total New Freshmen <sup>1</sup>	934	100.0%	942	100%	900	100%	950	100.0%	986	100.0%
MEAN Score	554		552		555		555		553	
SAT-MATH										
Score Ranges										
700-800	21	2.2%	17	1.8%	31	3.4%	36	3.8%	23	2.3%
600-699	261	27.9%	269	28.6%	269	29.9%	323	34.0%	284	28.8%
500-599	534	57.2%	498	52.9%	486	54.0%	486	51.2%	557	56.5%
Sub-total		87.4%		83.2%		87.3%		88.9%		87.6%
400-499	100	10.7%	112	11.9%	85	9.4%	90	9.5%	108	11.0%
300-399	-	-	5	0.5%	3	0.3%	-	-	3	0.3%
200-299	-	-	-	-	-	-	-	-	-	-
Others <sup>2</sup>	18	1.9%	41	4.4%	26	2.9%	15	1.6%	11	1.1%
Total New Freshmen	934	100.0%	942	100%	900	100%	950	100.0%	986	100.0%
MEAN Score	567		566		571		578		568	
SAT-COMBINED										
Score Ranges										
1500-1600	-	-	-	-	-	-	1	0.1%	-	-
1400-1499	6	0.6%	5	0.5%	6	0.7%	5	0.5%	8	0.8%
1300-1399	47	5.0%	41	4.4%	36	4.0%	63	6.6%	41	4.2%
1200-1299	131	14.0%	153	16.2%	151	16.8%	170	17.9%	150	15.2%
1100-1199	325	34.8%	336	35.7%	353	39.2%	354	37.3%	376	38.1%
1000-1099	355	38.0%	273	29.0%	259	28.8%	280	29.5%	327	33.2%
Sub-total		92.5%		85.8%		89.4%		91.8%		91.5%
900-999	49	5.2%	73	7.7%	56	6.2%	53	5.6%	63	6.4%
800-899	3	0.3%	17	1.8%	13	1.4%	-	-	10	1.0%
700-799	-	-	3	0.3%	-	-	-	-	-	-
600-699	-	-	-	-	-	-	-	-	-	-
500-599	-	-	-	-	-	-	-	-	-	-
Others <sup>3</sup>	18	1.9%	41	4.4%	26	2.9%	24	2.5%	11	1.1%
Total New Freshmen	934	100.0%	942	100%	900	100%	950	100%	986	100%
MEAN Score	1,121		1,118		1,126		1,133		1,121	

<sup>1</sup>Total number includes full and part-time first-time freshmen.<sup>2</sup>Others<sup>2</sup> are freshmen without SAT scores.



Table 8:

**Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally  
Fall 2000-2004**

Year	Total Entering	Total w/ Scores	Salisbury University			Maryland			National			High School GPA
			Verbal	Math	Composite <sup>1</sup>	Verbal	Math	Composite	Verbal	Math	Composite	
2000	934	916	554	567	1,121	507	509	1,016	505	514	1,019	3.38
2001	942	901	552	566	1,118	508	510	1,018	506	514	1,020	3.37
2002	900	873	555	571	1,126	507	513	1,020	504	516	1,020	3.42
2003	950	935	555	578	1,133	509	515	1,024	507	519	1,026	3.47
2004	986	975	553	568	1,121	511	515	1,026	508	518	1,026	3.45

Figure 1: Salisbury University First-Time Freshmen MEAN SAT Scores, 2000-2004

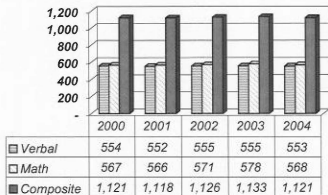


Figure 2:

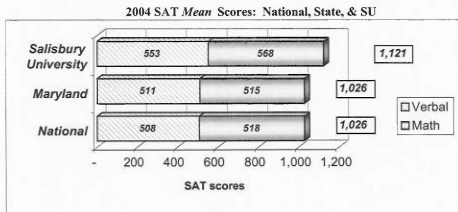


Table 9:

**Comparison of 2004 SAT Scores by Percentiles for SU, State, and National**

	25th Percentile			50th Percentile			75th Percentile		
	Verbal	Math	Composite <sup>1</sup>	Verbal	Math	Composite	Verbal	Math	Composite
Salisbury University	510	530	1,040	550	570	1,120	590	610	1,200
Maryland <sup>2</sup>	430	430	860	510	510	1,020	590	600	1,190
National <sup>2</sup>	430	440	870	510	510	1,020	580	600	1,180

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

Table 1:

**Undergraduate Financial Aid Awards Summary**  
Fiscal Year 2000-01 to 2003-04

	Number of Recipients				% of FY '04
Type	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FTES*
<b>GRANTS</b>					
Federal Pell Grants	886	940	991	1,015	18.1%
Federal Supplemental Educational Opportunities Grants	185	220	295	282	5.0%
Vocational Rehabilitation Grants	25	18	-	-	-
Grants from Private Sources	25	19	15	17	0.3%
Institutional Grants <sup>3</sup>	96	134	198	550	9.8%
Other Federal Grants	96	134	827	35	0.6%
<b>LOANS</b>					
Federal Perkins Loans	169	152	133	125	2.2%
Federal Stafford Loans	2,765	2,910	3,770	3,823	68.3%
Federal PLUS Loans <sup>1</sup>	1,009	1,085	1,190	1,312	23.5%
From Private Sources	59	101	159	224	4.0%
<b>SCHOLARSHIPS</b>					
General State	706	774	767	810	14.5%
House of Delegates	185	199	269	264	4.7%
Senatorial	255	260	334	360	6.4%
State Distinguished	35	33	26	27	0.5%
All Other From Commission <sup>2</sup>	336	586	571	433	7.7%
Other Race/Desegregation	-	-	-	-	-
Federal Scholarships	-	-	-	-	-
Institutional High Ability	164	168	-	-	-
Other Institutional Scholarships	30	80	263	295	5.3%
Private High Ability	292	311	-	-	-
Other Private Scholarships	426	492	724	740	13.2%
Tuition waivers for employee./dependents	252	247	272	518	9.3%
Tuition waivers for senior citizen./disabled	22	25	21	19	0.3%
Tuition waivers for students	237	235	263	20	0.4%
<b>STUDENT EMPLOYMENT</b>					
Federal College Work/Study	98	96	95	101	1.8%
Inst. Work-Study Student Employment	76	96	-	-	-
<b>Recipients for ALL Types of Aid</b>					
	4,063	4,305	4,555	4,464	79.8%
<b>Total Dollar Amount of Aid*</b>	<b>\$26,747,371</b>	<b>\$29,941,007</b>	<b>\$29,941,007</b>	<b>\$35,948,312</b>	
			* FTES for FY '04 = 5,594		

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

<sup>2</sup> Commission indicates Maryland Higher Education Commission through the State

Scholarship Board.

<sup>3</sup> 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 completed by SU's Financial Aid Office

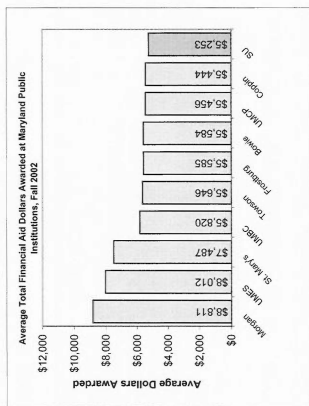
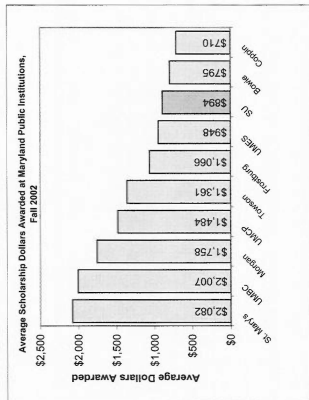
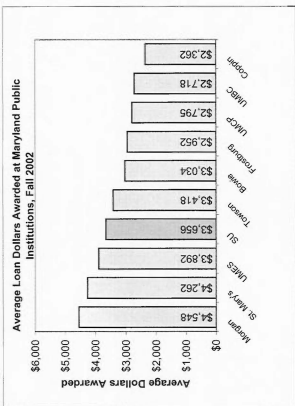
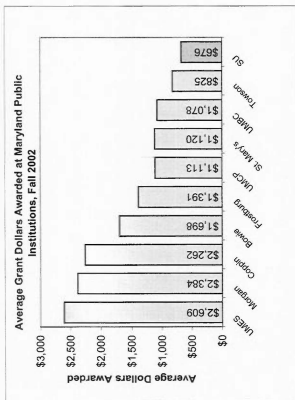
**Salisbury University**  
Financial Aid Comparison Among Select Maryland Public Institutions  
FY 2003

	Bowie	Coppin	Frostburg	Salisbury	Towson	UMBC	UMCP	UMES	Morgan	St. Mary's
# undergraduates, Fall 2002 <sup>1</sup>	3,673	3,273	4,544	6,206	14,296	9,549	25,240	3,257	6,037	1,823
Grants <sup>2</sup>	\$ 6,236,716	\$ 7,401,907	\$ 6,320,315	\$ 4,197,109	\$ 11,799,911	\$ 10,295,727	\$ 28,095,036	\$ 8,496,082	\$ 14,391,055	\$ 2,041,564
Grants awarded	3,639	4,491	4,451	2,932	9,098	9,300	16,755	4,038	5,961	841
Unduplicated #	1,601	2,147	1,756	1,347	3,421	2,800	7,110	2,048	3,726	415
Average award per undergrad	\$ 1,698	\$ 2,262	\$ 1,391	\$ 676	\$ 825	\$ 1,078	\$ 1,113	\$ 2,609	\$ 2,384	\$ 1,120
Loans <sup>2</sup>	\$ 11,144,154	\$ 7,731,366	\$ 13,414,675	\$ 22,688,961	\$ 48,465,036	\$ 25,951,501	\$ 70,556,352	\$ 12,676,870	\$ 27,453,513	\$ 7,769,733
Loans awarded	3,377	2,887	5,114	7,040	13,887	7,797	17,688	3,603	6,861	1,509
Unduplicated #	1,857	1,720	2,530	3,150	6,563	3,687	10,103	2,240	4,251	838
Average award per undergrad	\$ 3,634	\$ 2,862	\$ 2,982	\$ 3,656	\$ 3,418	\$ 2,718	\$ 2,795	\$ 3,892	\$ 4,548	\$ 4,262
Scholarships <sup>2</sup>	\$ 2,920,123	\$ 2,222,229	\$ 4,845,245	\$ 5,548,770	\$ 19,462,877	\$ 19,164,343	\$ 37,460,676	\$ 3,087,543	\$ 10,612,622	\$ 3,794,902
Scholarships awarded	1,577	1,031	3,209	3,526	10,695	5,707	14,416	1,127	2,252	1,437
Unduplicated #	744	453	1,553	2,060	4,516	3,197	8,073	913	1,673	523
Average award per undergrad	\$ 795	\$ 710	\$ 1,606	\$ 894	\$ 1,801	\$ 2,007	\$ 1,494	\$ 946	\$ 1,758	\$ 2,082
Student Employment <sup>2</sup>	\$ 209,161	\$ 362,260	\$ 797,940	\$ 163,115	\$ 580,541	\$ 164,181	\$ 1,955,784	\$ 1,834,230	\$ 734,529	\$ 42,917
Student Employment awarded	110	235	1,435	124	387	123	1,071	1,211	342	75
Unduplicated #	98	205	1,028	95	306	123	1,071	787	305	75
Average award per undergrad	\$ 87	\$ 111	\$ 176	\$ 26	\$ 41	\$ 17	\$ 63	\$ 503	\$ 122	\$ 24
Total financial aid awarded <sup>2</sup>	\$ 20,509,814	\$ 17,818,762	\$ 25,378,175	\$ 32,597,555	\$ 80,708,365	\$ 55,575,732	\$ 137,707,848	\$ 26,094,725	\$ 53,191,719	\$ 13,649,116
Total financial aid awarded	8,703	8,644	14,200	13,922	33,467	22,927	49,930	9,979	15,689	3,862
Unduplicated #	4,530	4,827	6,857	6,658	14,886	9,777	26,357	5,988	9,955	2,270
Average award package per undergrad	\$ 5,584	\$ 5,444	\$ 5,585	\$ 5,233	\$ 5,646	\$ 5,820	\$ 5,456	\$ 8,012	\$ 8,811	\$ 7,487
Percent of aid offered as grants	30%	42%	25%	13%	15%	19%	20%	33%	27%	15%
Percent of aid offered as loans	54%	43%	53%	70%	61%	47%	51%	49%	52%	57%
Percent of aid offered as scholarships	14%	13%	19%	17%	24%	34%	27%	12%	20%	28%
Percent of other forms of aid	1%	2%	3%	-	1%	-	1%	7%	1%	-

Notes:

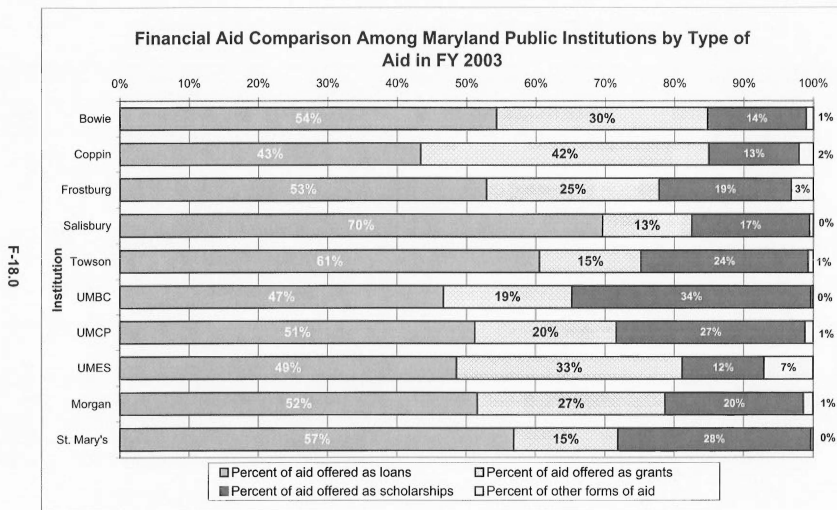
<sup>1</sup>Source for full time headcount is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, May 2004"

<sup>2</sup>Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2004



Sources: Financial Aid data is from MHEC's "Maryland Student Financial Support" dated October 2004. Average is calculated using headcount data from MHEC's "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions" dated May 2004.

