



# Fact Book

## 2002-2003

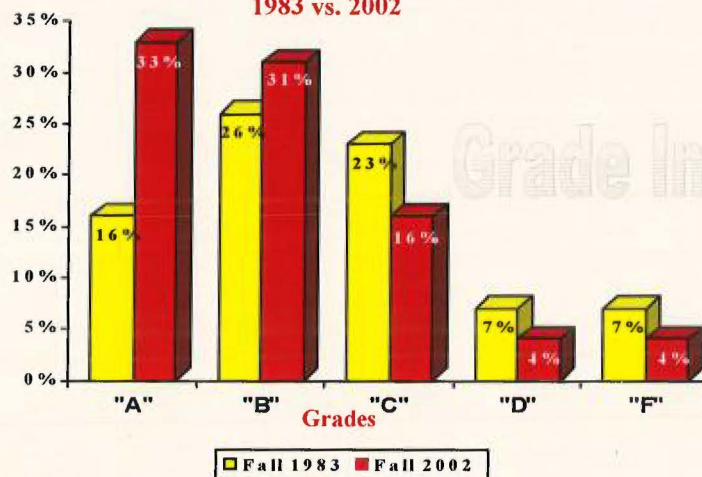
20<sup>th</sup>  
Anniversary  
Edition

**“Not everything that can be counted counts, and not everything that counts can be counted.”**

*Albert Einstein*

Undergraduate Grade Distribution

1983 vs. 2002





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## MEMORANDUM

March 10, 2003

TO: Members of the Salisbury University Community

FROM: Bryan Price  
Director

RE: 2002-2003 Fact Book

I am pleased to present the **Salisbury University 2002-2003 Fact Book**, the 20<sup>th</sup> consecutive year in which we have offered this publication to the SU community. Providing reliable, detailed information to the Salisbury University administration and faculty remain central outcomes of our office. One of the primary documents we publish to support those outcomes is the Salisbury University Fact Book. The Fact Book should serve as your first choice of reference regarding enrollment statistics, program enrollment trends and demographics, faculty and employee demographics, faculty workload, graduation trends, and planning. The 2002-2003 edition of the Fact Book is available in limited hard copy quantities, CD-ROM, and on the World Wide Web at <http://www.salisbury.edu/iara/Factbook/Factbook.htm> . For more extensive information, you may also refer to the website of the Office of Institutional Research, Assessment, & Accountability at <http://www.salisbury.edu/iara>.

It is important to acknowledge my IR staff: June Dysart, IR Specialist and Coordinator of the Fact Book; Maureen Belich, Research Analyst "Extraordinaire;" and my part-time professional and student employees. Their attention to detail and flexibility under pressure are essential in providing you with accurate and reliable information.

On a final note, since this is the 20<sup>th</sup> edition of the SU Fact Book, you might be interested to view some of the highlights between **Salisbury State College in 1983** and **Salisbury University in 2002**. The data are remarkable, both for their similarities and for their dramatic differences.



	<i>Salisbury State College Fall 1983</i>	<i>Salisbury University Fall 2002</i>
<i>Total Headcount</i>	4,488	6,851
<i>% Full-time Undergraduates</i>	77%	87.6%
<i>% Graduate Enrollment</i>	11.5%	9.4%
<i>Part-time Graduate Headcount</i>	485	491
<i>Percent Female</i>	57%	57%
<i>% Minority &amp; International (UG)</i>	8.5%	13.5%
<i>Undergraduate Degrees Awarded</i>	585	1,283
<i>Freshman Acceptance Rate</i>	78%	50%
<i>Salisbury Freshman SAT Average Above(Below) National Average</i>	(22)	+106
<i>Freshman to Sophomore Retention Rate</i>	69%	81.3%
<i>% of Students Receiving a Grade of "A"</i>	16%	Undergraduate: 33% Graduate: 70%
<i>State Appropriations as a % of Total Budget</i>	42.8%	31.8%
<i>In-State Tuition/Fees (annual)</i>	\$1,354	\$4,804
<i>% of F/T, Tenured Faculty</i>	63%	63%
<i>% of F/T Faculty w/ Terminal Degree</i>	64%	90%
<i>Student/Faculty Ratio</i>	16.1:1	16.8:1
<i>SCH/FTEF</i>	478:1	476:1
<i>% Minority Full-time Faculty</i>	4%	9.4%
<i>A "Salisbury" Descriptor</i>	"...metropolitan population of 38,000"	What metropolitan area? A metropolitan area <b>MUST</b> have a city with a population of at least 50,000 or an urbanized area of 50,000 and total <i>metropolitan</i> area of 100,000. Salisbury has 24,000; Wicomico Cnty. has 85,000.
<i>US News Ranking</i>	US News ranking...What is that?	37 <sup>th</sup> : 1 <sup>st</sup> Tier

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# THE HISTORY OF THE UNITED STATES

FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME

BY JAMES M. SMITH

NEW YORK

Published by the

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## GENERAL INFORMATION

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**S**alisbury 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.



# Salisbury University Profile

## FALL 2002

**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)  
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>6851</b>	<b>Total</b>
2.5%	increase from Fall 2001 (6682)
13.8%	increase from Fall 1997 (6022)
13.8%	increase from Fall 1992 (6022)

### Headcount Demographics:

	<b>UG</b>	<b>Grad</b>	<b>Total</b>
F/T	5439	154	5593
P/T	767	491	1258
<b>Total Enrollment</b>	<b>6206</b>	<b>645</b>	<b>6851</b>
Female	57%	71%	58%
Male	43%	29%	42%
<b>Ethnicity</b>			
African-American	8.4%	10.4%	8.5%
American Indian	.3%	0.0%	.3%
Asian/Pacific Islander	2.2%	1.0%	2.0%
Hispanic	1.8%	1.0%	1.7%
International	.8%	4.1%	1.1%
<b>Total Minority &amp; International</b>	<b>13.5%</b>	<b>16.5%</b>	<b>13.8%</b>
<b>% In State</b>	<b>82.6%</b>	<b>78.6%</b>	<b>82.2%</b>
<b>% Out of State (including Int'l)</b>	<b>17.4%</b>	<b>21.4%</b>	<b>17.8%</b>
Countries Represented	32	21	46
States Represented	31	13	33

% F/T = 81.6%

% UG FT = 87.6%

% UG = 90.6%

### Student/Faculty Ratio

**17:1** (FTES/FTEF)

Average credit hours per undergraduate student: 13.74 (All) 14.89 (F/T) 5.57 (P/T)

Average credit hours per graduate student: 5.64 (All) 10.56 (F/T) 4.09 (P/T)

Lecture courses w/ < 20 students: **32%**

Lecture courses w/ 20-40 students: **63%**

Lecture courses w/ > 40 students: **5%**

Average class size: **24**

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



**Undergraduate Degree Programs: 40** (offering the B.A., B.S., B.A.S.W., B.F.A.)

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

**Graduate Programs: 9**

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

**Enrollment in Most Popular UG Majors:**

898 (14.5%) Business Administration	305 (4.9%) Nursing
710 (11.4%) Elementary Education	300 (4.8%) Psychology
483 (7.8%) Communication Arts	241 (3.9%) History
438 (7.1%) Biology	232 (3.7%) Physical Education

**Degrees Conferred AY 2001-02:** 1,283 Bachelors, 160 Master's

**Resident Population on Campus:** 1,645 (31% of full-time undergraduates)

**National & International Honor Societies:** 20

<b>Age of Students:</b>	<b>Average Age of all students = 23.6</b>
88.8% of all undergraduates are age 24 and younger	17.4% of the total student body is age 25 and older
Average Age of all undergraduates = 22.5	Average Age of all graduate students = 33.6

**Freshman to Sophomore Retention Rate:** 81.3%

**Six-year Completion Rate:** 73.9% ( MHEC rates for SU—includes transfer-out completers)  
63.6% ( Salisbury University students only)

**Freshman Admissions, Fall 2002****Financial Aid Recipients for FY 2002**

5,298 applied	2,675 accepted	900 enrolled	4,305 UG recipients	\$29,941,007
	50% acceptance rate	34% enrollment yield	260 graduate recipients	\$ 1,097,777
<b>Undergraduate Tuition &amp; Fees AY 2002-03</b>				
Annual In-state:		\$ 4,804		
Annual Out-of-state:		\$10,568		

### Fall 2002 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>	520	530	1050	430	430	860	430	440	870
50 <sup>th</sup>	550	570	1120	510	520	1030	500	510	1010
75 <sup>th</sup>	600	610	1210	590	600	1190	580	600	1180

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

Mean SAT SU: 1,126

Maryland & Nation: 1,020

### Faculty Demographics:

Full-Time*	298
Tenure/Tenured Track	254
Average length of service	11
% with Terminal Degree	90%
% with Ph.D.	87%
Full-Time Contractual	44
% with Terminal Degree	23%
% with Ph.D.	18%
Part-Time Contractual	173
Total Faculty	471
Female	227
Male	244
Faculty teaching UG courses	464
Faculty instructing at least one graduate course/section	66

\* Terminal degrees representing 105 institutions of higher education in 41 states, the District of Columbia, and 2 foreign countries.

### Grants and Sponsored Research Awards:

FY 1997	\$1,325,984
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

Source: Office of Grants & Sponsored Research

### Private Support

Fiscal Year	Donations & Revenue	Disbursements and Expenses	Gross Assets
1998	\$5,779,046	\$2,385,255	\$26,498,293
1999	\$6,858,211	\$2,719,064	\$32,534,437
2000	\$6,221,199	\$2,959,897	\$36,399,079
2001	\$1,993,754	\$3,512,711	\$32,845,071
2002	\$ 152,099	\$3,464,098	\$28,589,028

Source: SU Foundation, Inc.

Operating Budget: FY 02 Actual	\$82,281,950	Physical Plant: 145.47 acres
Projected Budget: FY 03	\$88,258,541	45 buildings, including 10 residence halls
Source: Office of Administration & Finance		Total Gross Square Footage: 1,444,989

**Blackwell Library:** 253,958 bound volumes; 236,741 government documents;  
10,690 audiovisual items  
1,711 current periodical subscriptions, special collections of maps, art prints, etc.