Figure 2:



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

### Fall 2004: Graduate Student Age Distribution

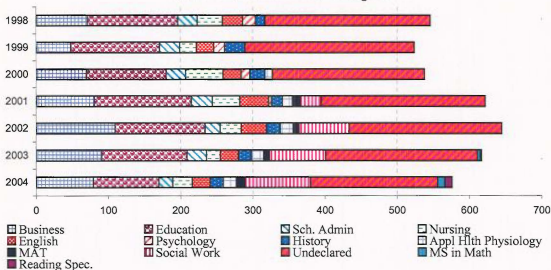
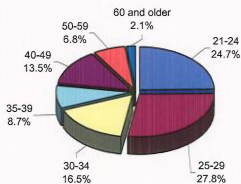


Table 1:

Total Graduate Enrollment: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
Total Headcount	674	538	622	645	617	576
% Annual Growth	3.7%	-20.2%	15.6%	3.7%	-4.3%	-6.6%
Total Men	193	165	174	184	171	143
% Men	28.6%	30.7%	28.0%	28.5%	27.7%	24.8%
Total Women	481	373	448	461	446	433
% Women	71.4%	69.3%	72.0%	71.5%	72.3%	75.2%
F.T.E.S.	229.0	204.3	249.3	288.0	281.3	281.8
% Annual Growth	0.4%	7.2%	22.0%	15.5%	-2.3%	0.2%
Full-Time Students	141	110	118	154	154	167
Men	53	48	46	58	58	50
Women	88	62	72	96	96	117
% Full-Time	20.9%	20.4%	19.0%	23.9%	25.0%	29.0%
Average Age	N/A	28	28	27	28	29
Part-Time Students	533	428	504	491	463	409
Men	140	117	128	126	113	93
Women	393	311	376	365	350	316
% Part-Time	79.1%	79.6%	81.0%	76.1%	75.0%	71.0%
Average Age	N/A	35	35	36	35	35
Average Graduate Student Age	N/A	34	34	34	33	33

Figure 1:

Full-Time and Part-Time Graduate Enrollment: 1995, 2000-2004

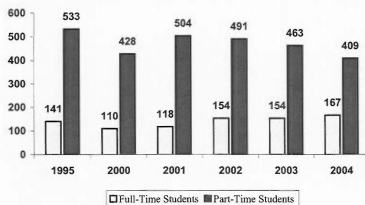


Table 2:

Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2004

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total <sup>1</sup>	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	1	13	5	29	6	42	48	8.3%	8.8%
American Indian	1	-	-	-	1	-	1	0.2%	0.2%
Asian/Pacific Islander	1	1	-	1	1	2	3	0.5%	0.6%
Hispanic	-	-	1	7	1	7	8	1.4%	1.5%
White	36	91	78	266	114	357	471	81.8%	86.7%
International	8	3	-	1	8	4	12	2.1%	2.2%
Subtotal	47	108	84	304	131	412	543	94.3%	100.0%
Unknown	3	9	9	12	12	21	33	5.7%	
TOTAL	50	117	93	316	143	433	576	100.0%	

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

Figure 2:

Total Graduate Enrollment by Race &amp; Ethnicity, Fall 2004

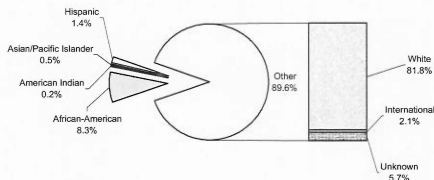


Figure 3:

Graduate Enrollment by Sex and Status: Fall 2004

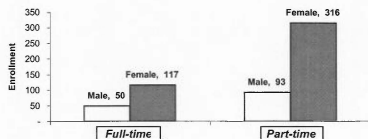




Table 3: Total Graduate Demographics: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>674</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>
MD Residents	531	421	518	507	529	512
<b>% MD Residents</b>	<b>78.8%</b>	<b>78.3%</b>	<b>83.3%</b>	<b>78.6%</b>	<b>85.7%</b>	<b>88.9%</b>
Out-of-State	132	97	85	112	75	52
International	11	18	19	25	13	12
Other <sup>1</sup>	-	2	-	1	-	-
African-American	43	38	46	63	51	48
American Indian	-	1	2	-	1	1
Asian/Pacific Islander	6	5	4	6	3	3
Hispanic	4	8	5	6	5	8
International	11	18	19	25	13	12
White	610	443	517	506	493	471
Unknown	-	25	29	39	51	33
<b>% Known Minority</b>	<b>7.9%</b>	<b>10.1%</b>	<b>9.6%</b>	<b>12.4%</b>	<b>10.6%</b>	<b>11.0%</b>
<b>% Minority + International</b>	<b>9.5%</b>	<b>13.6%</b>	<b>12.8%</b>	<b>16.5%</b>	<b>12.9%</b>	<b>13.3%</b>
<b>% Unknown</b>	<b>-</b>	<b>4.6%</b>	<b>4.7%</b>	<b>6.0%</b>	<b>8.3%</b>	<b>5.7%</b>

NOTES: <sup>1</sup>Students with "OTHER" residence detailed on Glossary page.

Figure 4:

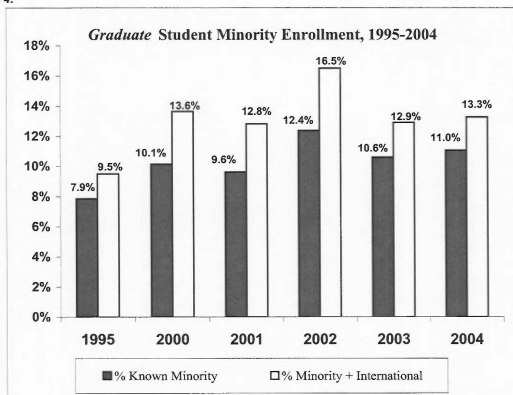


Table 4: Total Graduate Enrollments by Age and Sex: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004
<b>Total Headcount</b>	<b>674</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>
Total 20 and Younger <sup>1</sup>	1	-	-	-	-	-
Men	-	-	-	-	-	-
Women	1	-	-	-	-	-
% less than 20 years old	0.1%	-	-	-	-	-
Total 21-24 Yrs Old <sup>2</sup>	121	93	106	143	146	142
Men	31	36	30	58	49	44
Women	90	57	76	85	97	98
% 21 - 24 yrs old	18.0%	17.3%	17.0%	22.2%	23.7%	24.7%
Total 25-29 Yrs Old	240	167	180	159	188	160
Men	81	49	48	39	56	44
Women	159	118	132	120	132	116
% 25-29 Yrs Old	35.6%	31.0%	28.9%	24.7%	30.5%	27.8%
Total 30-34 Yrs Old	100	93	124	119	87	95
Men	34	33	40	29	19	16
Women	66	60	84	90	68	79
% 30-34 Yrs Old	14.8%	17.3%	19.9%	18.4%	14.1%	16.5%
Total 35-39 Yrs Old	66	63	74	66	57	50
Men	15	21	19	21	13	10
Women	51	42	55	45	44	40
% 35-39 Yrs Old	9.8%	11.7%	11.9%	10.2%	9.2%	8.7%
Total 40-49 Yrs Old	119	91	93	112	89	78
Men	22	16	18	20	19	16
Women	97	75	75	92	70	62
% 40-49 Yrs Old	17.7%	16.9%	15.0%	17.4%	14.4%	13.5%
Total 50-59 Yrs Old	25	28	41	41	43	39
Men	10	9	18	15	12	9
Women	15	19	23	26	31	30
% 50-59 Yrs Old	3.7%	4.3%	6.6%	6.4%	7.0%	6.8%
Total 60 and Older	2	3	4	5	7	12
Men	-	1	1	2	3	4
Women	2	2	3	3	4	8
% 60 and Older	0.3%	0.6%	0.6%	0.8%	1.1%	2.1%
<i>Average Age</i>						
ALL STUDENTS	N/A	33.5	33.7	33.6	33.0	33.1
Men	N/A	32.3	33.7	32.8	32.1	32.2
Women	N/A	34.0	33.7	33.9	33.3	33.4

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

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

Table 5:

## Total Graduate Enrollment by State: 1995, 2000-2004

Fall Semesters	1995	2000	2001	2002	2003	2004	Top Feeder States	% Change Since 2000
<b>Total Headcount</b>	<b>674</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>		<b>7.1%</b>
Alabama	-	-	-	-	-	-		
Alaska	1	-	-	-	-	-		
California	1	1	2	1	1	-		
Colorado	1	-	-	-	-	-		
Connecticut	-	1	1	3	-	1		
<b>Delaware</b>	<b>61</b>	<b>25</b>	<b>25</b>	<b>53</b>	<b>43</b>	<b>17</b>	<b>3.0%</b>	<b>-32.0%</b>
District of Columbia	-	-	-	-	1	1		
Florida	1	1	2	1	-	2		
Georgia	-	-	-	-	-	1		
Idaho	-	2	1	1	-	-		
Illinois	-	-	-	-	-	-		
Indiana	1	-	-	-	-	-		
Iowa	1	-	-	-	-	-		
Kentucky	-	1	1	-	-	1		
Maine	-	-	-	-	1	1		
<b>Maryland</b>	<b>531</b>	<b>421</b>	<b>518</b>	<b>507</b>	<b>529</b>	<b>512</b>	<b>88.9%</b>	<b>21.6%</b>
Massachusetts	-	2	1	1	-	-		
Michigan	-	1	-	-	-	-		
Minnesota	1	-	-	-	-	-		
Mississippi	1	-	-	-	-	-		
<b>New Jersey</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>1.4%</b>	<b>14.3%</b>
New Mexico	-	-	-	-	-	-		
<b>New York</b>	<b>12</b>	<b>17</b>	<b>15</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>1.2%</b>	<b>-58.8%</b>
North Carolina	-	-	1	-	-	-		
North Dakota	1	5	3	2	-	-		
Ohio	-	1	1	-	1	1		
Oregon	-	-	-	-	-	-		
<b>Pennsylvania</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>1.2%</b>	<b>16.7%</b>
Rhode Island	1	-	-	-	-	-		
South Carolina	1	-	-	-	-	-		
Utah	-	1	1	2	-	-		
Vermont	1	1	1	-	-	-		
<b>Virginia</b>	<b>33</b>	<b>22</b>	<b>14</b>	<b>20</b>	<b>7</b>	<b>5</b>	<b>0.9%</b>	<b>-77.3%</b>
Washington	-	-	-	-	-	-		
West Virginia	-	2	1	-	1	1		
Wisconsin	2	-	-	-	-	-		
<b>Foreign Countries</b>	<b>11</b>	<b>18</b>	<b>19</b>	<b>25</b>	<b>13</b>	<b>12</b>	<b>2.1%</b>	<b>-33.3%</b>
Other	-	2	-	1	-	-		

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

See Glossary for additional details

Figure 5:

## Total Graduate Enrollment w/ Maryland Graduate Residency

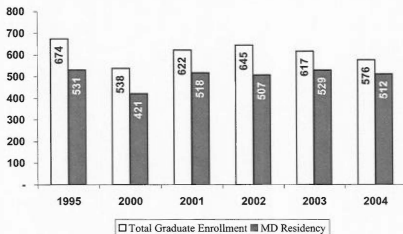
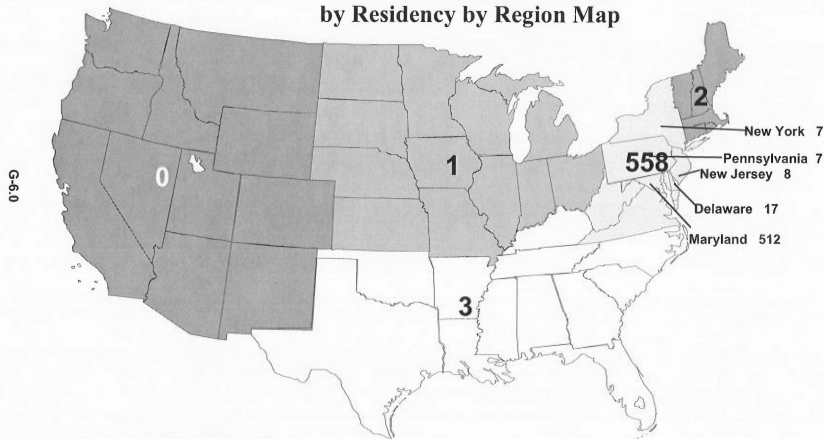


Figure 6:

# FALL 2004 Graduate Enrollment (576) by Residency by Region Map



Enrollments from areas outside contiguous U.S.

International Students 12

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

Table 6:

## Total Graduate Enrollment by County of Residence: 1995, 2000-2004

Fall Semesters		1995	2000	2001	2002	2003	2004	Top Feeder Counties in Maryland
<b>Total Headcount</b>		<b>674</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>	
Allegany	1	2	1	1	-	-	-	2.3%
Anne Arundel	15	10	9	17	14	12	12	
Baltimore	11	14	13	12	12	6	6	
Baltimore City	1	1	1	1	1	-	-	
Calvert	-	1	-	1	1	1	1	
<b>Caroline</b>	<b>38</b>	<b>31</b>	<b>33</b>	<b>25</b>	<b>27</b>	<b>15</b>	<b>15</b>	2.9%
Carroll	4	2	4	6	4	5	5	8.0%
Cecil	3	4	5	4	3	1	1	
Charles	2	3	2	1	1	5	5	
<b>Dorchester</b>	<b>44</b>	<b>38</b>	<b>34</b>	<b>28</b>	<b>42</b>	<b>41</b>	<b>41</b>	
Frederick	-	3	6	6	8	8	8	
Garrett	-	-	-	-	-	-	-	
Harford	4	3	2	5	-	2	2	
Howard	2	-	1	7	7	5	5	
Kent	6	2	3	3	4	3	3	
Montgomery	16	6	6	6	8	7	7	
Prince George's	6	5	6	8	8	5	5	49.8%
Queen Anne's	14	13	16	7	3	6	6	
St. Mary's	4	2	-	2	1	2	2	
<b>Somerset</b>	<b>25</b>	<b>22</b>	<b>36</b>	<b>35</b>	<b>27</b>	<b>28</b>	<b>28</b>	
Talbot	23	25	30	32	24	25	25	
Washington	1	1	3	4	4	1	1	49.8%
<b>Wicomico</b>	<b>225</b>	<b>164</b>	<b>216</b>	<b>213</b>	<b>246</b>	<b>255</b>	<b>255</b>	
<b>Worcester</b>	<b>86</b>	<b>69</b>	<b>91</b>	<b>83</b>	<b>84</b>	<b>79</b>	<b>79</b>	
Unknown	-	-	-	-	-	-	-	
<b>Total for MD</b>	<b>531</b>	<b>421</b>	<b>518</b>	<b>507</b>	<b>529</b>	<b>512</b>	<b>512</b>	
Out-of-State	132	97	85	112	75	52	52	
International	11	20	19	25	13	12	12	
Other	-	-	-	1	-	-	-	

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

See Glossary for additional details

Total Enrollments & Percentages		
Wicomico	255	44.3%
Worcester	79	13.7%
Dorchester	41	7.1%
Somerset	28	4.9%
Talbot	25	4.3%
Caroline	15	2.6%
Anne Arundel	12	2.1%
Subtotal	455	79.0%
Other MD Counties	57	9.9%
Outside MD	64	11.1%
Total	576	100.0%

Region	2000	2004
	% of Total	% of Total
Eastern Shore	68.4%	78.6%
Western Shore	9.9%	10.2%
Out-of-State	18.0%	9.0%
International	3.7%	2.1%

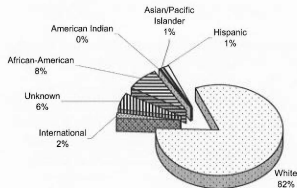
Table 7:

## Graduate Enrollment by Program, Race, and Status: Fall 2004

Program	African-American		American Indian		Asian/ Pacific Islander		Hispanic		White		International		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	3	-	-	-	-	-	-	-	11	3	-	-	1	-	15	3	18
Business	-	2	1	-	-	-	-	2	22	34	9	-	2	7	34	45	79
Education	-	3	-	-	-	-	-	-	16	70	-	-	1	1	17	74	91
Education, MA in Teaching	-	-	-	-	-	-	-	-	10	2	-	-	-	-	10	2	12
Education, School Administration	1	4	-	-	-	-	-	-	1	11	-	-	-	2	2	17	19
Reading Specialist	-	1	-	-	-	-	-	-	-	9	-	-	-	-	-	10	10
Math Education	-	-	-	-	-	-	-	-	2	7	-	-	-	1	2	8	10
English	-	-	-	-	-	-	-	1	5	16	-	1	-	2	5	20	25
History	-	-	-	-	-	-	-	-	3	11	1	-	1	2	5	13	18
Nursing	1	-	-	-	1	-	-	-	7	17	-	-	1	-	10	17	27
Social Work	9	11	-	-	-	-	-	1	44	20	-	-	4	2	57	34	91
Undeclared	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1
Non-degree seeking	-	13	-	-	1	1	-	4	6	143	1	-	2	4	10	165	175
Total	14	34	1	-	2	1	-	8	127	344	11	1	12	21	167	409	576

Graduate Stratification by Race  
Fall 2004

Figure 7:



**Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1995, 2000-2004**

Department	1995	2000	2001	2002	2003	2004
Accounting	-	96	111	102	108	105
Applied Health Physiology	-	87	117	138	99	132
Art	-	2	-	-	17	15
Biology	48	40	72	42	46	96
Business Administration	540	309	405	108	-	-
Chemistry	-	-	-	-	-	24
Communication Arts	-	3	-	-	-	-
Dance	-	-	-	-	-	3
Economics	-	78	45	96	81	75
Education, Administration	-	198	207	147	129	126
Education, Elementary	12	-	-	-	-	-
Education, General	1,311	882	936	876	703	695
Education, Health	-	-	-	-	-	-
Education, Master of Arts in Teaching	-	78	66	66	81	135
Education, Reading	-	-	-	135	144	138
Education, Secondary	12	-	-	-	3	-
English	184	246	267	192	153	163
Environmental Health	-	-	-	-	-	2
Finance	-	-	-	-	9	6
French	-	-	3	3	-	-
General Studies	21	3	-	-	-	-
Geography	-	-	-	-	3	-
Health	6	-	-	-	-	-
History	27	138	93	126	141	105
Information Systems	-	-	-	84	152	84
Interdisciplinary Studies	-	-	-	-	6	3
Management	-	-	-	246	282	210
Marketing	-	-	-	105	164	138
Mathematics	75	12	63	96	82	75
Music	7	-	-	-	-	1
Music-Applied	-	4	12	6	7	3
Nursing	238	165	145	167	107	172
Philosophy	-	3	-	-	-	-
Physical Education	-	6	9	-	3	1
Political Science	3	-	-	-	-	-
Psychology	252	96	24	-	-	-
Social Work	6	6	333	719	843	970
Sociology	3	-	-	-	3	-
Spanish	3	-	3	-	3	3
Theatre	-	-	-	-	7	6
<b>TOTALS</b>	<b>2,748</b>	<b>2,452</b>	<b>2,911</b>	<b>3,454</b>	<b>3,376</b>	<b>3,486</b>
<b>Total FTEs</b>	<b>229.0</b>	<b>204.3</b>	<b>242.6</b>	<b>287.8</b>	<b>281.3</b>	<b>290.5</b>

**Table 9: Enrollment in Graduate Degree Programs by School, and Discipline: Fall 1994, Fall 2000 to Fall 2004**

School and Degree Program	Fall 1995	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
<b>Fulton School of Liberal Arts</b>						
English	15	25	40	35	25	25
History	11	21	15	19	18	18
Psychology <sup>1</sup>	28	12	4	-	-	-
	<b>54</b>	<b>58</b>	<b>59</b>	<b>54</b>	<b>43</b>	<b>43</b>
<b>Henson School of Science</b>						
Nursing	70	52	38	29	19	27
<b>Perdue School of Business</b>						
Business Administration	109	70	81	109	91	79
<b>Seidel School of Education</b>						
Applied Health Physiology	-	10	14	18	17	18
Education	217	96	134	125	118	91
Education, MS in Math	-	-	-	-	4	10
Education, MA in Teaching	-	14	11	8	8	12
Education, Reading Specialist	-	-	-	-	2	10
Education, School Administration	-	27	29	21	27	19
Social Work <sup>2</sup>	-	-	29	70	78	91
	<b>217</b>	<b>147</b>	<b>217</b>	<b>242</b>	<b>254</b>	<b>251</b>
Undeclared	-	-	-	-	-	1
Non-Degree Seeking	200	211	227	211	210	175
<b>TOTAL</b>	<b>650</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>617</b>	<b>576</b>

<sup>1</sup>The graduate program in Psychology has been discontinued.

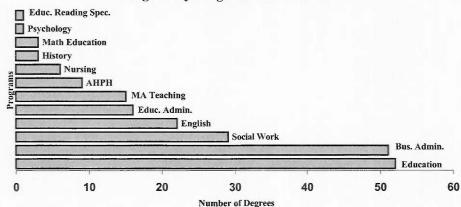
<sup>2</sup>Masters in Social Work began Fall 2001.

**Table 10: Graduate Degree Awarded by Program: 1994-95, 1999-00 through 2003-04**

Fiscal Year	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04
Total Degrees	145	145	145	160	196	208
Applied Physiology MS	-	-	-	7	5	9
Business Administration MBA	30	28	35	39	46	51
Education MED	80	61	51	49	70	52
MAT	-	9	11	13	13	15
Math Ed (MS)	-	-	-	-	1	3
Reading Specialist	-	-	-	-	-	1
Education, Administration MEd	-	9	8	15	11	16
English MA	12	15	15	23	17	22
History MA	6	7	8	4	6	3
Nursing MS	10	13	8	5	6	6
Psychology MA	7	3	9	5	2	1
Social Work MSW	-	-	-	-	19	29

**Figure 8:**

**Degrees by Programs: AY 2003-04**



**Figure 9:**

**Total Graduate Degrees: 1994-1995,  
1999-00 through 2003-04**

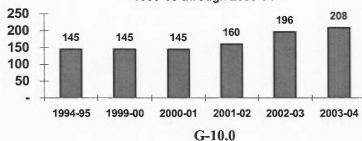




Table 11:

## 2003-04 Graduate Degrees Awarded

## By Major and Track

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

Graduate Major	No track	ACCT	DECE	DELE	DPOS	DREA	DSCE	DTLT	GENL	MIDD	TOTAL
Applied Physiology	9										9
Business Admin, MBA	1	2							48		51
Education, Admin.	16										16
Education, MEd	19		3	2	20	18	4	1			67
Education, MS in Math	2									1	3
Education, Reading	1										1
English	24										24
History	3										3
Nursing	6										6
Psychology	1										1
Social Work	29										29
<b>Total</b>	<b>111</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>20</b>	<b>18</b>	<b>4</b>	<b>1</b>	<b>48</b>	<b>1</b>	<b>210</b>

ACCT: Accounting

DECE: Early Childhood Education

DELE: Elementary Education

DPOS: Post-Secondary Education

DREA: Reading

DSCE: Middle/Secondary Education

DTLT: Teaching/Learning with Technology

GENL: General Studies

MIDD: Middle School Level

Table 12:

## Graduate Non-Degree Enrollment: 2000-2004

Fall Semesters	2000	2001	2002	2003	2004
Total Headcount	216	234	211	210	174
% Annual Growth	-9.6%	8.3%	-9.8%	-0.5%	-17.1%
Total Men	58	61	50	48	30
% Men	26.9%	26.1%	23.7%	22.9%	17.2%
Total Women	158	173	161	162	144
% Women	73.1%	73.9%	76.3%	77.1%	82.8%
F.T.E.S. <sup>1</sup>	74.2	74.2	66.1	64.8	54.9
F.T.E.S. % Annual Growth	-14.3%	-	-10.9%	-2.0%	-15.2%
Full Time Students	21	17	12	9	9
Men	16	7	3	2	1
Women	5	10	9	7	8
% Full Time	9.7%	7.3%	5.7%	4.3%	5.2%
Part Time Students	195	217	199	201	165
Men	42	54	47	46	29
Women	153	163	152	155	136
% Part Time	90.3%	92.7%	94.3%	95.7%	94.8%

Figure 10:

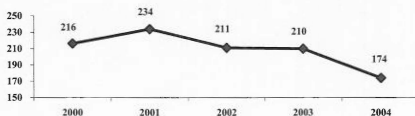
Total Graduate Non-Degree Headcount Enrollment:  
2000-2004

Figure 10.1:

## Age Ranges of Non-Degree Graduate Students: Fall 2004

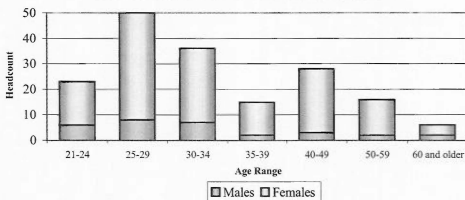


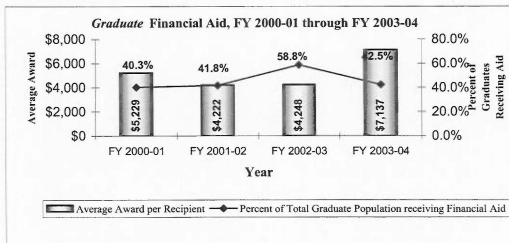
Table 13:

**Graduate Financial Aid Awards Summary**  
Fiscal Year 2000-01 to 2003-04

Type	Number of Recipients			
	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04
<b>GRANTS</b> (recipients unduplicated within grants)				
Federal Sources	8	10	18	13
Other Race/Desegregation Grants	3	4	9	-
State Scholarships from Maryland Higher Education Comm.	17	23	3	-
Tuition Waivers for Students	10	7	62	-
Tuition Waivers for employee/dependents	54	89	122	-
Tuition Waivers for Senior Citizen/Disabled	2	3	6	-
Institutional Sources	24	24	23	-
Private Sources	7	8	65	68
<b>LOANS</b> (recipients unduplicated within loans)				
Federal Stafford Loans (Guaranteed student loan)	82	88	126	201
Federal PLUS Loans (Parent loan for child's education)	-	101	59	-
Federal SLS & all other Federal (Supplemental loans to student)	-	-	-	-
Private Sources	-	-	1	1
<b>STUDENT EMPLOYMENT</b>				
Student Assistantships	33	36	27	35
<b>SCHOLARSHIPS</b>				
Developmental	-	-	-	10
Delegate Scholarship	-	-	-	7
Senatorial Scholarship	-	-	-	5
MD Teacher Scholarships	-	-	-	5
State Nursing Scholarship	-	-	-	2
Diversity Grants	-	-	-	5
Tuition Waivers to Employees/Dependents	-	-	-	60
Tuition Waivers/Sr Citizens and Disabled	-	-	-	6
Tuition Waiver/Students	-	-	-	48
<b>Total Number of Awards (recipients duplicated)</b>	240	393	521	466
<b>Total Number of Recipients</b>	217	260	379	274
<b>Total Dollar Amount of Aid</b>	<b>\$1,134,713</b>	<b>\$1,097,777</b>	<b>\$1,610,022</b>	<b>\$1,955,611</b>
<b>Percent of Total Graduate Population receiving Financial Aid</b>	40.3%	41.8%	58.8%	42.5%
<b>Average Award per Recipient</b>	<b>\$5,229</b>	<b>\$4,222</b>	<b>\$4,248</b>	<b>\$7,137</b>

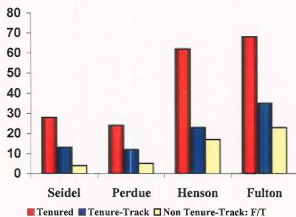
Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Figure 11:

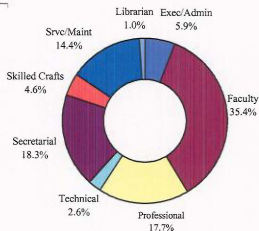


# Employees

Faculty Contract by School:  
Fall 2004



Full-time Employees by Category:  
Fall 2004



Full-Time Faculty by Rank & Sex: Fall 2004

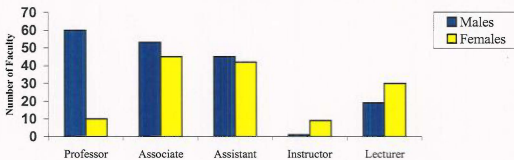


Table 1:

**Summary of Faculty Characteristics**  
*Includes Full-Time Non-Tenure Track Faculty, Fall 2000 - Fall 2004*

Characteristic	2000		2001		2002		2003		2004	
	#	%	#	%	#	%	#	%	#	%
<b>HEADCOUNT</b>										
Tenured or Tenure-Track	227.5	82.7%	241	82.8%	254	85.2%	258	86.3%	265	84.4%
Non-tenure track	47.5	17.3%	50	17.2%	44	14.8%	41	13.7%	49	15.6%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>SCHOOL</b>										
Fulton School of Liberal Arts	104	37.8%	113	38.8%	117	39.3%	118	39.5%	126	40.1%
Henson School of Science & Technology	94	34.2%	98	33.7%	95	31.9%	95	31.8%	102	32.5%
Perdue School of Business	37	13.5%	37	12.7%	41	13.8%	41	13.7%	41	13.1%
Seidel School of Education & Professional Studies	40	14.5%	43	14.8%	45	15.1%	45	15.1%	45	14.3%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>RACE/ETHNICITY</b>										
African-American	10	3.6%	13	4.5%	13	4.4%	12	4.0%	13	4.1%
White	256	93.1%	266	91.4%	270	90.6%	272	91.0%	282	89.8%
Other	9	3.3%	12	4.1%	15	5.0%	15	5.0%	19	6.1%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>SEX</b>										
Male	174	63.3%	179	61.5%	180	60.4%	173	57.9%	178	56.7%
Female	101	36.7%	112	38.5%	118	39.6%	126	42.1%	136	43.3%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>HIGHEST DEGREE</b>										
Doctorate	204.5	74.4%	218	74.9%	229	76.8%	235	78.6%	244	77.7%
Masters	50.5	18.4%	54	18.6%	53	17.8%	49	16.4%	50	15.9%
Bachelors	10	3.6%	10	3.4%	6	2.0%	6	2.0%	6	1.9%
Terminal Masters <sup>1</sup>	10	3.6%	9	3.1%	10	3.4%	9	3.0%	14	4.5%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>RANK</b>										
Professor	71	31.2%	73	30.3%	73	28.7%	72	27.9%	70	26.4%
Associate Professor	66	29.0%	70	29.0%	78	30.7%	80	31.0%	98	37.0%
Assistant Professor	82	36.0%	87	36.1%	91	35.8%	95	36.8%	87	32.8%
Instructor	8.5	3.7%	11	4.6%	12	4.7%	11	4.3%	10	3.8%
<b>Total Ranked</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>258</b>	<b>100.0%</b>	<b>265</b>	<b>100.0%</b>
Non-tenure track/Unranked <sup>2</sup>	47.5	17.3%	50	17.2%	44	14.8%	41	13.7%	49	15.6%
<b>TOTAL FACULTY</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>% TENURED BY RANK</b>										
Professor	70	98.6%	72	96.6%	72	96.6%	72	100.0%	69	98.6%
Associate Professor	61	92.4%	65	92.9%	71	91.0%	74	92.5%	94	95.9%
Assistant Professor	21	25.6%	19	21.8%	17	18.7%	22	23.2%	19	21.8%
Instructor	1	11.8%	1	9.1%	1	8.3%	1	9.1%	-	-
<b>Total Tenured</b>	<b>153</b>	<b>67.3%</b>	<b>157</b>	<b>65.1%</b>	<b>161</b>	<b>63.4%</b>	<b>169</b>	<b>65.5%</b>	<b>182</b>	<b>68.7%</b>
Tenure-Track	74.5	32.7%	84	34.9%	93	36.6%	89	34.5%	83	31.3%
<b>Total Tenured/Tenure-Track</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>258</b>	<b>100.0%</b>	<b>265</b>	<b>100.0%</b>
F/T Non-tenure track/Unranked	47.5		50		44		41		49	
<b>TOTAL FACULTY</b>	<b>275</b>		<b>291</b>		<b>298</b>		<b>299</b>		<b>314</b>	

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

<sup>2</sup>Full-Time Contractual Faculty

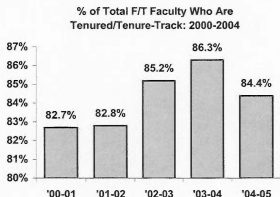
Table 1.1:

**Summary of Full-time Faculty Characteristics**  
**Race and Gender by Breakouts: Fall 1999 - Fall 2004**  
 (Includes Full-Time Non-Tenure Track Faculty)

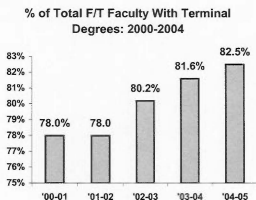
Characteristic		1999		2000		2001		2002		2003		2004	
		#	%	#	%	#	%	#	%	#	%	#	%
<b>Full-time Faculty by Tenure Status</b>													
Tenured or Tenure-Track		215	82.4%	227.5	82.7%	241	82.8%	254	85.2%	268	86.3%	265	84.4%
Non-Tenure Track		46	17.6%	47.5	17.3%	50	17.2%	44	14.8%	41	13.7%	49	15.6%
<b>Total</b>		<b>261</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>Full-time Faculty by Race/Ethnicity</b>													
African-American		8	3.1%	10	3.6%	13	4.5%	13	4.4%	12	4.0%	13	4.1%
American Indian		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Asian		9	3.4%	8	2.9%	10	3.4%	12	4.0%	12	4.0%	12	3.8%
Hispanic		1	0.4%	1	0.4%	2	0.7%	3	1.0%	3	1.0%	2	0.6%
White		243	93.1%	256	93.1%	266	91.4%	270	90.6%	272	91.0%	282	89.8%
Other		-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	5	1.6%
<b>Total</b>		<b>261</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>Full-time Faculty by Minority Status and School</b>													
Fulton (total/ % of total)		96	36.8%	104	37.8%	113	38.8%	117	39.3%	118	39.5%	126	40.1%
# Minority Faculty/ % of School		5	5.2%	5	4.8%	9	8.0%	12	10.3%	11	9.3%	10	7.9%
Henson (total/ % of total)		91	34.9%	94	34.2%	98	33.7%	96	31.8%	95	31.8%	102	32.5%
# Minority Faculty/ % of School		3	3.3%	4	4.3%	4	4.1%	5	5.3%	5	5.3%	7	6.9%
Perdue (total/ % of total)		34	13.0%	37	13.5%	37	12.7%	41	13.8%	41	13.7%	41	13.1%
# Minority Faculty/ % of School		7	20.6%	6	18.2%	7	18.9%	6	14.6%	6	14.6%	5	12.2%
Seidel (total/ % of total)		40	15.3%	40	14.5%	43	14.8%	45	15.1%	45	15.1%	45	14.3%
# Minority Faculty/ % of School		3	7.5%	4	10.0%	5	11.6%	5	11.1%	5	11.1%	5	11.1%
<b>Total Faculty</b>		<b>261</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>297</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>Total Minority Faculty</b>		<b>18</b>	<b>6.9%</b>	<b>19</b>	<b>6.9%</b>	<b>26</b>	<b>8.6%</b>	<b>28</b>	<b>9.4%</b>	<b>29</b>	<b>9.0%</b>	<b>27</b>	<b>8.6%</b>
<b>Full-time Faculty by Sex</b>													
Male		164	62.8%	174	63.3%	179	61.5%	180	60.4%	173	57.9%	178	56.7%
Female		97	37.2%	101	36.7%	112	38.5%	118	39.6%	126	42.1%	136	43.3%
<b>Total</b>		<b>261</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>
<b>Full-time Faculty by Sex and School</b>													
Fulton	Male	67	69.8%	71	68.3%	73	64.6%	76	64.1%	72	61.0%	77	61.1%
	Female	29	30.2%	33	31.7%	40	35.4%	42	35.9%	46	39.0%	49	38.9%
Henson	Male	61	56.0%	65	58.5%	58	59.2%	54	56.8%	51	53.7%	54	52.9%
	Female	40	44.0%	39	41.5%	40	40.8%	41	43.2%	44	46.3%	48	47.1%
Perdue	Male	28	82.4%	30	81.1%	29	78.4%	31	75.6%	30	73.2%	30	73.2%
	Female	6	17.6%	7	18.9%	8	21.6%	10	24.4%	11	26.8%	11	26.8%
Seidel	Male	19	47.5%	18	45.0%	19	44.2%	20	44.4%	20	44.4%	17	37.8%
	Female	21	52.5%	22	55.0%	24	55.8%	25	55.6%	25	55.6%	28	62.2%
<b>Total Males</b>		<b>165</b>	<b>63.2%</b>	<b>174</b>	<b>63.3%</b>	<b>179</b>	<b>61.5%</b>	<b>180</b>	<b>60.4%</b>	<b>173</b>	<b>57.9%</b>	<b>178</b>	<b>56.7%</b>
<b>Total Females</b>		<b>96</b>	<b>36.8%</b>	<b>101</b>	<b>36.7%</b>	<b>112</b>	<b>38.5%</b>	<b>118</b>	<b>39.6%</b>	<b>126</b>	<b>42.1%</b>	<b>136</b>	<b>43.3%</b>
<b>Grand Total</b>		<b>261</b>	<b>100.0%</b>	<b>275</b>	<b>100.0%</b>	<b>291</b>	<b>100.0%</b>	<b>298</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>314</b>	<b>100.0%</b>