Date		Description		Amount	
1900	Jan 1	Balance		100.00	
1900	Jan 15	Received from A. B.		50.00	
1900	Feb 1	Received from C. D.		25.00	
1900	Mar 1	Received from E. F.		75.00	
1900	Apr 1	Received from G. H.		100.00	
1900	May 1	Received from I. J.		150.00	
1900	Jun 1	Received from K. L.		200.00	
1900	Jul 1	Received from M. N.		250.00	
1900	Aug 1	Received from O. P.		300.00	
1900	Sep 1	Received from Q. R.		350.00	
1900	Oct 1	Received from S. T.		400.00	
1900	Nov 1	Received from U. V.		450.00	
1900	Dec 1	Received from W. X.		500.00	
1900	Total			2500.00	

## Statement of Assets and Liabilities

The following statement shows the assets and liabilities of the company as of the end of the year 1900. The assets are divided into two classes, fixed assets and current assets. The liabilities are divided into two classes, fixed liabilities and current liabilities. The total assets are equal to the total liabilities, as shown in the following table:

Class	Item	Amount
Fixed Assets	Land	100.00
	Buildings	200.00
	Furniture	50.00
	Equipment	150.00
Current Assets	Accounts Receivable	500.00
	Inventory	250.00
	Prepaid Expenses	50.00
	Cash	100.00
Fixed Liabilities	Mortgage	100.00
	Notes Payable	50.00
Current Liabilities	Accounts Payable	250.00
	Notes Payable	100.00
Total		2500.00

Date		Description		Amount	
1900	Jan 1	Balance		100.00	
1900	Jan 15	Received from A. B.		50.00	
1900	Feb 1	Received from C. D.		25.00	
1900	Mar 1	Received from E. F.		75.00	
1900	Apr 1	Received from G. H.		100.00	
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1900	Jul 1	Received from M. N.		250.00	
1900	Aug 1	Received from O. P.		300.00	
1900	Sep 1	Received from Q. R.		350.00	
1900	Oct 1	Received from S. T.		400.00	
1900	Nov 1	Received from U. V.		450.00	
1900	Dec 1	Received from W. X.		500.00	
1900	Total			2500.00	

# Summary of Student Characteristics: Fall 2002

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5439	767	6206	90.6%
Graduate	154	491	645	9.4%
<b>Total</b>	<b>5593</b>	<b>1258</b>	<b>6851</b>	<b>100%</b>
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2378	298	2676	43.1%
Undergraduate Females	3061	469	3530	56.9%
<b>Total Undergraduates</b>	<b>5439</b>	<b>767</b>	<b>6206</b>	<b>100%</b>
Graduate Males	58	126	184	28.5%
Graduate Females	96	365	461	71.5%
<b>Total Graduates</b>	<b>154</b>	<b>491</b>	<b>645</b>	<b>100%</b>
Total Males	2436	424	2860	41.7%
Total Females	3157	834	3991	58.3%
<b>Total Enrollment</b>	<b>5593</b>	<b>1258</b>	<b>6851</b>	<b>100%</b>
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
<b>First-time Freshmen</b>				
African-American	84	-	84	9.7%
White	715	1	716	82.9%
Other	58	-	58	6.7%
International	6	-	6	0.7%
Unknown	36	-	36	
<b>Total First-time Freshmen</b>	<b>899</b>	<b>1</b>	<b>900</b>	<b>100%</b>
Undergraduate African-American	328	167	495	8.4%
Undergraduate White	4599	524	5123	86.5%
Undergraduate Other	225	29	254	4.3%
Undergraduate International	47	2	49	0.8%
Undergraduate Unknown	240	45	285	
<b>Total Undergraduate</b>	<b>5439</b>	<b>767</b>	<b>6206</b>	<b>100%</b>
Graduate African-American	13	50	63	10.4%
Graduate White	102	404	506	83.5%
Graduate Other	2	10	12	2.0%
Graduate International	21	4	25	4.1%
Graduate Unknown	16	23	39	
<b>Total Graduates</b>	<b>154</b>	<b>491</b>	<b>645</b>	<b>100%</b>
Total African-American	341	217	558	8.5%
Total White	4701	928	5629	86.2%
Total Other	227	39	266	4.1%
Total International	68	6	74	1.1%
Total Unknown	256	68	324	
<b>TOTAL ENROLLMENT</b>	<b>5593</b>	<b>1258</b>	<b>6851</b>	<b>100%</b>
*Percentage proportions are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	5103	409	5512	88.8%
Undergraduate 25 & over	336	358	694	11.2%
<b>Total Undergraduates</b>	<b>5439</b>	<b>767</b>	<b>6206</b>	<b>100%</b>
Graduates 24 & under	90	53	143	22.2%
Graduates 25 & over	64	438	502	77.8%
<b>Total Graduates</b>	<b>154</b>	<b>491</b>	<b>645</b>	<b>100%</b>
Total 24 & under	5193	462	5655	82.5%
Total 25 & over	400	796	1196	17.7%
<b>Total Enrollment</b>	<b>5593</b>	<b>1258</b>	<b>6851</b>	<b>100%</b>
RESIDENCE (of Origin)	Full-Time	TOTAL	% of Total	
<b>Full-Time Undergraduates</b>				
Eastern Shore, MD	1418		26.1%	
Western Shore, MD	3041		55.9%	
Out-of-State	930		17.1%	
International students, int'l address	47		0.9%	
Permanent resident visa students, int'l address	3		0.1%	
<b>Total Full-Time Undergraduates</b>	<b>5439</b>		<b>100%</b>	
<b>Total Enrollment</b>				
Eastern Shore, MD		2342	34.2%	
Western Shore, MD		3291	48.0%	
Out-of-State		1138	16.6%	
International students, int'l address		74	1.1%	
Permanent resident visa students, int'l address		4	0.1%	
US students, int'l address		2	0.0%	
<b>TOTAL</b>		<b>6851</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 40 undergraduate majors including professional programs in business administration, 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, a Master of Arts in English was created; and, in 1975, a Master of Arts

in psychology was established, although the program has been escrowed pending future initiatives. 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 Arts with a major in history in 1998, 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 2002 headcount enrollment of 6,851 students and 5,985 FTE (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 395,903. This figure represents a 33.5% increase from the 1980 census (296,620) and 15.2% from the 1990 census (343,769). The population is projected to increase by approximately 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 14.9% from 1990 and 32.4% 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 is to be 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 FTE Enrollments**  
*Academic Years 1977-78 through 2002-03*

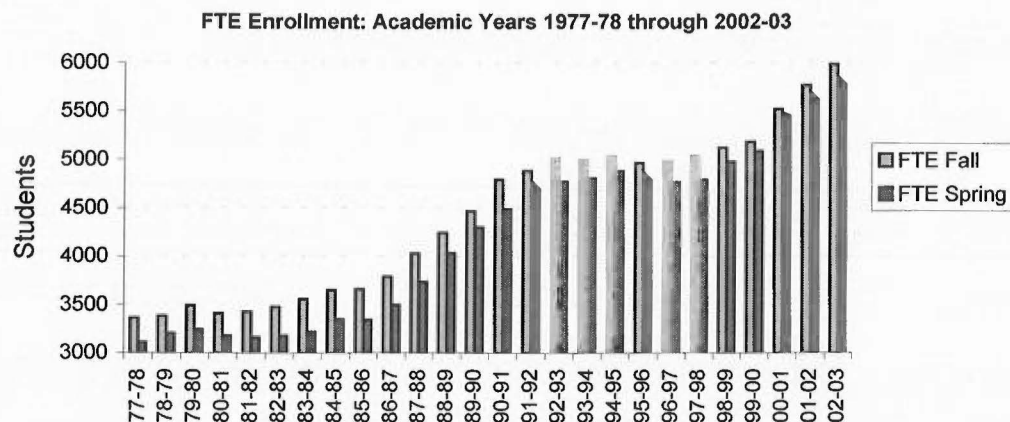
Academic Year	New Full-Time Freshmen	HEADCOUNT		FTE		FY Budget FTE*
		Fall	Spring	Fall	Spring	
77-78	856	4299	3968	3363	3113	3238
78-79	688	4361	4081	3382	3204	3296
79-80	654	4427	4040	3491	3245	3367
80-81	622	4318	3971	3410	3179	3296
81-82	N/A	4349	3995	3426	3161	3293
82-83	659	4341	3967	3475	3177	3326
83-84	721	4488	4029	3557	3217	3385
84-85	811	4485	4178	3652	3349	3501
85-86	711	4507	4163	3661	3345	3503
86-87	685	4708	4442	3790	3500	3645
87-88	803	4960	4692	4032	3737	3884
88-89	855	5260	5044	4241	4035	4138
89-90	773	5447	5263	4467	4300	4384
90-91	659	5734	5398	4794	4487	4641
91-92	711	5884	5669	4883	4693	4788
92-93	634	6022	5719	5017	4775	4896
93-94	726	5956	5749	4995	4806	4901
94-95	680	6048	5909	5031	4881	4956
95-96	650	6010	5763	4962	4788	4875
96-97	685	5947	5775	4976	4768	4872
97-98	874	6022	5711	5035	4792	4913
98-99	928	6080	5887	5122	4976	5049
99-00	856	6060	5926	5181	5085	5133
00-01	930	6421	6244	5519	5445	5482
01-02	941	6682	6434	5768	5609	5689
02-03	899	6851	6613	5985	5778	5882

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

Source: MHEC Enrollment Reports

o:\factbook02-03\headcount & FTE enrollments

Figure 1:

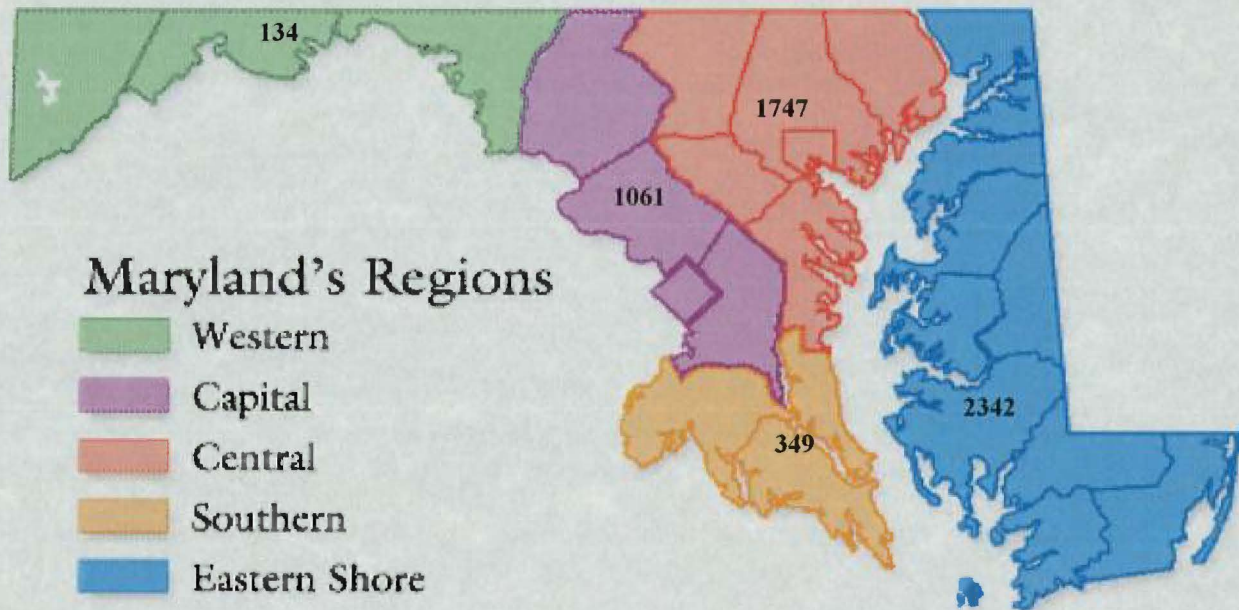




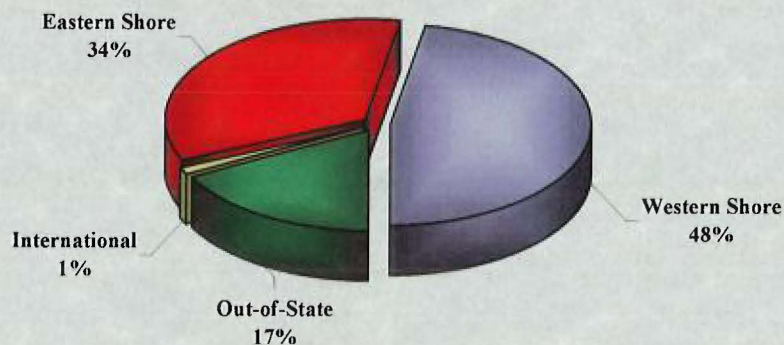


# Total Enrollment and Demographics

Total Maryland Enrollment, Fall 2002: 5,633



Fall 2002  
Total Enrollment: 6,851



Total Eastern Shore  
Enrollment,  
Fall 2002: 2342

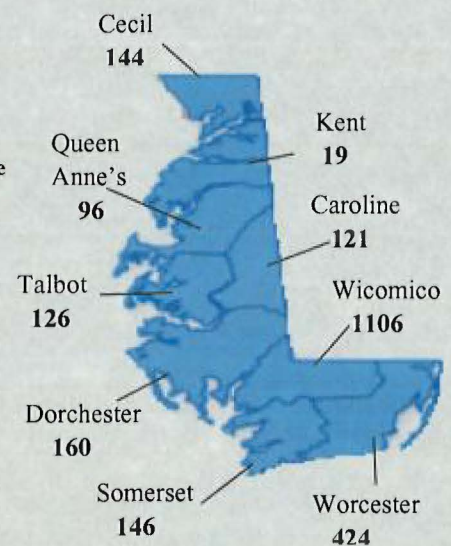




Table 1:

Total *INSTITUTIONAL* Enrollment: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>6080</b>	<b>6060</b>	<b>6421</b>	<b>6682</b>	<b>6851</b>
% Annual Growth	1.0%	-0.3%	6.0%	4.1%	2.5%
Total Men	2541	2541	2713	2802	2,860
% Men	41.8%	41.9%	42.3%	41.9%	41.7%
Total Women	3539	3519	3708	3880	3,991
% Women	58.2%	58.1%	57.7%	58.1%	58.3%
F.T.E.	5122	5181	5519	5768	5985
% Annual Growth	1.7%	1.2%	6.5%	4.5%	3.8%
Full-Time Students	4688	4791	5150	5398	5593
Men	2039	2053	2243	2341	2436
Women	2649	2738	2907	3057	3157
% Full-Time	77.1%	79.1%	80.2%	80.8%	81.6%
Average Age of all full-time students		22	22	21.5	21.7
Part-Time Students	1392	1269	1271	1284	1258
Men	502	488	470	461	424
Women	890	781	801	823	834
% Part-Time	22.9%	20.9%	19.8%	19.2%	18.4%
Average Age of all part-time students		32	32	31.5	31.9
<b>Average Student Age</b>	<b>23.8</b>	<b>23.7</b>	<b>23.6</b>	<b>23.5</b>	<b>23.6</b>

Figure 1: Full-Time and Part-Time Institutional Enrollment: 1998-2002

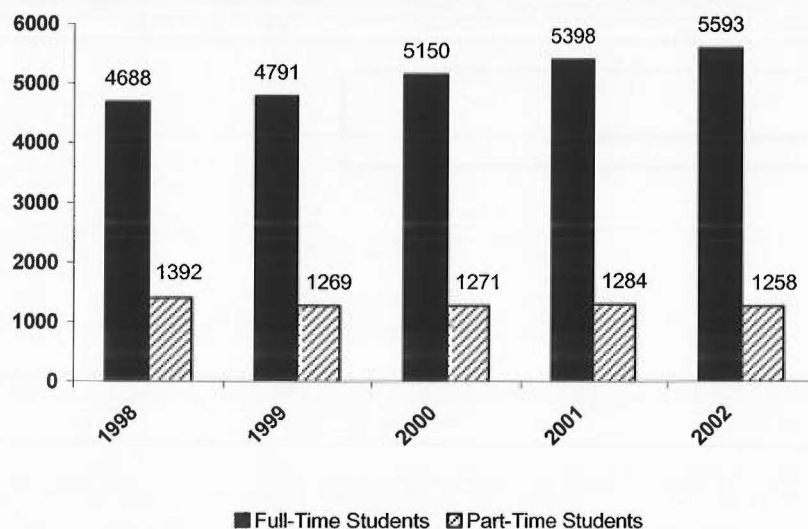




Table 2: Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2002

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	
First-Time Freshmen <sup>1</sup>	84	-	4	-	31	-	23	-	715	1	6	-	36	-	899	1	900
%	9.7		0.5		3.6		2.7		82.9		0.7		4.0				
<b>Undergraduates</b>																	
Freshmen	141	1	5	-	46	3	37	-	1,123	10	13	-	59	1	1,424	15	1,439
%	10.3		0.4		3.6		2.7		82.2		0.9		4.2				
Sophomores	70	6	4	-	25	3	29	2	1,129	58	12	-	54	3	1,323	72	1,395
%	5.7		0.3		2.1		2.3		88.7		0.9		4.1				
Juniors	52	27	3	-	18	-	14	2	1,213	80	6	-	61	4	1,367	113	1,480
%	5.6		0.2		1.3		1.1		91.4		0.4		4.4				
Seniors	58	9	5	1	20	4	16	3	1,073	127	11	-	63	9	1,246	153	1,399
%	5.0		0.5		1.8		1.4		90.4		0.8		5.1				
Second Bachelor's	5	5	-	1	2	-	1	-	58	42	5	1	2	1	73	50	123
%	8.3		0.8		1.7		0.8		83.3		4.9		2.4				
Subtotal	326	48	17	2	111	10	97	7	4,596	317	47	1	239	18	5,433	403	5,836
Unclassified/ Non-Degree	2	119	-	-	-	6	-	4	3	207	-	1	1	27	6	364	370
Total Undergraduates	328	167	17	2	111	16	97	11	4,599	524	47	2	240	45	5,439	767	6,206
%	8.4		0.3		2.1		1.8		86.5		0.8		4.6				
<b>Graduates</b>																	
Degree-seeking	13	22	-	-	2	2	-	2	91	247	21	4	16	14	143	291	434
Non-Degree	-	28	-	-	-	2	-	4	11	157	-	-	-	9	11	200	211
Subtotal	13	50	-	-	2	4	-	6	102	404	21	4	16	23	154	491	645
%	10.4		0.0		1.0		1.0		83.5		4.1		6.0				
<b>GRAND TOTAL</b>	<b>341</b>	<b>217</b>	<b>17</b>	<b>2</b>	<b>113</b>	<b>20</b>	<b>97</b>	<b>17</b>	<b>4,701</b>	<b>928</b>	<b>68</b>	<b>6</b>	<b>256</b>	<b>68</b>	<b>5,593</b>	<b>1,258</b>	<b>6,851</b>
%	8.5		0.3		2.0		1.7		86.2		1.1		4.7				

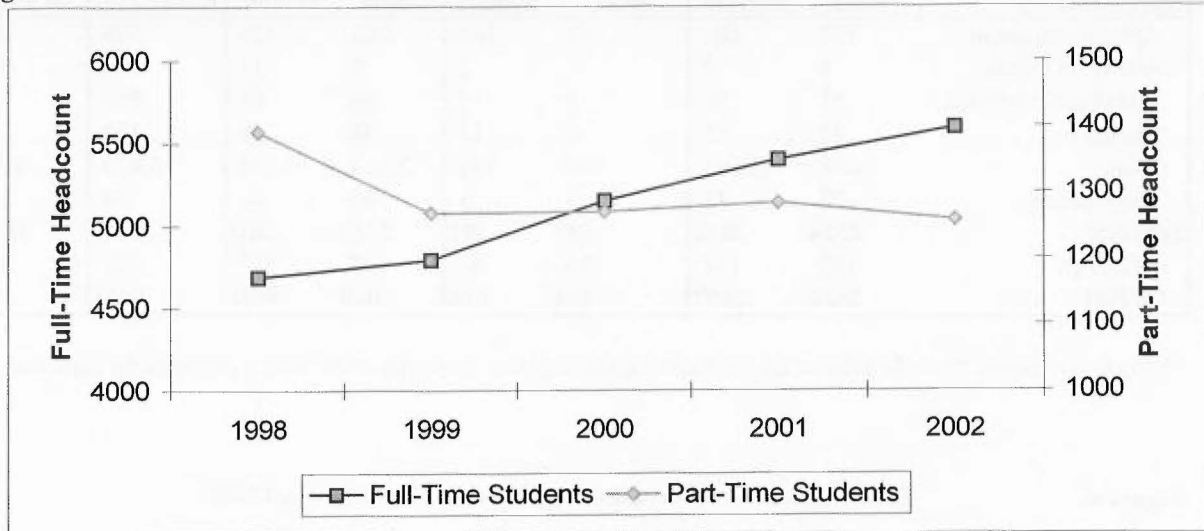
**Notes:**

<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.

**Figure 2: Total Institutional Enrollment: F/T, and P/T Students: 1998-2002**



**Figure 3: Total Institutional Enrollment Since 1980**

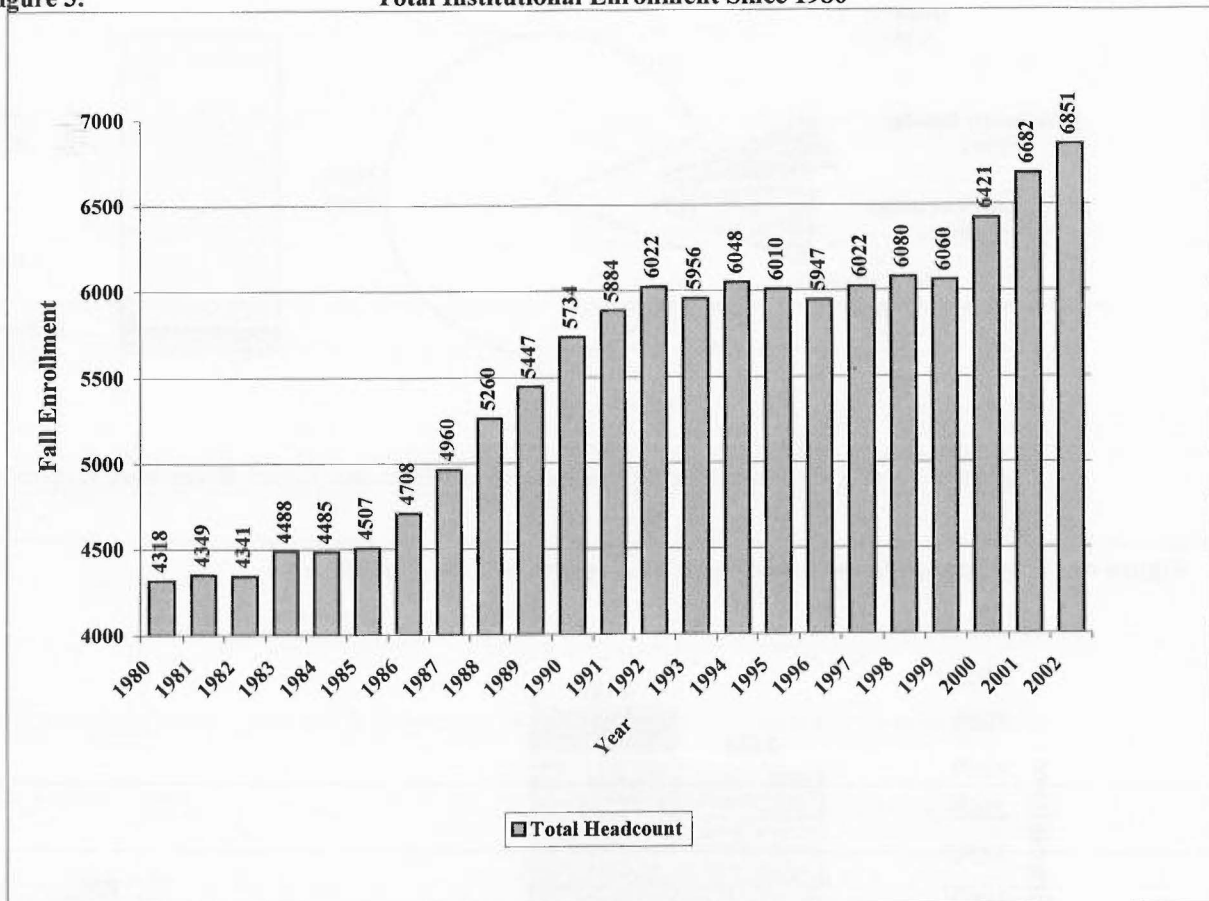


Table 3:

**Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2002**

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	152	189	51	166	203	355	558	8.1%	8.5%
American Indian	8	9	-	2	8	11	19	0.3%	0.3%
Asian/Pacific Islander	57	56	9	11	66	67	133	1.9%	2.0%
Hispanic	42	55	6	11	48	66	114	1.7%	1.7%
White	2,038	2,663	330	598	2,368	3,261	5,629	82.2%	86.2%
International	27	41	3	3	30	44	74	1.1%	1.1%
Subtotal	2324	3013	399	791	2723	3804	6527	95.3%	100.0%
Unknown	112	144	25	43	137	187	324	4.7%	
<b>TOTAL</b>	<b>2436</b>	<b>3157</b>	<b>424</b>	<b>834</b>	<b>2860</b>	<b>3991</b>	<b>6851</b>		

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

Figure 4:

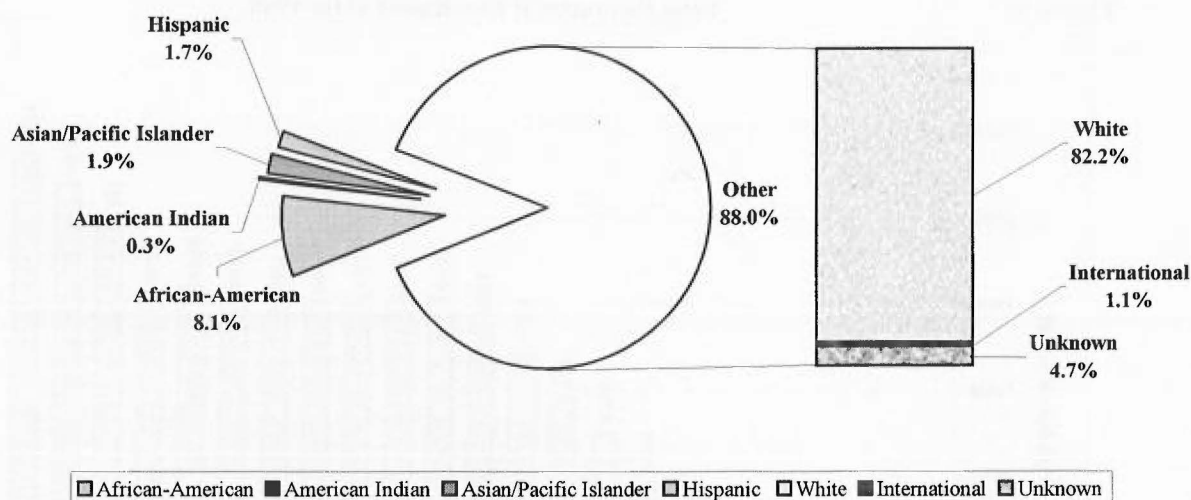
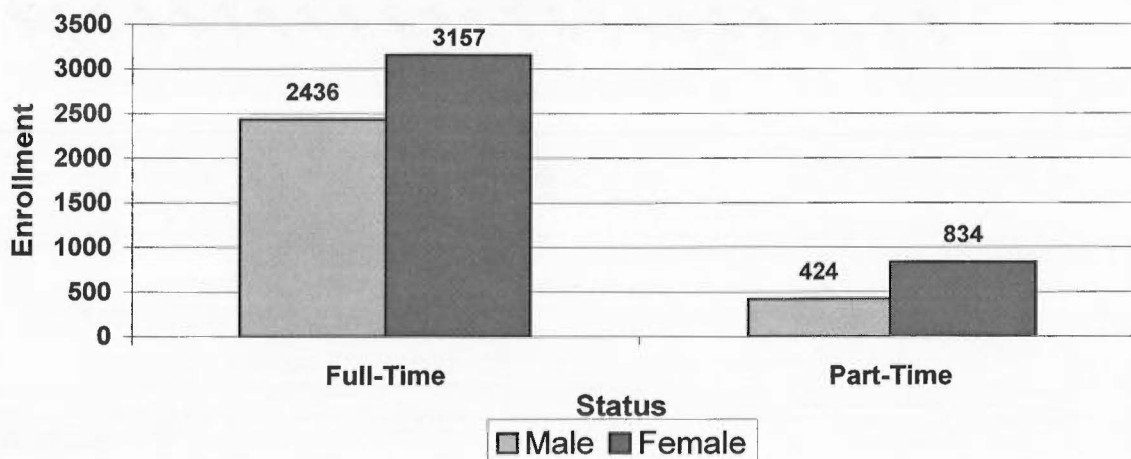
**Total Institutional Enrollment by Race & Ethnicity: Fall 2002**

Figure 4a: Total Institutional Enrollment by Sex and Status: Fall 2002





**Table 4: Total INSTITUTIONAL Demographics: 1998-2002**

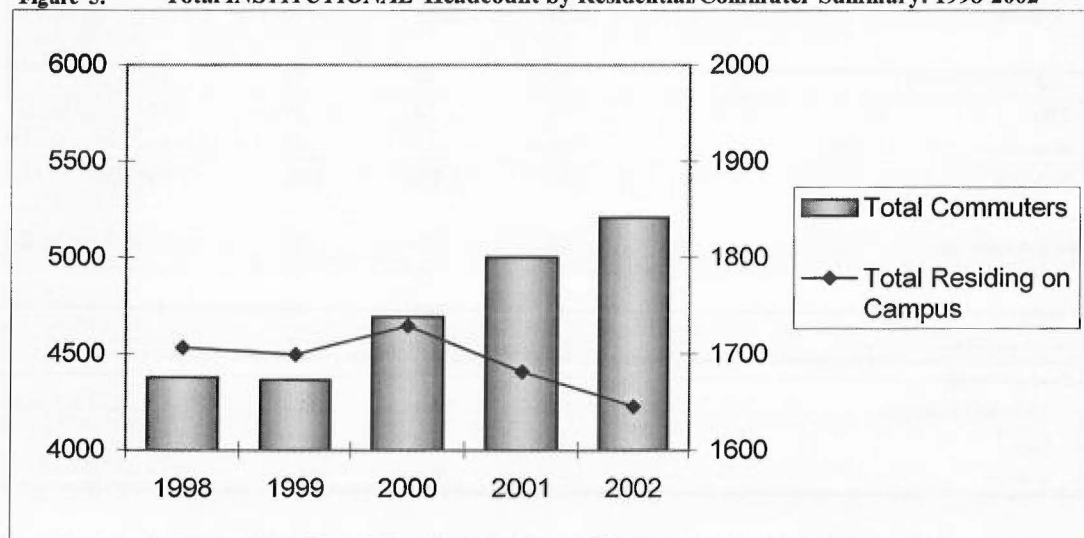
Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount<sup>1</sup></b>	<b>6080</b>	<b>6060</b>	<b>6421</b>	<b>6682</b>	<b>6851</b>
Total Residing on Campus	1706	1699	1729	1681	1645
Total Commuters	4374	4361	4692	5001	5206
<b>% Residing On Campus</b>	<b>28.1%</b>	<b>28.0%</b>	<b>26.9%</b>	<b>25.2%</b>	<b>24.0%</b>
MD Residents	4710	4818	5102	5460	5633
<b>% MD Residents</b>	<b>77.5%</b>	<b>79.5%</b>	<b>79.5%</b>	<b>81.7%</b>	<b>82.2%</b>
Out-of-State	1318	1196	1261	1159	1138
International	45	39	53	58	74
Other <sup>2</sup>	7	7	5	5	6
African-American	497	463	454	496	558
American Indian	17	17	21	22	19
Asian/Pacific Islander	91	86	99	122	133
Hispanic	55	54	68	88	114
International	45	39	53	58	74
White	5185	5159	5403	5576	5629
Unknown	190	242	323	320	324
% Known Minority	11.2%	10.7%	10.5%	11.4%	12.6%
% Minority + International	12.0%	11.3%	11.4%	12.4%	13.8%
% Unknown	3.1%	4.0%	5.0%	4.8%	4.7%
<b>Average Age of all students</b>	<b>23.8</b>	<b>23.7</b>	<b>23.6</b>	<b>23.5</b>	<b>23.6</b>

NOTES: <sup>1</sup>COOP students taking courses at SU are included in total headcount.

<sup>2</sup>Students with "OTHER" residence detailed on Fact Book page 4.

o:\fb0203total demographics

**Figure 5: Total INSTITUTIONAL Headcount by Residential/Commuter Summary: 1998-2002**



**Table 5: Total INSTITUTIONAL Enrollment by Age and Sex: 1998-2002**

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>6080</b>	<b>6060</b>	<b>6421</b>	<b>6682</b>	<b>6851</b>
Total 20 and Younger	2750	2832	2979	3095	3169
Men	1135	1154	1214	1251	1293
Women	1615	1678	1765	1844	1876
% 20 and Younger	45.2%	46.7%	46.4%	46.3%	46.3%
Total 21-24 Yrs Old	2109	2051	2281	2401	2486
Men	974	961	1087	1146	1176
Women	1135	1090	1194	1255	1310
% 21-24	34.7%	33.8%	35.5%	35.9%	36.3%
Total 25-29 Yrs Old	503	461	449	448	451
Men	201	191	182	172	173
Women	302	270	267	276	278
% 25-29	8.3%	7.6%	7.0%	6.7%	6.6%
Total 30-34 Yrs Old	242	238	228	250	243
Men	88	84	85	93	77
Women	154	154	143	157	166
% 30-34	4.0%	3.9%	3.6%	3.7%	3.5%
Total 35-39 Yrs Old	167	159	171	176	164
Men	52	49	58	49	48
Women	115	110	113	127	116
% 35-39	2.7%	2.6%	2.7%	2.6%	2.4%
Total 40-49 Yrs Old	227	237	224	219	238
Men	59	63	53	54	59
Women	168	174	171	165	179
% 40-49	3.7%	3.9%	3.5%	3.3%	3.5%
Total 50-59 Yrs Old	59	49	62	66	76
Men	21	22	19	25	23
Women	38	27	43	41	53
% 50-59	1.0%	0.8%	1.0%	1.0%	1.1%
Total 60 and older	23	33	27	27	24
Men	11	17	15	12	11
Women	12	16	12	15	13
% 60 and older	0.4%	0.5%	0.4%	0.4%	0.4%
<b>Average Age</b>					
ALL STUDENTS	23.8	23.7	23.6	23.5	23.6
Men	23.3	23.4	23.2	23.1	23.0
Women	24.1	24.0	23.9	23.8	23.9

Table 6:

Total *INSTITUTIONAL* Enrollment by State: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002	% of Total Enrl for Top States
<b>Total Headcount</b>	<b>6,080</b>	<b>6,060</b>	<b>6,421</b>	<b>6,682</b>	<b>6,851</b>	
Alabama	-	-	-	-	-	
Alaska	1	-	-	-	-	
Arizona	-	-	-	-	-	
Arkansas	-	1	1	1	-	
California	3	3	3	3	11	
Colorado	2	-	1	1	1	
Connecticut	24	24	24	21	22	
<b>Delaware</b>	<b>231</b>	<b>221</b>	<b>214</b>	<b>195</b>	<b>224</b>	<b>3.3%</b>
District of Columbia	6	6	7	8	5	
Florida	6	4	5	7	6	
Georgia	2	-	1	1	-	
Hawaii	2	2	5	3	2	
Idaho	-	-	2	1	1	
Illinois	3	1	4	5	5	
Indiana	-	1	-	-	-	
Iowa	1	2	2	-	-	
Kansas	-	-	2	2	-	
Kentucky	-	1	1	1	-	
Louisiana	-	1	2	-	-	
Maine	1	3	2	2	2	
<b>Maryland</b>	<b>4,710</b>	<b>4,818</b>	<b>5,102</b>	<b>5,460</b>	<b>5,633</b>	<b>82.2%</b>
Massachusetts	4	6	7	7	8	
Michigan	4	5	5	3	1	
Minnesota	-	-	3	4	3	
Mississippi	-	1	-	-	-	
Missouri	-	-	-	2	2	
Montana	1	-	-	-	-	
Nebraska	1	-	-	-	1	
Nevada	-	-	-	-	-	
New Hampshire	1	4	6	6	6	
<b>New Jersey</b>	<b>443</b>	<b>397</b>	<b>399</b>	<b>379</b>	<b>372</b>	<b>5.4%</b>
New Mexico	1	-	-	1	-	
<b>New York</b>	<b>282</b>	<b>250</b>	<b>280</b>	<b>243</b>	<b>213</b>	<b>3.1%</b>
North Carolina	4	5	1	2	1	
North Dakota	4	3	9	6	6	
Ohio	8	5	4	3	2	
Oklahoma	-	1	1	1	1	
Oregon	-	-	1	-	-	
<b>Pennsylvania</b>	<b>143</b>	<b>124</b>	<b>128</b>	<b>122</b>	<b>121</b>	<b>1.8%</b>
Rhode Island	-	-	1	2	-	
South Carolina	-	-	1	1	1	
South Dakota	3	2	2	2	-	
Tennessee	1	-	1	1	3	
Texas	3	1	2	2	3	
Utah	1	-	1	1	2	
Vermont	1	3	5	2	4	
Virginia	123	114	120	113	101	
Washington	1	1	-	-	3	
West Virginia	4	2	6	4	2	
Wisconsin	-	-	1	1	3	
Wyoming	-	-	-	-	-	
Puerto Rico	1	1	1	-	-	
Virgin Islands	2	1	-	-	-	
Foreign Countries	45	39	53	58	74	
Other	7	7	5	5	6	

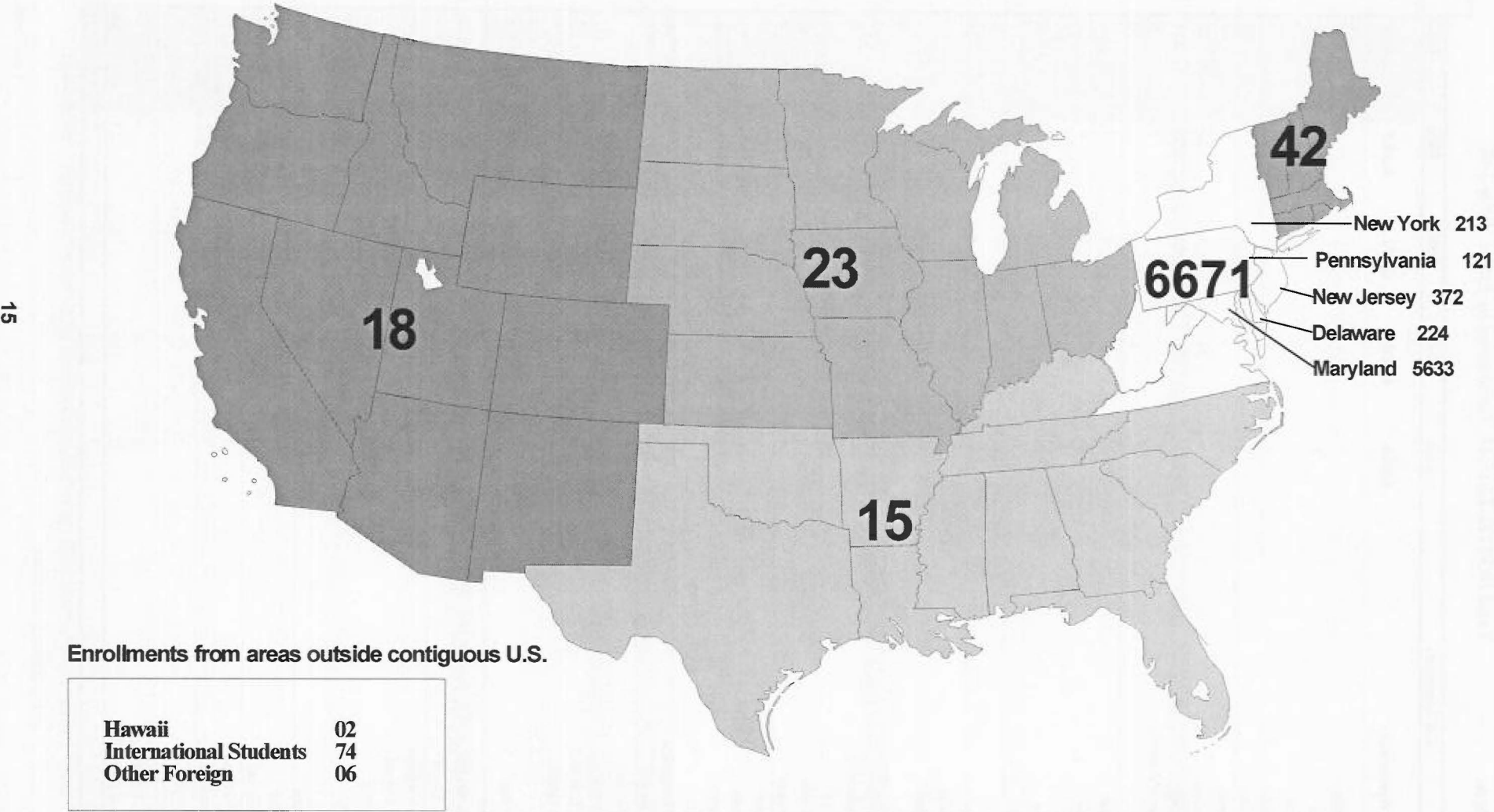
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Fact Book page 4 for details.

Total Enrollment and Demographics  
Enrollment by State

Figure 6:

**FALL 2002  
Total Enrollment (6851)  
Residency by Region**



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

**Table 7: Total *INSTITUTIONAL* Enrollment by County of Residence: 1998-2002**

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>6,080</b>	<b>6,060</b>	<b>6,421</b>	<b>6,682</b>	<b>6851</b>
Allegany	10	8	13	10	14
<b>Anne Arundel</b>	<b>451</b>	<b>447</b>	<b>466</b>	<b>506</b>	<b>543</b>
<b>Baltimore</b>	<b>370</b>	<b>394</b>	<b>440</b>	<b>444</b>	<b>443</b>
Baltimore City	23	23	20	24	21
Calvert	68	75	84	103	122
Caroline	96	108	126	125	121
Carroll	133	167	187	194	190
Cecil	103	96	110	130	144
Charles	100	104	115	109	118
Dorchester	163	167	193	176	160
Frederick	164	181	229	250	267
Garrett	7	9	8	9	8
Harford	252	248	259	266	259
Howard	182	229	263	276	291
Kent	30	23	18	17	19
<b>Montgomery</b>	<b>286</b>	<b>316</b>	<b>398</b>	<b>475</b>	<b>517</b>
Prince George's	260	240	230	259	277
Queen Anne's	72	74	77	92	96
St. Mary's	70	94	97	114	109
Somerset	188	169	144	163	146
Talbot	114	123	111	124	126
Washington	60	80	87	112	112
<b>Wicomico</b>	<b>1,029</b>	<b>984</b>	<b>1,044</b>	<b>1,070</b>	<b>1,106</b>
<b>Worcester</b>	<b>478</b>	<b>459</b>	<b>383</b>	<b>412</b>	<b>424</b>
Unknown	1	-	-	-	-
<b>Total for MD</b>	<b>4,710</b>	<b>4,818</b>	<b>5,102</b>	<b>5,460</b>	<b>5,633</b>
Out-of-State	1,318	1,196	1,261	1,159	1,138
International	45	39	53	58	74
Other	7	7	5	5	6

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

See Fact Book page 4 for details.

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

Region	1998	2002
	% of Total	% of Total
Eastern Shore	37.4%	34.2%
Western Shore	40.1%	48.1%
Out-of-State	21.7%	16.6%
International	0.9%	1.2%

Table 8:

### Enrollment by Foreign Country Fall 2002

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Albania	2	-	2	-	-	-	2
Bahamas	3	-	3	-	-	-	3
Bangladesh	-	1	1	-	-	-	1
Brazil	2	-	2	-	-	-	2
Br Virgin Islands	1	-	1	-	-	-	1
Canada	1	-	1	-	-	-	1
Cambodia	1	-	1	-	-	-	1
China	4	-	4	-	-	-	4
Cameroon	1	-	1	1	-	1	2
Chile	1	-	1	1	-	1	2
Congo	2	-	2	-	-	-	2
France	-	-	-	2	-	2	2
Gambia	-	-	-	1	-	1	1
Germany	6	-	6	-	1	1	7
Ghana	-	-	-	-	1	1	1
India	2	1	3	2	-	2	5
Japan	1	-	1	-	-	-	1
Kenya	-	-	-	1	-	1	1
Korea	1	-	1	-	-	-	1
Latvia	1	-	1	-	-	-	1
Lebanon	1	-	1	-	-	-	1
Lithuania	-	-	-	-	1	1	1
Malaysia	-	-	-	1	-	1	1
Moldova	1	-	1	-	-	-	1
Morocco	-	-	-	2	-	2	2
Mongolia	-	-	-	1	-	1	1
Nigeria	2	-	2	1	-	1	3
Norway	1	-	1	-	-	-	1
Pakistan	4	-	4	-	-	-	4
Poland	-	-	-	-	1	1	1
Russian Federation	2	-	2	3	-	3	5
Senegal	-	-	-	1	-	1	1
Sierra Leone	1	-	1	-	-	-	1
Sri Lanka	1	-	1	-	-	-	1
Thailand	-	-	-	1	-	1	1
Turkey	-	-	-	1	-	1	1
Taiwan	-	-	-	1	-	1	1
Tanzania	2	-	2	1	-	1	3
Venezuela	1	-	1	-	-	-	1
Vietnam	1	-	1	-	-	-	1
Zambia	1	-	1	-	-	-	1
Subtotal	47	2	49	21	4	25	74
<b>Other</b>							
Equador	-	1	1	-	-	-	1
Mali	-	-	-	1	-	1	1
South Africa	1	-	1	-	-	-	1
Uganda	1	-	1	-	-	-	1
United States	1	1	2	-	-	-	2
Subtotal	3	2	5	1	-	1	6
Country total, including US			32	21			46

Source: POP024

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

See Fact Book page 4 for details.