H-11

**Figure 1:**

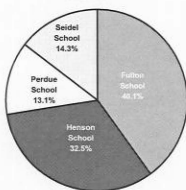


**Figure 2:**

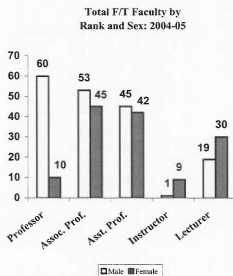


**Figure 4:**

**% of Total F/T Faculty by School Fall 2004**

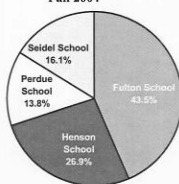


**Figure 3:**



**Figure 5:**

**% of Total SCHs by School Fall 2004**



**Programs Without Any Minority Full-Time Faculty**

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

Table 2: Faculty Tenure Status\*\* by Rank, Department, and School, 2004 - 2005

School & Department	Faculty with Tenure					Tenure-Track Faculty					Total	% Tenured
	Prof	Assoc	Asst	Instr	SUB TOTAL	Prof	Assoc	Asst	Instr	SUB TOTAL		
Fulton School of Liberal Arts												
Art	1	3	1	-	5	-	-	3	-	3	8	63%
Communication Arts	-	9	1	-	10	-	-	6	-	6	16	63%
English	8	5	-	-	13	-	-	7	-	7	20	65%
History	5	7	-	-	12	-	-	5	-	5	17	71%
Modern Language	2	2	-	-	4	-	-	1	-	1	5	80%
Music	3	1	-	-	4	-	-	1	1	2	6	67%
Philosophy	3	1	-	-	4	-	-	1	-	1	5	80%
Political Science	2	2	-	-	4	-	-	1	-	1	5	80%
Psychology	2	2	3	-	7	-	-	7	-	7	14	50%
Sociology	-	3	2	-	5	-	1	-	1	2	7	71%
Subtotal	26	35	7	-	68	-	1	32	2	35	103	66%
Henson School of Science & Technology												
Biology	7	7	-	-	14	-	-	5	-	5	19	74%
Chemistry	4	2	-	-	6	-	-	2	1	3	9	67%
Computer Science	1	1	-	-	2	1	-	3	-	4	6	33%
Geography	3	3	-	-	6	-	-	2	-	2	8	75%
Math Sciences	5	7	-	-	12	-	-	3	-	3	15	80%
Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%
Nursing	3	5	4	-	12	-	-	2	3	5	17	71%
Physics	3	1	-	-	4	-	-	1	-	1	5	80%
Respiratory Therapy	-	3	-	-	3	-	-	-	-	-	3	100%
Subtotal	26	31	5	-	62	1	-	18	4	23	85	73%
Perdue School of Business												
Accounting	5	1	1	-	7	-	-	1	-	1	8	88%
Economics	-	2	-	-	2	-	-	2	-	2	4	50%
Finance	2	-	-	-	2	-	1	2	-	3	5	40%
Info Systems	1	1	1	-	3	-	1	2	1	4	7	43%
Management	3	2	-	-	5	-	-	2	-	2	7	71%
Marketing	2	3	-	-	5	-	-	-	-	-	5	100%
Subtotal	13	9	2	-	24	-	2	9	1	12	36	67%
Seidel School of Education & Professional Studies												
Education	3	10	2	-	15	-	-	7	2	9	24	63%
Physical Education	-	5	1	-	6	-	-	1	-	1	7	86%
Social Work	1	4	2	-	7	-	1	1	1	3	10	70%
Subtotal	4	19	5	-	28	-	1	9	3	13	41	68%
Total	69	94	19	-	182	1	4	68	10	83	265	69%

\*\*Excludes the 49 full-time non-tenure track faculty. If included, the "% tenured" for all full-time faculty would be 58% (182 out of 314)

Figure 6:

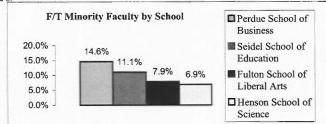
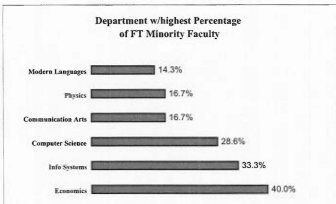


Figure 7:





Full-Time Faculty by Race, Sex, School, and Department, Fall 2004

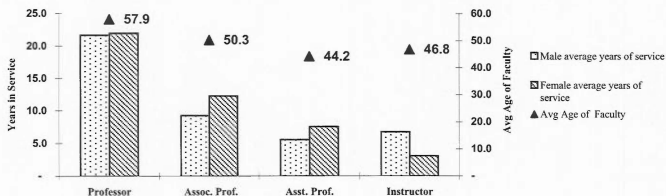
Table 3:

School & Department	African-American			American Indian			Asian American			Hispanic			White			International			Total		#	Percent Minority	
	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	Male	Female			Total
Fulton School of Liberal Arts																							
Art	1	-	1	-	-	-	1	-	1	-	-	-	6	5	11	-	-	-	8	6	13	2	16.4%
Communication Arts	2	-	2	-	-	-	1	-	1	-	-	-	9	7	15	-	-	-	11	7	18	3	15.7%
English	-	-	-	-	-	-	1	-	1	-	-	-	13	11	24	1	-	1	15	12	27	2	7.4%
History	-	1	1	-	-	-	-	-	-	-	-	-	15	6	21	-	-	-	15	7	22	1	4.3%
Modern Languages	-	-	-	-	-	-	-	-	-	-	1	1	3	3	6	-	-	-	3	4	7	1	14.3%
Music	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7	-	1	1	6	2	8	-	No minority faculty
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	1	-	1	4	1	5	-	No minority faculty
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	-	-	-	4	1	5	-	No minority faculty
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	7	6	13	-	-	-	7	7	14	1	7.1%
Sociology	-	-	-	-	-	-	-	-	-	-	-	-	4	3	7	-	-	-	4	3	7	-	No minority faculty
Subtotal	3	2	5	-	-	-	2	1	3	1	1	2	69	44	113	2	1	3	77	49	126	10	7.8%
Henson School of Science and Technology																							
Biology	1	-	1	-	-	-	-	-	-	-	-	-	11	11	22	-	-	-	12	11	23	1	4.3%
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	5	6	11	-	-	-	6	6	12	1	8.3%
Computer Science	-	-	-	-	-	-	-	1	1	-	-	-	4	1	5	-	1	1	4	3	7	1	14.3%
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	1	8	-	-	-	7	2	9	1	11.1%
Math Sciences	1	-	1	-	-	-	-	1	1	-	-	-	16	2	18	-	-	-	17	3	20	2	10.0%
Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	-	-	-	3	3	6	-	No minority faculty
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	18	18	36	-	-	-	18	18	36	-	No minority faculty
Physics	-	-	-	-	-	-	-	1	1	-	-	-	4	1	5	-	-	-	5	1	6	1	16.7%
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	-	-	-	3	1	4	-	No minority faculty
Subtotal	3	-	3	-	-	-	1	3	4	-	-	-	50	44	94	-	1	1	54	48	102	7	6.9%
Perdue School of Business																							
Acct & Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	7	1	8	-	-	-	7	1	8	-	No minority faculty
Economics	-	-	-	-	-	-	1	1	2	-	-	-	2	1	3	-	-	-	3	2	5	2	40.0%
Finance	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	-	-	-	5	-	5	-	No minority faculty
Information Systems	-	-	-	-	-	-	2	1	3	-	-	-	3	3	6	-	-	-	5	4	9	3	33.3%
Management	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7	1	-	1	7	1	8	-	No minority faculty
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	-	-	-	3	3	6	-	No minority faculty
Subtotal	-	-	-	-	-	-	3	2	5	-	-	-	26	9	35	1	-	1	30	11	41	5	12.2%
Seidel School of Health, Physical Education, & Human Performance																							
Education	1	2	3	-	-	-	-	-	-	-	-	-	10	13	23	-	-	-	11	15	26	3	11.6%
Hlth, PE, and Human Perf.	1	-	1	-	-	-	-	-	-	-	-	-	1	7	8	-	-	-	2	7	9	1	11.1%
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	4	5	9	-	-	-	4	6	10	1	10.0%
Subtotal	2	3	5	-	-	-	-	-	-	-	-	-	15	25	40	-	-	-	17	28	45	5	11.1%
TOTAL	8	5	13	-	-	-	6	6	12	1	1	2	160	122	282	3	2	5	178	136	314	27	8.6%

**Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2004**

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
<b>Fulton School of Liberal Arts</b>							
Male	22	24	22	-	9	77	61.1%
Female	4	12	17	2	14	49	38.9%
<b>Subtotal</b>	<b>26</b>	<b>36</b>	<b>39</b>	<b>2</b>	<b>23</b>	<b>126</b>	<b>100.0%</b>
<b>Henson School of Science &amp; Technology</b>							
Male	22	16	7	1	8	54	52.9%
Female	5	15	16	3	9	48	47.1%
<b>Subtotal</b>	<b>27</b>	<b>31</b>	<b>23</b>	<b>4</b>	<b>17</b>	<b>102</b>	<b>100.0%</b>
<b>Perdue School of Business</b>							
Male	12	6	10	-	2	30	73.2%
Female	1	5	1	1	3	11	26.8%
<b>Subtotal</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>41</b>	<b>100.0%</b>
<b>Seidel School of Education &amp; Professional Studies</b>							
Male	4	7	6	-	-	17	37.8%
Female	-	13	8	3	4	28	62.2%
<b>Subtotal</b>	<b>4</b>	<b>20</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>45</b>	<b>100.0%</b>
<b>GRAND TOTAL</b>							
<b>MALE</b>	<b>60</b>	<b>53</b>	<b>45</b>	<b>1</b>	<b>19</b>	<b>178</b>	<b>56.7%</b>
<b>FEMALE</b>	<b>10</b>	<b>45</b>	<b>42</b>	<b>9</b>	<b>30</b>	<b>136</b>	<b>43.3%</b>
<b>TOTAL</b>	<b>70</b>	<b>98</b>	<b>87</b>	<b>10</b>	<b>49</b>	<b>314</b>	<b>100.0%</b>

**Figure 8: Average Years of Tenured/Tenure-Track Faculty Service and Age by Rank, Fall 2004**



**Table 5: Average Years of Service and Age of Tenured/Tenure Track Faculty by Rank**  
(Up to and including Fall 2004 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
<b>Number of Faculty</b>	<b>70</b>	<b>98</b>	<b>87</b>	<b>10</b>	
Average Age of faculty	57.9	50.3	44.2	46.8	50.2
Average Years of service for faculty at rank	22.0	13.1	6.5	3.5	12.9
Male average years of service	21.7	9.3	5.6	6.8	11.3
Female average years of service	22.0	12.3	7.6	3.1	13.0

Table 6:

**Highest Degree Awarded to Tenured/Tenure Track Faculty  
by State & Institution, Academic Year 2004 - 2005**

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>ALABAMA</b>				
Auburn University	1	-	-	1
U. of Alabama	2	-	-	2
<b>ARIZONA</b>				
Arizona State U.	1	-	-	1
U. of Arizona	1	-	-	1
<b>ARKANSAS</b>				
U. of Arkansas	1	-	-	1
<b>CALIFORNIA</b>				
Alliant International U.	1	-	-	1
California Institute of the Arts	-	1	-	1
U. of California, Irvine	1	-	-	1
U. of California, Los Angeles	2	-	-	2
U. of California, Riverside	1	-	-	1
<b>COLORADO</b>				
U. of Colorado	3	-	-	3
U. of Denver	1	-	-	1
U. of N. Colorado	1	-	-	1
<b>CONNECTICUT</b>				
U. of Connecticut	2	-	-	2
Yale U.	1	-	-	1
<b>DELAWARE</b>				
U. of Delaware	8	-	-	8
<b>DISTRICT OF COLUMBIA</b>				
Catholic University of America	6	1	-	7
Georgetown U.	2	-	-	2
George Washington U.	5	-	-	5
<b>FLORIDA</b>				
Florida State U.	3	-	-	3
U. of Florida	3	-	-	3
U. of S. Florida	2	-	-	2
<b>GEORGIA</b>				
Emory U.	1	-	-	1
Georgia State U.	1	-	-	1
U. of Georgia	4	-	-	4
<b>ILLINOIS</b>				
Illinois State U.	1	-	-	1
Northwestern U.	1	-	-	1
Southern Illinois U.	1	2	-	3
U. of Chicago	-	1	-	1
U. of Illinois	1	-	-	1
<b>INDIANA</b>				
Indiana U.	7	-	-	7
Purdue U.	-	1	1	2
<b>IOWA</b>				
U. of Iowa	4	-	-	4
<b>KANSAS</b>				
Kansas State U.	1	-	-	1
U. of Kansas	2	-	-	2
<b>KENTUCKY</b>				
Murray State U.	-	1	-	1
U. of Kentucky	1	-	-	1
<b>LOUISIANA</b>				
Louisiana Tech	1	-	-	1
Louisiana U.	3	-	-	3
Northwestern U.	1	-	-	1
<b>MARYLAND</b>				
Goucher College	-	1	-	1
Johns Hopkins U.	2	-	-	2
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	5	-	5
UMB	4	1	-	5
UMBC	2	-	-	2
UMCP	24	1	-	25
UMES	1	-	-	1

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

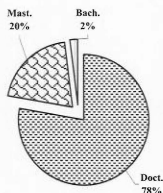
Table 6 cont.

**Highest Degrees Awarded to Tenured/Tenure-Track Faculty**  
**Academic Year 2004-2005 (cont.)**

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>RHODE ISLAND</b>				
Brown U.	1	-	-	1
U of Rhode Island	1	-	-	1
<b>SOUTH CAROLINA</b>				
U. of South Carolina	3	-	-	3
<b>TENNESSEE</b>				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	5	1	-	6
<b>TEXAS</b>				
Texan Christian U.	1	-	-	1
U. of Houston	2	-	-	2
U. of North Texas	1	-	-	1
U. of Texas	4	-	-	4
<b>UTAH</b>				
U. of Utah	2	-	-	2
<b>VIRGINIA</b>				
College of William & Mary	2	-	-	2
George Mason U.	2	1	-	3
U. of Virginia	3	-	-	3
Va. Commonwealth U.	1	-	-	1
Va. Polytechnic Inst.	3	-	-	3
<b>WASHINGTON</b>				
U. of Washington	-	1	-	1
<b>WISCONSIN</b>				
U. of Wisconsin-Madison	5	-	-	5
<b>FOREIGN COUNTRIES</b>				
Cambridge U. (UK)	1	-	-	1
Sejong U. Republic of Korea	-	1	-	1
U. of British Columbia-Canada	1	-	-	1
U. of Calgary, Canada	1	-	-	1
U. of Guelph, Canada	1	-	-	1
U. of London	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Toronto, Canada	2	-	-	2
U. of Victoria, B.C., Canada	1	-	-	1
<b>Tenured/Tenure-Track Faculty</b>				
<b>Subtotal</b>	<b>235</b>	<b>28</b>	<b>2</b>	<b>265</b>

Figure 9:

**All Full-Time Faculty**  
**Percentage of Highest Degree: Fall 2004**



\*Includes 4 MFAs, 2 Masters in Med Tech Resp. Therapy, and 1 Master's in Social Work (considered to be terminal in their field).

**Table 7: Highest Degree Awarded to Full-Time Non-Tenure Track Faculty**  
**By State & Institution**  
**Academic Year 2004-2005**

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>ARIZONA</b>				
U. of Arizona	-	1	-	1
<b>CONNECTICUT</b>				
U. of Connecticut	1	-	-	1
<b>DELAWARE</b>				
U. of Delaware	-	1	-	1
Wilmington College	-	4	-	4
<b>DISTRICT OF COLUMBIA</b>				
George Washington U.	2	-	-	2
<b>FLORIDA</b>				
U. of Florida	1	-	-	1
<b>INDIANA</b>				
Indiana State U.	2	1	-	3
<b>KANSAS</b>				
U. of Kansas	-	1	-	1
<b>MARYLAND</b>				
Salisbury U.	-	17	2	19
UB	-	1	-	1
UMCP	1	-	1	2
UMBC	-	1	-	1
Washington College	-	1	-	1

\*Includes 4 MFAs and 1 Masters in Resp. Therapy (considered to be terminal in their field).

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Tenured/Tenure-Track Faculty: 39 states, the District of Columbia and 3 foreign countries represented; 89% with doctoral degrees; 92% with terminal degrees.

All Full-Time Faculty (314): 39 states, the District of Columbia and 3 foreign countries represented;

78% with doctoral degrees; 82% with terminal degrees

Terminal Degrees represent 106 institutions of higher education in 39 states, the District of Columbia and 3 foreign countries.

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>NORTH CAROLINA</b>				
Appalachian State U.	-	1	-	1
East Carolina U.	-	1	-	1
<b>OHIO</b>				
Ohio State U.	1	-	-	1
Union Institute	1	-	-	1
<b>OKLAHOMA</b>				
U. of Oklahoma	-	-	1	1
<b>OREGON</b>				
U. of Oregon	1	-	-	1
<b>PENNSYLVANIA</b>				
Arcadia U.	-	1	-	1
Lehigh U.	-	1	-	1
Penn State U.	1	-	-	1
<b>WISCONSIN</b>				
U. of Wisconsin-Madison	-	2	-	2
<b>Total Full-Time non-tenure track faculty*</b>	<b>9</b>	<b>36</b>	<b>4</b>	<b>49</b>
<b>GRAND TOTAL FOR ALL FACULTY</b>	<b>244</b>	<b>64</b>	<b>6</b>	<b>314</b>

Table 8:

**Salisbury University**  
**SCH to FTEF Ratio**  
 Academic Years 1999-2000 through 2003-2004

	AY 1999-2000			AY 2000-2001			AY 2001-2002			AY 2002-2003			AY 2003-2004		
	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio	SCH(I)	FTEF	SCH/FTEF Ratio
<b>Fulton School of Liberal Arts</b>															
ART	5,088	12.21	416.66	5,614	14.08	398.72	5,802	14.29	406.02	6,778	17.13	395.68	6,547	17.03	384.47
CMAT & THEA	9,557	19.02	502.55	10,044	19.36	518.71	10,623	21.37	497.10	10,964	20.77	527.88	10,879	21.84	498.07
ENGL	12,263	24.82	494.08	13,186	25.86	509.90	13,052	26.81	486.83	13,445	28.11	478.30	13,530	27.08	499.72
HIST & ANTH	13,734	24.86	552.56	15,354	23.55	652.08	15,096	23.15	652.10	15,996	25.31	632.00	15,725	25.11	626.31
MDFL	2,854	7.95	358.96	3,023	8.49	355.94	2,979	8.56	348.01	3,258	8.74	372.77	3,032	9.36	323.79
MUSC	2,480	10.97	226.16	2,246	10.10	222.39	2,009	9.08	221.26	1,464	8.53	171.63	1,747	9.56	182.75
PHIL	2,831	4.22	670.14	3,144	4.20	748.19	3,887	5.19	748.94	3,538	4.99	709.02	3,100	4.08	759.96
POSC	2,946	5.04	584.33	3,120	5.26	593.25	2,809	4.94	568.62	3,050	4.81	634.10	3,605	5.19	695.11
PSYC	9,318	13.87	671.93	10,372	14.77	702.37	10,455	12.68	824.53	10,670	13.23	806.50	10,464	13.84	755.93
SOCI & CADR	2,977	5.34	557.19	3,454	6.38	541.38	3,909	6.25	625.44	4,204	6.38	658.93	4,770	7.03	678.64
Average	64,048	128.30	499.22	69,557	132.05	526.75	70,621	132.32	533.71	73,367	138.00	531.64	73,399	140.11	523.85
<b>Henson School of Science &amp; Technology</b>															
BIOL & ENVH	11,599	27.36	423.95	12,204	26.89	453.86	12,921	26.46	488.32	12,770	27.62	462.35	12,786	27.55	464.10
CHEM	5,321	12.56	423.79	5,168	12.65	408.44	5,544	12.72	435.85	5,398	12.45	433.57	5,266	13.80	381.55
GEOG	5,870	9.14	642.03	5,583	7.66	728.57	6,018	8.88	677.70	5,941	9.18	647.17	6,259	9.36	668.73
MDTC & RESP	986	7.76	127.02	1,035	7.60	136.13	1,043	7.68	135.81	1,014	7.36	137.77	1,358	8.39	161.94
MATH & COSC	10,330	20.41	506.06	11,352	21.24	534.55	12,379	23.68	522.76	12,451	23.11	538.77	13,057	24.08	542.88
NURS	2,933	20.23	145.01	3,318	21.72	160.15	3,223	19.59	164.52	3,853	23.77	162.10	4,268	24.66	173.06
PHYS	2,392	6.43	372.25	2,757	7.45	370.15	2,702	7.44	363.17	3,123	6.88	453.92	2,989	7.31	409.06
Average	39,431	103.89	379.56	41,417	104.21	397.43	43,830	106.45	411.74	44,550	110.37	403.64	45,983	115.14	399.35
<b>Perdue School of Business</b>															
ACCT	3,633	10.27	353.75	3,330	10.44	318.97	3,249	10.30	315.44	4,752	10.26	463.16	4,803	9.88	486.13
BUAD, MKTG, MGMT (2)	12,876	15.27	843.36	14,163	16.33	867.45	15,017	14.91	1,007.18	9,603	17.42	551.26	8,650	17.81	485.68
ECON & FINA	3,084	9.78	315.26	3,030	11.00	275.54	3,042	10.13	300.30	5,526	10.79	512.14	5,359	9.59	559.10
INFO	2,602	9.25	281.42	3,044	12.19	249.63	3,023	10.98	275.32	4,891	11.70	418.03	4,994	11.38	438.98
Average	22,195	44.57	498.03	23,567	49.96	471.74	24,331	46.32	525.28	24,772	50.17	493.76	23,806	48.65	489.32
<b>Seidel School of Professional Studies</b>															
ELED	13,110	29.02	451.76	13,775	30.61	450.02	14,131	31.82	444.09	14,323	33.49	427.68	12,325	29.11	423.43
PHEC, EXSC, ATTR	9,443	17.12	551.58	9,736	18.99	512.69	10,438	19.59	532.82	11,324	20.63	548.91	13,482	20.24	665.98
SOWK	2,878	6.42	448.29	3,231	6.73	480.12	3,701	8.21	450.79	4,317	10.57	408.42	4,180	11.91	350.85
Institutional Average	25,431	52.56	483.85	26,742	56.33	474.74	28,270	59.62	474.17	29,964	64.69	463.19	29,987	61.27	489.46
Institutional Average	151,105	329.31	458.86	161,283	342.55	470.83	167,052	344.71	484.62	172,653	363.23	475.33	173,175	365.18	474.22

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

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

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

Sources: SCH is from Annual Credit Hour Production; SCH is from Annual Credit Hour Production, Fall 2004 Fact Book.  
 FTEF is derived from the 2003-2004 FTEF is derived from the Annual Faculty Workload Reports.

Table 9:

**Salisbury University**  
Student to Faculty Ratio  
Academic Years 1999-2000 through 2003-2004

	AY 1999-2000			AY 2000-2001			AY 2001-2002			AY 2002-2003			AY 2003-2004		
	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio	FTEs	FTEF	Student to Faculty Ratio
<b>Fulton School of Liberal Arts</b>															
ART	339	12.21	13.89	374	14.08	13.29	387	14.29	13.53	452	17.13	13.19	437	17.03	12.83
CMAT & THEA	637	19.02	16.75	670	19.36	17.29	708	21.37	16.57	731	20.77	17.60	725	21.84	16.61
ENGL	826	24.82	16.63	888	25.86	17.16	879	26.81	16.38	905	28.11	16.11	909	27.08	16.79
HIST & ANTH	921	24.86	18.52	1,028	23.55	21.83	1,009	23.15	21.80	1,071	25.31	21.16	1,053	25.11	20.97
MDFL	190	7.95	11.97	202	8.49	11.86	199	8.56	11.61	217	8.74	12.43	202	9.36	10.81
MUSC	166	10.97	7.55	150	10.10	7.42	134	9.08	7.39	98	8.53	5.73	117	9.56	6.10
PHIL	189	4.22	22.34	210	4.20	24.95	259	5.19	24.96	236	4.99	23.63	207	4.08	25.33
POSC	196	5.04	19.48	208	5.26	19.77	187	4.94	18.97	203	4.81	21.14	240	5.19	23.15
PSYC	625	13.87	22.55	694	14.77	23.50	697	12.68	27.50	711	13.23	26.89	698	13.84	25.20
SOCI & CADR	198	5.34	18.57	230	6.38	18.05	261	6.25	20.85	280	6.38	21.96	318	7.03	22.62
Average			16.71			17.62			17.84			17.77			17.51
<b>Henson School of Science &amp; Technology</b>															
BIOL & ENVH	774	27.36	14.14	814	26.89	15.14	863	26.46	16.30	852	27.62	15.42	853	27.55	15.48
CHEM	355	12.56	14.13	345	12.65	13.61	370	12.72	14.53	360	12.45	14.45	351	13.80	12.72
GEOG	391	9.14	21.41	372	7.66	24.29	401	8.88	22.59	396	9.18	21.57	417	9.39	22.22
MDTC & RESP	66	7.76	4.23	69	7.60	4.54	70	7.68	4.53	68	7.36	4.59	91	8.39	5.40
MATH & COSC	689	20.41	16.88	758	21.24	17.84	828	23.68	17.49	834	23.11	18.04	874	24.08	18.14
NURS	201	20.23	4.97	227	20.72	5.47	220	19.59	5.62	261	23.77	5.50	288	24.66	5.84
PHYS	159	6.43	12.41	184	7.45	12.34	180	7.44	12.11	208	6.88	15.13	200	7.31	13.65
Average			12.68			13.28			13.77			13.50			13.34
<b>Perdue School of Business</b>															
ACCT	244	10.27	11.90	225	10.44	10.75	220	10.30	10.69	320	10.26	15.60	323	9.88	16.34
BUAD, MKTG, MGM1	866	15.27	28.37	956	16.33	29.29	1,015	14.91	34.05	654	17.42	18.77	589	17.81	16.52
ECON & FINA	208	9.78	10.62	204	11.00	9.28	205	10.13	10.11	373	10.79	17.29	362	9.59	18.85
INFO	173	9.25	9.38	203	12.19	8.32	202	10.98	9.18	329	11.70	14.05	337	11.38	14.79
Average			16.74			15.89			17.72			16.70			16.54
<b>Seldel School of Professional Studies</b>															
ELED	912	29.02	15.71	957	30.61	15.63	982	31.82	15.43	995	33.49	14.85	860	29.11	14.77
PHED, EXSC, ATTR	630	17.12	18.40	652	18.99	17.18	701	19.59	17.88	735	20.63	17.81	902	20.24	22.29
SOWK	192	6.42	14.95	216	6.73	16.01	257	8.21	15.68	311	10.57	14.71	306	11.91	12.85
Average			16.49			16.20			16.27			15.77			16.88
<b>Institutional Average</b>			15.41			15.81			16.30			15.97			15.96

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

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

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

Sources: FTEs derived from SCH is from Annual Credit Hour Production, Fall 2004 Fact Book.