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

The following programs have experienced consistent annual growth or decline for at least three consecutive years. Programs with less than 20 majors (at **both** the start and finish of the review cycle) have been excluded; the count is unduplicated:

### Programs Showing Consistent Annual Enrollment Patterns for At Least 3 Consecutive Years

Program	Trend Direction	Length (in Years)	Majors at the Start of the Trend	Majors in 2002	Percent Change
Art	+	4	93	191	105%
Business Administration (Masters)	+	3	48	109	127%
Chemistry	-	3	60	50	-17%
Communication Arts	+	6	279	483	73%
Economics <sup>1</sup>	-	3	32	13	-59%
History	+	3	131	241	84%
Mathematics <sup>2</sup>	-	3	142	99	-30%
Music	-	3	38	27	-29%
Nursing	+	3	198	305	54%
Psychology	+	4	241	300	24%

Source: POP014

<sup>1</sup>The separation of Finance from the Dept. of Economics & Finance may account for some of the decline in majors in Fall 2002. However, most Finance majors would have been Business Admin. Majors w/ a Finance Concentration, making this unlikely.

<sup>2</sup>The separation of Computer Science from Mathematics in 2000 may account for some of the decline in majors.

### Percent Growth or Decline in Majors: Programs w/ Consistent Annual Trends for at least 3 Yrs.

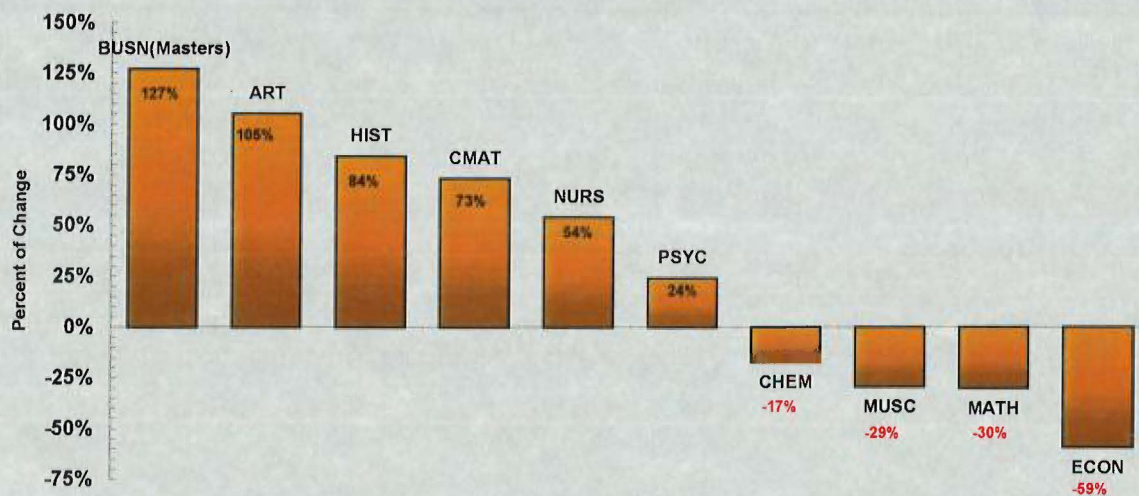






Table 1: INSTITUTIONAL Enrollment by School &amp; Discipline: Fall 1998 to Fall 2002

School and Degree Program	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change 1998 to 2002	1 Year Change	3-Year <sup>3</sup> Average
<b>UNDERGRADUATE</b>								
<b>Fulton School of Liberal Arts</b>								
Art	93	113	127	156	191	105.4%	22.4%	158
Art (Fine)	4	2	6	6	9			
Communication Arts	383	391	441	482	483	26.1%	0.2%	469
Conflict Resolution	-	-	-	6	18			
English	130	134	146	136	163	25.4%	19.9%	148
French	7	10	11	11	11			
History	144	131	151	193	241	67.4%	24.9%	195
Interdisciplinary Studies	-	-	-	19	71		273.7%	30
International Studies	-	-	-	-	2			
Liberal Studies	93	87	116	90	19			
Music	35	38	37	32	27	-22.9%	-15.6%	32
Philosophy	23	26	43	49	39	69.6%	-20.4%	44
Political Science	112	119	107	114	129	15.2%	13.2%	117
Psychology	241	276	290	292	300	24.5%	2.7%	294
Sociology	35	49	41	33	33	-5.7%	0.0%	36
Spanish	18	25	26	32	30	66.7%	-6.3%	29
Theatre	-	-	-	12	13			
<b>Subtotal</b>	<b>1,318</b>	<b>1,401</b>	<b>1,542</b>	<b>1,663</b>	<b>1,779</b>	<b>35.0%</b>	<b>7.0%</b>	<b>1,661</b>
<b>Henson School of Science &amp; Technology</b>								
Biology	563	477	453	437	438	-22.2%	0.2%	443
Chemistry	51	60	59	56	50	-2.0%	-10.7%	55
Computer Science	-	-	57	114	139		21.9%	103
Environmental Health	40	41	48	41	37	-7.5%	-9.8%	42
Geography	66	61	68	72	63	-4.5%	-12.5%	68
Mathematics	131	142	109	104	99	-24.4%	-4.8%	104
Medical Technology	38	25	29	31	24	-36.8%	-22.6%	28
Nursing	208	198	229	247	305	46.6%	23.5%	260
Physical Science	-	2	1	-	-			
Physics	53	67	66	74	81	52.8%	9.5%	74
Respiratory Therapy	41	31	29	24	28	-31.7%	16.7%	27
<b>Subtotal</b>	<b>1,191</b>	<b>1,104</b>	<b>1,148</b>	<b>1,200</b>	<b>1,264</b>	<b>6.1%</b>	<b>5.3%</b>	<b>1,204</b>
<b>Perdue School of Business</b>								
Accounting	179	153	152	151	172	-3.9%	13.9%	158
Business Administration	796	776	842	842	898	12.8%	6.7%	861
Economics	18	32	23	15	13			
Finance (formerly w/ECON)	-	-	-	-	14			
Management (formerly w/BUAD)	-	-	-	-	3			
Information Systems Management	133	171	175	186	159	19.5%	-14.5%	173
Marketing (formerly w/BUAD)	-	-	-	-	9			
<b>Subtotal</b>	<b>1,126</b>	<b>1,132</b>	<b>1,192</b>	<b>1,194</b>	<b>1,268</b>	<b>12.6%</b>	<b>6.2%</b>	<b>1,218</b>
<b>Seidel School of Education &amp; Professional Studies</b>								
Athletic Training	-	-	-	3	67		2133.3%	23
Early Childhood Education	-	-	-	-	3			
Elementary Education	642	679	742	738	710	10.6%	-3.8%	730
Exercise Science	-	-	-	-	37			
Health Education	-	-	-	3	9			
Physical Education	285	317	316	332	232	-18.6%	-30.1%	293
Social Work	159	144	164	145	154	-3.1%	6.2%	154
<b>Subtotal</b>	<b>1,086</b>	<b>1,140</b>	<b>1,222</b>	<b>1,221</b>	<b>1,212</b>	<b>11.6%</b>	<b>-0.7%</b>	<b>1,218</b>
Undeclared <sup>1</sup>	397	359	387	439	313	-21.2%	-28.7%	380
Unclassified <sup>2</sup>	416	400	392	343	370	-11.1%	7.9%	368
<b>TOTAL</b>	<b>5,534</b>	<b>5,536</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>12.1%</b>	<b>2.4%</b>	<b>6,050</b>
<b>GRADUATE</b>								
Applied Health Physiology	-	-	10	14	18			
Business Administration	71	48	70	81	109	53.5%	34.6%	87
Education	112	113	96	134	125	11.6%	-6.7%	118
Education, MA in Teaching	11	10	14	11	8			
Education, School Admin	27	28	27	29	21	-22.2%	-27.6%	26
English	28	24	25	40	35	25.0%	-12.5%	33
History	13	28	21	15	19			
Nursing	35	23	52	38	29	-17.1%	-23.7%	40
Psychology	18	15	12	4	-			
Social Work	-	-	-	29	70		141.4%	
Non-Degree seeking	229	235	211	227	211	-7.9%	-7.0%	216
<b>TOTAL</b>	<b>544</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>	<b>18.6%</b>	<b>3.7%</b>	<b>602</b>

<sup>1</sup> Degree-seeking students, major undeclared.<sup>2</sup> Non-degree seeking students.<sup>3</sup> For programs in existence for less than 3 years, average has been calculated based upon years in existence. 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 2002**

	Students			Student Credit Hours			FTE <sup>1,2</sup>		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
<b>Winter Terms</b>									
Winter 1989	1131	26	<b>1157</b>	4555	84	<b>4639</b>	304	7	<b>311</b>
Winter 1990	1165	73	<b>1238</b>	4544	226	<b>4770</b>	303	19	<b>322</b>
Winter 1991	1321	49	<b>1370</b>	5251	160	<b>5411</b>	350	13	<b>363</b>
Winter 1992	1346	71	<b>1417</b>	5130	196	<b>5326</b>	342	16	<b>358</b>
Winter 1993	1392	43	<b>1435</b>	5330	141	<b>5471</b>	355	12	<b>367</b>
Winter 1994	1370	56	<b>1426</b>	5198	120	<b>5318</b>	347	10	<b>357</b>
Winter 1995	1214	67	<b>1281</b>	4570	148	<b>4718</b>	305	12	<b>317</b>
Winter 1996	1104	62	<b>1166</b>	4129	158	<b>4287</b>	275	13	<b>288</b>
Winter 1997	996	67	<b>1063</b>	3635	195	<b>3830</b>	242	16	<b>258</b>
Winter 1998	1063	53	<b>1116</b>	3844	126	<b>3970</b>	256	11	<b>267</b>
Winter 1999	956	46	<b>1002</b>	3425	128	<b>3553</b>	228	11	<b>239</b>
Winter 2000	849	25	<b>874</b>	2919	70	<b>2989</b>	195	6	<b>200</b>
Winter 2001	934	53	<b>987</b>	3310	138	<b>3448</b>	221	12	<b>232</b>
<b>Winter 2002</b>	<b>1035</b>	<b>34</b>	<b>1069</b>	<b>3745</b>	<b>105</b>	<b>3850</b>	<b>250</b>	<b>9</b>	<b>258</b>
<b>Summer Sessions</b>									
Summer 1988	682	260	<b>942</b>	2925	983	<b>3908</b>	195	82	<b>277</b>
Summer 1989	718	311	<b>1029</b>	3079	1302	<b>4381</b>	205	109	<b>314</b>
Summer 1990	864	363	<b>1227</b>	3488	1560	<b>5048</b>	233	130	<b>363</b>
Summer 1991	888	315	<b>1203</b>	3681	1242	<b>4923</b>	245	104	<b>349</b>
Summer 1992	859	326	<b>1185</b>	3557	1191	<b>4748</b>	237	99	<b>336</b>
Summer 1993	804	317	<b>1121</b>	3281	1211	<b>4492</b>	219	101	<b>320</b>
Summer 1994	783	289	<b>1072</b>	3215	1026	<b>4241</b>	214	86	<b>300</b>
Summer 1995	837	340	<b>1177</b>	3462	1247	<b>4709</b>	231	104	<b>335</b>
Summer 1996	776	332	<b>1108</b>	3272	1212	<b>4484</b>	218	101	<b>319</b>
Summer 1997	859	380	<b>1239</b>	3474	1588	<b>5062</b>	232	132	<b>364</b>
Summer 1998	826	377	<b>1203</b>	3760	1407	<b>5167</b>	251	117	<b>368</b>
Summer 1999	820	293	<b>1113</b>	3761	1089	<b>4850</b>	250	91	<b>341</b>
Summer 2000	768	317	<b>1085</b>	3110	1170	<b>4280</b>	207	98	<b>305</b>
Summer 2001	744	347	<b>1091</b>	3108	1528	<b>4636</b>	207	127	<b>334</b>
<b>Summer 2002</b>	<b>885</b>	<b>360</b>	<b>1245</b>	<b>3682</b>	<b>1530</b>	<b>5212</b>	<b>245</b>	<b>128</b>	<b>373</b>

<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.