FTEF as derived from the Annual Faculty Workload Reports.

**Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status  
Fall 2004**

	Jan 2004							
Category/Sex	White		African-American		Other/Minority¹		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	23	-	4	-	-	-	27	-
Female	24	1	1	-	-	-	25	1
Subtotal	47	1	5	-	-	-	52	1
Faculty								
Male	160	47	8	2	10	9	178	58
Female	122	104	5	1	9	17	136	122
Subtotal	282	151	13	3	19	26	314	180
Faculty/Librarian								
Male	3	-	-	-	-	-	3	-
Female	5	-	1	-	-	-	6	-
Subtotal	8	-	1	-	-	-	9	-
Professional								
Male	75	4	7	-	3	-	85	4
Female	63	5	6	-	3	-	72	5
Subtotal	138	9	13	-	6	-	157	9
Teaching & Research Assistants								
Male	-	2	-	-	-	-	-	2
Female	-	9	-	1	-	-	-	10
Subtotal	-	11	-	1	-	-	-	12
Technical/Paraprofessional								
Male	5	-	1	1	-	-	6	1
Female	15	5	2	1	-	-	17	6
Subtotal	20	5	3	2	-	-	23	7
Secretary/Clerical								
Male	14	26	5	6	-	5	19	37
Female	114	32	27	11	2	1	143	44
Subtotal	128	58	32	17	2	6	162	81
Skilled Crafts								
Male	30	1	7	-	2	-	39	1
Female	2	1	-	-	-	-	2	1
Subtotal	32	2	7	-	2	-	41	2
Service/Maintenance								
Male	28	28	34	33	2	2	64	63
Female	15	40	47	85	2	5	64	130
Subtotal	43	68	81	118	4	7	128	193
TOTALS								
Male	338	108	66	42	17	16	421	166
Female	360	197	89	99	16	23	465	319
Grand Total	698	305	155	141	33	39	886	485

Source: Employee file as of November 1, 2004.

<sup>1</sup>Other/Minority indicates all other ethnic groups (Hispanic, Asian/Pacific Islander, and American Indian) exclusive of African-American and White.

Also included are 4 full-time and 33 part-time employees with a race of unknown.

**Number of Employees by Occupational Category and Race/Ethnicity  
Fall 1999-Fall 2004**

**Table 1.1**

<b>Occupational Category/Race</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>
<b>Executive/Administrative</b>						
Black	5	6	6	6	5	5
% Black	7.7%	8.5%	8.7%	9.1%	8.2%	9.4%
White	60	64	62	59	55	48
Other	-	1	1	1	1	-
% Other	-	1.4%	1.4%	1.5%	1.6%	0.0%
Subtotal	65	71	69	66	61	53
<b>Faculty</b>						
Black	11	14	17	17	15	16
% Black	2.8%	3.3%	3.7%	3.6%	3.0%	3.2%
White	365	384	418	420	437	433
Other	18	28	19	34	46	45
% Other	4.6%	6.6%	4.2%	7.2%	9.2%	9.1%
Subtotal	394	426	454	471	498	494
<b>Faculty/Librarian</b>						
Black	-	-	-	-	1	1
% Black	-	-	-	-	11.1%	11.1%
White	-	-	-	-	8	8
Other	-	-	-	-	9	-
Subtotal	-	-	-	-	9	9
<b>Professional</b>						
Black	7	7	16	16	11	13
% Black	5.0%	4.2%	8.0%	8.8%	7.2%	7.8%
White	129	146	180	163	139	147
Other	3	15	3	2	3	6
% Other	2.2%	8.9%	1.5%	1.1%	2.0%	3.6%
Subtotal	139	168	199	181	153	166
<b>Teaching &amp; Research Assistants**</b>						
Black	-	-	-	-	-	1
% Black	-	-	-	-	-	-
White	3	1	-	1	11	11
Other	-	-	-	-	3	-
% Other	-	-	-	-	21.4%	0.0%
Subtotal	3	1	-	1	14	12
<b>Technical/Paraprofessional</b>						
Black	3	5	3	2	3	5
% Black	10.0%	13.9%	9.1%	5.9%	8.1%	16.7%
White	27	29	30	32	34	25
Other	-	2	-	-	-	-
Subtotal	30	36	33	34	37	30
<b>Secretary/Clerical</b>						
Black	25	37	23	26	29	49
% Black	11.8%	16.0%	11.6%	12.0%	13.2%	20.2%
White	184	181	170	184	186	186
Other	3	13	6	6	5	8
% Other	1.4%	5.6%	3.0%	2.8%	2.3%	3.3%
Subtotal	212	231	199	216	220	243
<b>Skilled Crafts</b>						
Black	3	3	3	3	3	7
% Black	18.8%	16.7%	20.0%	20.0%	21.4%	16.3%
White	13	14	12	12	11	34
Other	-	1	-	-	-	2
Subtotal	16	18	15	15	14	43
<b>Service/Maintenance</b>						
Black	150	182	202	215	209	199
% Black	50.2%	53.4%	56.7%	56.0%	57.9%	62.0%
White	145	140	149	162	140	111
Other	4	19	7	12	5	11
% Other	1.3%	5.6%	1.4%	1.8%	3.3%	3.4%
Subtotal	299	341	356	384	361	321
<b>TOTALS</b>						
Black	204	254	270	285	276	296
% Black	17.6%	19.7%	20.4%	20.8%	20.2%	21.6%
White	926	959	1,021	1,033	1,021	1,003
Other	28	79	34	50	70	72
% Other	2.4%	6.1%	2.6%	3.7%	5.1%	5.3%
% Minority	20.0%	25.8%	22.9%	24.5%	25.3%	26.8%
<b>GRAND TOTAL</b>	<b>1,158</b>	<b>1,292</b>	<b>1,325</b>	<b>1,368</b>	<b>1,367</b>	<b>1,371</b>

Source: Employee file as of November 1, 2004

\* USM policy reclassified librarians as faculty in 2003.

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



Table 2:

**Number of Employees by Occupational Category and Status**  
**Fall 2000 - Fall 2004**

Category/Status	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	2-Yr Change 2002-2004	% Change 2000- 2004
<b>Executive/Administrative</b>							
Full-Time	69	69	66	61	52	-21.2%	-24.6%
Part-Time	2	-	-	-	1	-	-
Subtotal	71	69	66	61	53	-19.7%	-25.4%
<b>Faculty</b>							
Full-Time							
Tenured/Tenure-Track	227	241	254	258	265	4.3%	16.7%
Non-Tenured Track	48	50	44	41	49	11.4%	2.1%
Faculty/Librarians*	-	-	-	9	9	-	-
Subtotal	275	291	298	308	323	8.4%	17.5%
Part-Time	151	163	173	199	180	4.0%	19.2%
Subtotal	426	454	471	507	503	6.8%	18.1%
<b>Professional</b>							
Full-Time	135	154	150	142	157	4.7%	16.3%
Part-Time	33	45	31	11	9	-71.0%	-72.7%
Subtotal	168	199	181	153	166	-8.3%	-1.2%
<b>Teaching &amp; Research Assistants</b>							
Full-Time	-	-	-	-	-	-	-
Part-Time	1	-	1	14	12	-	-
Subtotal	1	-	1	14	12	-	-
<b>Technical/Paraprofessional</b>							
Full-Time	35	33	33	31	23	-30.3%	-34.3%
Part-Time	1	-	1	6	7	600.0%	-
Subtotal	36	33	34	37	30	-11.8%	-16.7%
<b>Secretary/Clerical</b>							
Full-Time	177	143	161	168	162	0.6%	-8.5%
Part-Time	54	56	55	52	81	47.3%	50.0%
Subtotal	231	199	216	220	243	12.5%	5.2%
<b>Skilled Crafts</b>							
Full-Time	15	15	15	14	41	173.3%	173.3%
Part-Time	3	-	-	-	2	-	-
<b>Service/Maintenance</b>							
Full-Time	191	243	193	171	128	-33.7%	-33.0%
Part-Time	150	113	191	190	193	1.0%	28.7%
Subtotal	341	356	384	361	321	-16.4%	-5.9%
<b>TOTALS</b>							
Full-Time	897	948	916	895	886	-3.3%	-1.2%
Part-Time	395	377	452	472	485	7.3%	22.8%
<b>GRAND TOTAL</b>	<b>1,292</b>	<b>1,325</b>	<b>1,368</b>	<b>1,367</b>	<b>1,371</b>	<b>0.2%</b>	<b>6.1%</b>

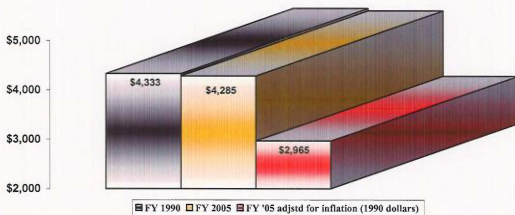
Source: Employee file as of November 1, 2004.

\* Due to USM policy, librarians are now coded as faculty.

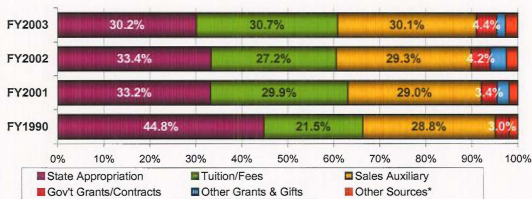
Note: An audit of these vital state and federal reporting categories revealed a significant number of erroneous classifications that were applicable to all but faculty data. The Office of Human Resources began to improve its record keeping beginning in 2001. Prior year errors remain. No accurate recording of Teaching Assistants was kept until 2003. Faculty data maintained by the Office of Institutional Research are accurate for all years. In 2004, Human Resources reclassified many service personnel as skilled crafts personnel.

## Resources

Salisbury University: State Appropriation per FTES:  
FY 1990, FY 2005, FY 2005 (in constant 1990 dollars)



Operating Revenue by Source: FY1990, FY2001, FY2002, FY2003



\*Includes private gifts and capital appropriations.

Library Collections: Fall 2004

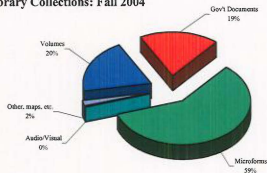


Table 1 :

## Tuition and Fees

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Undergraduate Program</b>						
<b>Tuition and Fees</b>						
Resident (Full-Time)	\$4,156	\$4,312	\$4,486	\$4,804	\$5,564	\$5,976
% Increase	3.8%	12.2%	4.0%	7.1%	15.8%	7.4%
Non-Resident (Full-Time)	\$8,550	\$9,048	\$9,942	\$10,568	\$12,452	\$13,554
% Increase	4.1%	19.1%	9.9%	6.3%	17.8%	8.8%
Non-Resident (per credit)	\$308	\$326	\$345	\$370	\$443	\$487
Resident (per credit)	\$125	\$130	\$135	\$142	\$171	\$188
Room (double occupancy)	\$2,900	\$3,000	\$3,150	\$3,300	\$3,350	\$3,450
% Room Increase	3.6%	13.2%	5.0%	4.8%	1.5%	3.0%
Board (19-meal plan)	\$2,690	\$2,790	\$2,940	\$3,050	\$3,550	\$3,600
% Board Increase	3.9%	12.0%	5.4%	3.7%	16.4%	1.4%
<b>Total Tuition, Room &amp; Board</b>						
Resident	\$9,746	\$10,102	\$10,576	\$11,154	\$12,464	\$13,026
% Increase	3.8%	12.5%	4.7%	5.5%	11.7%	4.5%
Non-Resident	\$14,140	\$14,838	\$16,032	\$16,918	\$19,352	\$20,604
% Increase	4.0%	16.5%	8.0%	5.5%	14.4%	6.5%
<b>Graduate Program</b>						
<b>Tuition and Fees</b>						
Resident (per credit)	\$162	\$168	\$174	\$184	\$215	\$236
% Increase	2.5%	10.5%	3.6%	5.7%	16.8%	9.8%
Non-Resident (per credit)	\$318	\$336	\$355	\$380	\$455	\$500
% Increase	2.6%	34.4%	5.7%	7.0%	19.7%	9.9%
Facilities Fee (per credit)	\$4	\$4	\$4	\$4	\$4	\$4
Technology Fee (per credit)	-	-	-	\$3	\$4	\$4

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Figure 1:

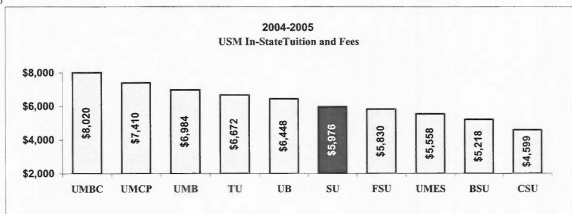
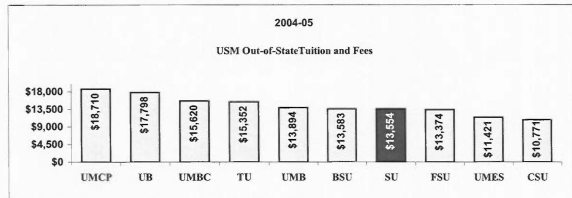


Figure 2:



**Table 2: Operating Revenue by Source: Fiscal Year 1999 - Fiscal 2003<sup>1</sup>**

Source	FY 1999 % of FY Total	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total
<b>Tuition and Fees</b>	<b>\$21,831,911</b>	<b>\$22,856,888</b>	<b>\$25,290,486</b>	<b>\$27,113,008</b>	<b>\$30,089,461</b>
Less: Scholarship Allowances <sup>2</sup>				<u>3,090,856</u>	<u>3,407,261</u>
<b>Net Tuition and Fees</b>				<b>24,022,152</b>	<b>26,682,200</b>
	25.8%	25.9%	28.6%	30.7%	34.1%
<b>State Appropriations</b>					
State	<b>22,178,854</b>	<b>24,476,838</b>	<b>28,100,148</b>	<b>29,499,698</b>	<b>26,200,058</b>
% of Total	26.2%	27.7%	31.8%	33.4%	29.7%
<b>Federal Operating Grants &amp; Contracts</b>					
Federal Operating	<b>2,093,971</b>	<b>2,248,473</b>	<b>2,896,846</b>	<b>3,668,499</b>	<b>3,816,767</b>
% of Total	2.5%	2.5%	3.3%	4.2%	4.3%
<b>Other Operating Grants and Gifts</b>					
Federal-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
State-Restricted	<b>1,185,434</b>	<b>1,181,775</b>	<b>2,179,778</b>	<b>3,071,796</b>	<b>1,653,556</b>
%	1.4%	1.3%	2.5%	3.5%	1.9%
State-Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
<b>Private Gifts, Grants and Contracts:</b>					
Restricted	<b>128,454</b>	<b>335,148</b>	<b>441,587</b>	<b>358,924</b>	<b>507,612</b>
% of Total	0.2%	0.4%	0.5%	0.4%	0.6%
Unrestricted	-	-	-	-	-
% of Total	-	-	-	-	-
<b>Sales and Services of Educational Activities</b>					
	<b>172,982</b>	<b>203,954</b>	<b>140,427</b>	<b>121,189</b>	<b>238,942</b>
% of Total	0.2%	0.2%	0.2%	0	0
<b>Sales and Services of Auxiliary Enterprises</b>					
	<b>21,455,360</b>	<b>23,039,358</b>	<b>24,399,699</b>	<b>26,253,862</b>	<b>26,492,252</b>
Less: Scholarship Allowances <sup>2</sup>				<u>321,752</u>	<u>329,222</u>
<b>Net Tuition and Fees</b>				<b>25,932,110</b>	<b>26,163,030</b>
% of Total	25.3%	26.1%	27.6%	29.7%	30.0%
<b>Other Sources</b>					
	<b>567,076</b>	<b>1,051,770</b>	<b>1,215,551</b>	<b>1,676,974</b>	<b>583,119</b>
% of Total	0.7%	1.2%	1.4%	1.9%	0.7%
<b>Total Current Funds Revenues</b>					
	<b>\$69,614,042</b>	<b>\$75,394,204</b>	<b>\$84,664,522</b>	<b>\$88,351,342</b>	<b>\$85,845,284</b>
%	100.0%	100.0%	100.0%	100.0%	97.2%

Source: IPEDS Finance Report

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

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

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

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Table 3: Operating Expenditures: Fiscal Year 1999 - Fiscal Year 2003<sup>1</sup>

Expenditures	FY 1999 % of FY Total	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total	FY 2003 % of FY Total
Educational & General Instruction	\$20,279,792 30.9%	\$21,783,626 29.2%	\$24,328,066 29.0%	\$25,394,799 29.8%	\$28,882,863 32.5%
Research	1,774,513 2.7%	2,262,218 3.0%	3,726,600 4.4%	4,986,751 5.8%	3,857,334 4.3%
Public Service	- -	- -	- -	- -	- -
Academic Support	5,030,993 7.7%	5,508,846 7.4%	6,097,788 7.3%	6,305,288 7.4%	6,357,721 7.1%
Student Services	3,684,565 5.6%	3,957,079 5.3%	4,465,540 5.3%	4,834,777 5.7%	4,737,215 5.3%
Instructional Support	7,917,469 12.1%	8,485,863 11.4%	9,956,601 11.9%	10,644,199 12.5%	10,933,248 12.3%
Operation and Maintenance of Plant	5,184,193 7.9%	5,271,908 7.1%	6,343,166 7.6%	8,524,787 10.0%	9,109,171 10.7%
Scholarships & Fellowships <sup>2</sup>					
Restricted Funds	1,693,095 2.6%	2,756,048 3.7%	3,109,055 3.7%	118,264 0.1%	169,409 0.2%
<i>Scholarship Allowances as reported in Operating Revenues<sup>3</sup></i>				3,412,608	3,736,483
<i>Gross Scholarships and Scholarship Allowances</i>	1,693,095	2,756,048	3,109,055	3,530,872	3,905,892
Unrestricted Funds	1,250,365 1.9%	n/a -	n/a -	n/a -	n/a -
Non-Operating Expenditures and Reduction	2,680,002 4.1%	2,856,623 3.8%	2,459,633 2.9%	2,363,531 2.8%	2,318,439 2.6%
Auxiliary Enterprises	16,205,338 24.7%	21,647,472 29.0%	23,365,891 27.9%	22,094,765 25.9%	22,574,043 25.4%
Total Current Funds Expenditures & Deductions	\$65,700,325 100.0%	\$74,529,683 100.0%	\$83,852,340 100.0%	\$85,267,161 100.0%	\$88,939,443 100.0%

Source: IPEDS Finance Report

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

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

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

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

Of: Factbook I-3.0

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

**EXTERNAL GRANTS: FY 2004**

	<b>Total Submissions</b>	<b>Total Award Dollars</b>	<b>Total Cost Share</b>	<b>Total Annual Dollars</b>	<b>FY 04 Indirect Amount</b>
Administration	\$729,843	\$54,447	\$774,062	\$54,447	-
Fulton	\$2,808,165	\$1,313,366	\$1,088,824	\$1,313,366	\$46,023
Henson	\$4,688,003	\$1,561,895	\$197,169	\$1,561,895	\$164,664
Perdue	\$1,839,197	\$462,334	\$466,844	\$462,334	\$39,320
Seidel	\$1,502,634	\$1,338,579	\$231,128	\$1,338,579	\$98,645
Ward Museum	-	-	-	-	-
<b>FY 2004 Totals</b>	<b>\$11,567,842</b>	<b>\$4,730,621</b>	<b>\$2,758,027</b>	<b>\$4,730,621</b>	<b>\$348,652</b>

**EXTERNAL GRANTS: Cumulative 2000-2004**

	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>FY 04</b>
<b>Proposals Submitted in Dollar Amounts</b>	\$9,137,717	\$10,437,567	\$12,380,407	\$10,274,566	<b>\$11,567,842</b>
<b>Total Award Dollars</b>	\$3,222,511	\$5,065,542	\$5,358,870	\$4,474,367	<b>\$4,730,622</b>
<b>Total Annual Dollars</b>	\$2,536,169	\$4,534,323	\$4,674,231	\$3,383,947	<b>\$4,730,622</b>
<b>Percent of Dollars Awarded</b>	35%	49%	43%	44%	41%
<b>Proposals Submitted</b>					
Administration	17	18	13	11	11
Fulton	13	17	11	14	16
Henson	32	31	27	38	45
Perdue	8	9	10	17	26
Seidel	21	25	24	27	36
Ward Museum	-	3	-	-	-
<b>Total Submitted</b>	91	103	85	107	134
<b>Total Awarded</b>	48	55	47	73	100
<b>Percent Awarded</b>	52%	53%	55%	68%	75%
<b>Principal Investigators* *unduplicated count</b>					
Administration	10	11	11	11	8
Fulton	11	13	7	11	11
Henson	19	21	21	28	24
Perdue	4	5	4	3	6
Seidel	12	13	10	10	11
Ward Museum	-	1	-	-	-
<b>Total</b>	56	64	53	63	60
<b>% of FT Faculty</b>	21%	23%	18%	21%	19%
<b>Cost Share Committed on Total Awards</b>	<b>\$1,823,988</b>	<b>\$833,645</b>	<b>\$782,766</b>	<b>\$992,636</b>	<b>\$714,832</b>

Source: SU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2004

**Table 5: LIBRARY COLLECTIONS AND TRANSACTIONS**  
**Fall 2000 through Fall 2004**

**Collections**

	2000	2001	2002	2003	2004
Number of volumes	249,710	251,991	253,958	253,168	254,151
Separate government documents collections	225,901	232,267	236,741	240,958	241,604
Microforms	700,446	720,426	738,503	752,088	747,871
Current periodical subscriptions	1,674	1,678	1,711	1,711	1,271
Audio-visual materials	10,638	10,674	10,690	4,535	4,467
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467

**Library Transactions**

	2000	2001	2002	2003	2004
Total hours open per typical week	101	100	100	100	100
General Loans (Circulation)	32,687	30,179	27,674	31,344	32,979
Reserve Loans	14,911	15,863	16,844	17,903	14,020
Directional Transactions	9,933	3,521	3,160	4,259	3,930
Informational Transactions	17,480	11,007	10,072	10,817	9,089
Bibliographic Instruction					
a. Population served	2,021	1,466	1,664	2,283	1,847
b. Number of Classes	103	67	87	112	85
Orientations					
a. Population served	579	1,195	162	0	0
b. Number of Groups	31	59	7	0	0

Source: SU's Library Office

Table 6 :

## Physical Facilities Inventory: 2004-05

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Admissions Center	Offices	1930	1998	4,337	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,724	1,863
Allenwood Center (Unit 400)	Offices	Est. 1972	1999	1,158	1,863
Allenwood Center (Unit 500)	Offices	Est. 1972	2002	2,208	2,911
Allenwood Center (Unit 600)	Offices/Labs	Est. 1972	2001	3,063	4,042
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	815	939
Architectural & Engineering Ctr	Offices	Est. 1950	--	1,073	1,535
Alumni House	Alumni Support	1996	--	3,490	7,818
Athletic Storage Building	Storage	1999	--	2,250	2,250
Athletic Team Building	Sports	1994	--	2,178	3,403
BEACON House	Offices	1943	1995	1,241	2,559
Blackwell Library	Library	1958	1975	40,025	67,125
Camden House	Offices	Est. 1940	2002	2,083	2,680
Carriage House	Residential	1930	--	1,148	1,409
Caruthers Hall	Classrooms/Offices	1955	1979	33,446	53,523
Center for Conflict Resolution	Offices	1934	1994	1,315	2,917
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,135	48,118
Commons Building	Dining Hall	1997	--	70,462	124,589
Devilbiss Science Hall	Classrooms/Offices	1967	2003	40,373	61,932
Dogwood Village	Dormitory	1985	--	20,225	26,880
Faculty Development House	Academic	1937	--	1,388	3,085
Foundation Center	Offices	1925	2000	2,435	5,468
Fulton Hall	Classrooms/Offices	1991	--	49,703	95,000
Greenhouse	Maintenance	1994	--	5,010	5,150
Grounds Storage Building	Storage	1999	--	1,875	1,875
Henson Science Hall	Classrooms/Offices	2002	--	81,033	144,723
Holloway Hall	Classrooms/Offices	1924	1976	64,003	118,127
Honors House	Classrooms/Offices	1956	1994	3,590	3,946
Indoor Tennis Center	Sports	1975	--	19,500	20,000
Maggs Annex	Offices	1984	--	1,225	1,792
Maggs Annex "A"	Offices	1951	--	671	768
Maggs Physical Activity Center	Classrooms/Offices	1977	--	75,860	113,904
Maintenance	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
PACE (Public Affairs & Civic Engagement)	Offices	1935	1993	1,839	2,000
Philosophy House	Classrooms/Offices	1942	--	1,984	3,340
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Power Professional Building	Classrooms/Offices	1989	--	25,127	30,695
President's Residence	Residential	Est. 1930	1994	4,474	5,264
Regents Retreat	Residential	Est. 1965	1996	1,080	1,080
Scarborough Leadership Center	Student Organizations	2001	--	5,124	8,400
Severa Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	1,680	4,800
Student Art Center	Offices	1942	--	1,535	2,457
Support Services	Office/Warehouse	Est. 1960	2002	14,876	15,200
Theatre Web Development	Offices	Est. 1940	--	1,657	2,368
University Center	Student Activities	1988	--	36,126	72,718
University Center Annex B	Offices	1951	1980	695	768
University Police	Offices	1965	1992	4,451	6,050
Ward Museum	Museum	1992	--	21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
<b>Total Footage</b>				<b>914,310</b>	<b>1,447,035</b>
Total square footage consisting of:					
1) Auxiliary Enterprises (dormitories, student union, dining hall)				391,435	613,410
2) Other				522,875	833,625
<b>Acres of Land Maintained</b>				<b>145.47</b>	

Source: Physical Plant Department

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# Glossary

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**Adjunct Faculty:** Part-time, temporary faculty

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

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

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

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

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

**Budget FTES:** The average of fall and spring FTES.

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

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

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

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

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

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

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

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

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

**HBI:** Historically Black Institutions

**HBCU:** Historically Black Colleges and Universities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SCH:** Student Credit Hours

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

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

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

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

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

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

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