Source: FCCL Report

Figure 1:

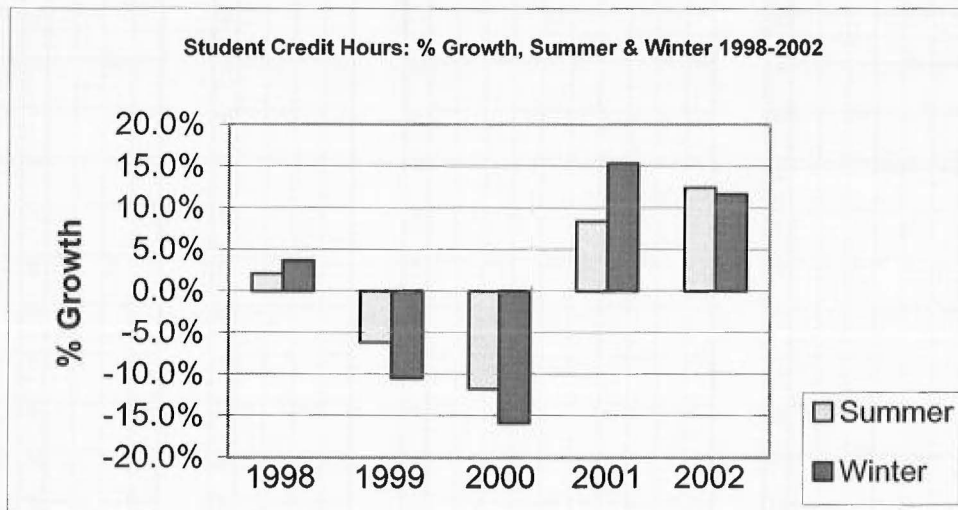


Figure 2:

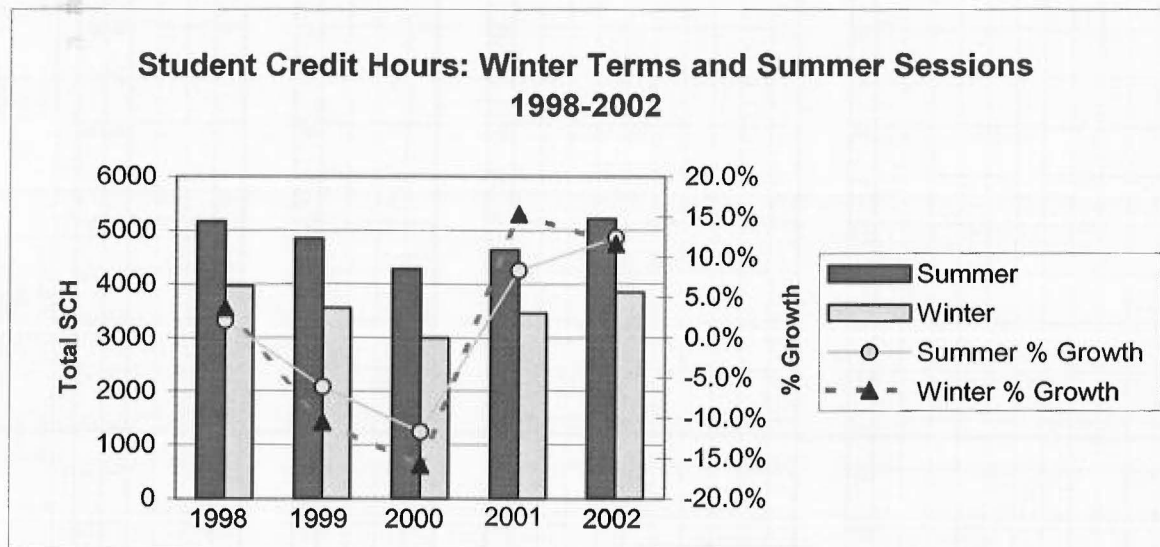


Table 1: Number of Minors by School and Program: 2001-02 Degree Recipients

Major	ANTH	ART	BIOL	BUAD	CHEM	CMAT	COSC	CRAR	CRJS	DANC	ECON	ENGL	ENST	FREN	GEOG	GERM	GERO	HIST	MATH	MKTG	MUSC	PEAC	PHIL	POSC	PROF	PSYC	RLST	SOCI	SOST	SPAN	STAT	WMST	Total	
Fulton School of Liberal Art:																																		
Art				1																1													3	
Communication Arts		6	1	10				1		2		12		2				7		32	1		3	3	1	18		6		1				106
Conflict Analysis																																	1	
English																		3		1					1	1	1					2		10
History	1											2				1							1	1		1			5	1				1
Interdisciplinary Studies												1	1													3								5
Liberal Studies		2	2	3		4						1	2		1			2		6	1		3			13		2		1				43
Philosophy		2				1						2						2							2		1							10
Political Science						1						1		2				6					2					1		2		1		16
Psychology			1	1	1	3			1			2						3		4			1	2				5		1				25
Sociology																	1			1		2				1								5
Spanish				2																		1												3
Theatre						1																	1											2
Subtotal	1	10	4	17	1	10	0	1	1	2	0	21	3	4	1	1	1	23	0	45	2	3	11	6	2	39	1	15	5	9	0	3		242
Henson School of Science & Technology																																		
Biology					28								1					1		2						2							34	
Chemistry		1	2									1								1	1													7
Computer Science																		1	9															10
Environmental Health			2	1	2								1		1									1										8
Geography													3					1						2						1				7
Math														1												1				1	2			5
Medical Technology					1																													1
Nursing																	1									1								2
Physics																			7															7
Respiratory Therapy			1																															1
Subtotal	0	1	5	1	31	0	0	0	0	0	0	1	5	1	2	0	1	3	17	3	0	0	0	3	0	4	0	0	0	2	2	0		82
Perdue School of Business																																		
Accounting							1																			2				1				4
Economics																				1				1										2
Info. System Management						1	3											2								1				1				8
Mgmt & Marketing		1				4					2					1	1	3					1			7				2				22
Subtotal	0	1	0	0	0	5	4	0	0	0	2	0	0	0	1	1	0	5	1	0	0	0	2	0	0	10	0	0	0	4	0	0		36
Seidel School of Professional Studies																																		
Athletic Training			1																															1
Elementary Ed		1				2	1			2		6	1					9	4		4					26		2	1	5				64
Physical Ed			2	1																	1													4
Social Work				1								1					1									10								13
Subtotal	0	1	2	2	0	2	1	0	0	2	0	7	1	0	0	0	1	9	4	0	5	0	0	0	0	36	0	2	1	5	0	0		82
TOTAL	1	13	11	20	32	17	5	1	1	4	2	29	9	5	4	2	3	40	22	48	7	3	13	9	2	89	1	17	6	20	2	3		442
Key to minors:	ANTH	Anthropology				COSC	Computer Science				FREN	French				MKTG	Marketing				RLST	Religious Studies												
	ART	Art				CRAR	Creative Arts				GEOG	Geography				MUSC	Music				SOCI	Sociology												
	BIOL	Biology				CRJS	Criminal Justice				GERM	German				PEAC	Peace Studies				SOST	Social Studies												
	BUAD	Business Administration				ECON	Economics				GERO	Gerontology				PHIL	Philosophy				SPAN	Spanish												
	CHEM	Chemistry				ENGL	English				HIST	History				POSC	Political Science				STAT	Statistics												
	CMAT	Communication Arts				ENST	Environmental Studies				MATH	Mathematics				PROF	Professional Writing				WMST	Women's Studies/Gender Studies												



Table 2:

## Degrees Awarded by Program and Race: Academic Year 2001-2002

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	2	-	-	-	28	-	-	30
Art	-	-	-	-	29	-	2	31
Art (Fine)	-	-	-	-	2	-	-	2
Athletic Training	-	-	-	-	8	-	-	8
Biology	2	-	1	-	79	1	7	90
Business Administration	5	1	1	2	151	2	9	171
Chemistry	1	-	-	-	8	-	3	12
Communication Arts	6	-	3	2	108	1	9	129
Computer Science	-	-	-	-	10	-	1	11
Conflict Analysis/Dispute Res	1	-	1	-	2	-	-	4
Economics	-	-	-	-	2	-	-	2
Elementary Education	3	-	2	1	156	-	7	169
English	1	1	-	-	22	2	5	31
Environmental Health	-	-	-	-	10	-	2	12
French	-	-	1	-	1	1	-	3
Geography	-	-	1	-	20	-	1	22
History	1	-	1	-	41	-	2	45
Interdisciplinary Studies	1	-	1	1	20	-	3	26
Liberal Studies	5	-	-	-	43	-	4	52
Information Systems Management	2	1	2	-	53	3	8	69
Mathematics	1	-	1	1	8	-	1	12
Medical Technology	1	-	1	-	8	-	-	10
Music	-	-	-	-	7	-	1	8
Nursing	6	-	-	-	48	-	-	54
Philosophy	-	-	1	-	19	-	2	22
Physical Education	3	-	-	-	58	-	2	63
Physics	-	-	-	-	8	-	-	8
Political Science	2	-	1	-	21	-	1	25
Psychology	6	-	3	-	64	-	6	79
Respiratory Therapy	3	-	-	-	7	-	1	11
Social Work	16	-	1	-	28	-	1	46
Sociology	3	-	1	-	8	-	-	12
Spanish	1	-	-	3	8	-	-	12
Theatre	1	-	-	-	1	-	-	2
<b>TOTAL</b>	<b>73</b>	<b>3</b>	<b>23</b>	<b>10</b>	<b>1,086</b>	<b>10</b>	<b>78</b>	<b>1,283</b>
<b>Masters</b>								
Applied Health Physiology	-	-	-	1	6	-	-	7
Business Administration	3	-	1	1	21	12	1	39
Master in Education	4	-	-	-	43	-	2	49
Master in Education- School Admin	2	-	-	-	13	-	-	15
Master of Arts in Teaching	1	-	1	-	11	-	-	13
English	1	-	-	1	18	-	3	23
History	-	-	-	-	4	-	-	4
Nursing	1	-	-	-	3	1	-	5
Psychology	-	-	-	-	5	-	-	5
<b>TOTAL</b>	<b>12</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>124</b>	<b>13</b>	<b>6</b>	<b>160</b>

Source: MHEC Degrees Awarded by Program and Race, includes dual degrees. (DRF02)

Table 3:

## Degrees Awarded Alphabetically by Program: AY 1997-98 to 2001-2002

Baccalaureate	1997-98	1998-99	1999-00	2000-01	2001-02	% Change AY 98 to AY 02 <sup>1</sup>	3 Year Average <sup>2</sup>
Accounting	60	42	26	46	30	-50%	34
Art	21	17	23	27	31	48%	27
Art (Fine)	-	3	2	2	2		2
Athletic Training	-	-	-	-	8		
Biology	132	106	92	92	90	-32%	91
Business Administration	134	153	141	181	171	28%	164
Chemistry	10	11	6	13	12		10
Communication Arts	95	115	94	122	129	36%	115
Computer Science	-	-	-	1	11		
Conflict Analysis/Dispute Resolution	-	-	-	-	4		
Economics	14	1	6	11	2		6
Elementary Education	160	167	137	168	169	6%	158
English	33	31	33	42	31	-6%	35
Environmental Health	21	15	6	13	12		10
French	2	1	3	1	3		2
Geography	22	22	22	17	22		20
History	65	47	37	33	45	-31%	38
Interdisciplinary Studies	-	-	-	-	26		
Liberal Studies	75	62	65	69	52	-31%	62
Information Systems Management	38	36	33	56	69	82%	53
Mathematics	22	21	16	27	12	-45%	18
Medical Technology	9	11	9	5	10		8
Music	5	4	1	5	8		5
Nursing	49	48	37	55	54	10%	49
Philosophy	11	12	6	9	22		12
Physical Education	56	52	63	62	63	13%	63
Physical Science	2	-	-	-	-		
Physics	5	4	9	5	8		7
Political Science	25	25	28	33	25	0%	29
Psychology	81	67	71	85	79	-2%	78
Respiratory Therapy	18	17	14	7	11		11
Social Work	74	67	54	74	46	-38%	58
Sociology	16	8	16	16	12		15
Spanish	5	4	6	8	12		9
Theatre	-	-	-	-	2		
<b>TOTAL</b>	<b>1,260</b>	<b>1,169</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>	<b>2%</b>	<b>1,208</b>
<b>Masters</b>							
Applied Health Physiology	-	-	-	-	7		
Business Administration	37	38	28	35	39	5%	34
Masters in Education	89	74	61	51	49	-45%	54
Masters in Education-School Admin	11	12	9	8	15		11
Master of Arts in Teaching	6	21	9	11	13		11
English	13	16	15	15	23		18
History	-	6	7	8	4		6
Nursing	7	11	13	8	5		9
Psychology	5	4	3	9	5		6
<b>TOTAL</b>	<b>168</b>	<b>182</b>	<b>145</b>	<b>145</b>	<b>160</b>	<b>-5%</b>	<b>150</b>

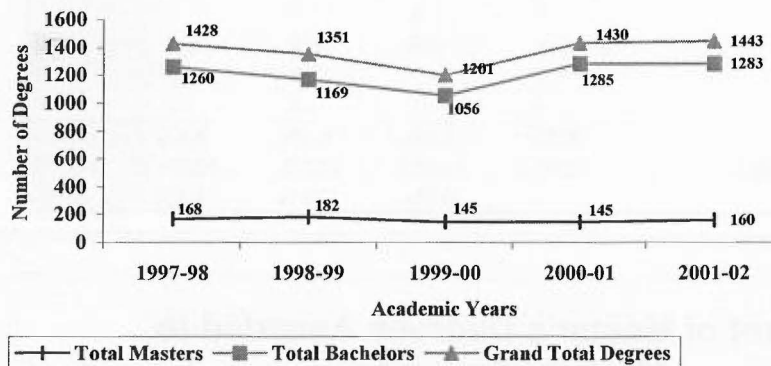
NOTES: <sup>1</sup>Percent change is omitted for programs that have awarded an average of 20 degrees or less.<sup>2</sup>For newer programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.

3 Year Baccalaureate Average	
Top Programs	Lowest Programs
Business Administration	Art (Fine)
Elementary Education	French
Communication Arts	Music
Biology	Economics
Psychology	Physics

**Table 4: Degrees Awarded by Academic Years: AY 1997-98 through 2001-02**

	1997-98	1998-99	1999-00	2000-01	2001-02
<b>Grand Total Degrees</b>	<b>1428</b>	<b>1351</b>	<b>1201</b>	<b>1430</b>	<b>1443</b>
<b>Total Bachelors</b>	<b>1260</b>	<b>1169</b>	<b>1056</b>	<b>1285</b>	<b>1283</b>
Bachelor of Arts	398	376	363	423	441
Bachelor of Science	788	722	637	786	794
Bachelor of Science in Social Work	74	68	54	74	46
Bachelor of Fine Arts	0	3	2	2	2
<b>Total Masters</b>	<b>168</b>	<b>182</b>	<b>145</b>	<b>145</b>	<b>160</b>
Master of Arts	18	26	25	32	32
Master of Business Administration	37	38	28	35	39
Master of Education	100	86	70	59	64
Master of Arts in Teaching	6	21	9	11	13
Master of Science	7	11	13	8	12

**Figure 1: Degrees Awarded by Academic Year, AY 1997-98 through AY 2001-02**



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

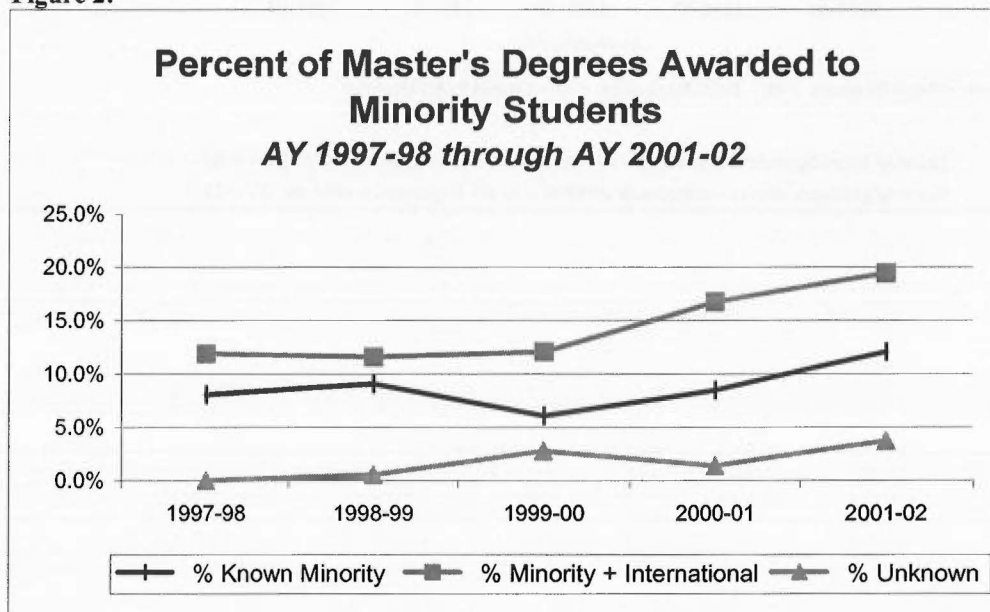
*The # of graduate degree recipients in 1999-00 was the lowest since 1995-96. [N = 145]*

Table 5:

*Degrees Awarded by Race: 1997-98 through 2001-02*

Fiscal Year	1997-98	1998-99	1999-00	2000-01	2001-02
<b>Total Bachelor's</b>	<b>1260</b>	<b>1169</b>	<b>1056</b>	<b>1285</b>	<b>1283</b>
African-American	82	83	79	67	73
American Indian	4	4	5	3	3
Asian/Pacific Islander	17	11	11	15	23
Hispanic	9	9	11	13	10
White	1,141	1,054	929	1,147	1,086
International	7	7	5	6	10
Unknown	-	1	16	34	78
% Known Minority	8.9%	9.2%	10.2%	7.9%	9.1%
% Minority + International	9.4%	9.8%	10.7%	8.3%	9.9%
% Unknown	-	0.1%	1.5%	2.6%	6.1%
<b>Total Master's</b>	<b>168</b>	<b>182</b>	<b>145</b>	<b>145</b>	<b>160</b>
African American	11	11	6	7	12
American Indian	-	-	1	-	-
Asian/Pacific Islander	1	1	1	2	2
Hispanic	1	4	-	2	3
White	148	160	124	119	124
International	7	5	9	13	13
Unknown	-	1	4	2	6
% Known Minority	8.1%	9.1%	6.1%	8.5%	12.1%
% Minority + International	11.9%	11.6%	12.1%	16.8%	19.5%
% Unknown	-	0.5%	2.8%	1.4%	3.8%

Figure 2:



**Table 1:****HEGIS and CIP Codes**

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

<b>Discipline</b>	<b>4-digit HEGIS code</b>	<b>2-digit HEGIS groups</b>	<b>Group Title</b>	<b>CIP Crosswalk</b>
Biology	0401.00	<b>04</b>	<b>Biological Sciences</b>	26.0101
Environmental Health	0420.01			51.2202
Accounting	0502.00	<b>05</b>	<b>Business &amp; Management</b>	52.0301
Finance	0504.00			52.0801
Business Administration	0506.01			52.0201
Management	0506.02			52.1301
Marketing	0509.00			52.1401
Communication Arts	0601.00	<b>06</b>	<b>Communications</b>	09.0101
Computer Science	0701.00	<b>07</b>	<b>Computer &amp; Information Sciences</b>	11.0701
Info. Systems Management	0702.00			11.0401
Education	0801.00	<b>08</b>	<b>Education</b>	13.0101
Elementary Education	0802.00			13.1202
Secondary Education	0803.00			13.1205
Early Childhood Education	0823.00			13.1210
Public School Administration	0827.00			13.0401
Reading Specialist	0830.00			13.1315
Science Education	0834.00			13.1316
Physical Education	0835.00			13.1314
Applied Physiology	0835.01			31.0505
Exercise Science	0835.02			31.0505
Athletic Training	0835.05			51.0913
Health Education	0837.00			31.0501
Pre-engineering	0901.00	<b>09</b>	<b>Engineering</b>	
Art	1001.00	<b>10</b>	<b>Fine Arts</b>	50.0701
Art (Fine)	1002.01			50.0799
Music - Applied	1004.00			50.0903
Music	1005.00			50.0901
Theatre	1007.00			50.0501
Dance	1008.00			50.0301
Modern Foreign Languages	1101.00	<b>11</b>	<b>Foreign Languages</b>	16.0101
French	1102.00			16.0901
German	1103.00			16.0501
Spanish	1105.00			16.0905
Russian	1106.00			16.0402
Health	1201.00	<b>12</b>	<b>Health Sciences</b>	51.1199
Nursing	1203.00			51.1601
Medical Technology	1223.01			51.1005
Respiratory Therapy	1299.07			51.0908
English	1501.00	<b>15</b>	<b>Letters</b>	23.0101
Philosophy	1509.01			38.0101
Mathematics	1701.00	<b>17</b>	<b>Mathematics</b>	27.0101
Physics	1902.00	<b>19</b>	<b>Physical Sciences</b>	40.0801
Chemistry	1905.00			40.0501
Geology	1914.00			40.0601
Psychology	2001.01	<b>20</b>	<b>Psychology</b>	42.0101
Social Work	2104.00			44.0701
Anthropology	2202.00			45.0201
Economics	2204.00			45.0601
History	2205.00			45.0801
Geography	2206.00			45.0701
Political Science	2207.00			45.1001
Sociology	2208.01			45.1101
General Studies/Liberal Studies	4901.01	<b>49</b>	<b>Interdisciplinary</b>	24.0101
Interdisciplinary Studies	4901.02			30.9999
Environmental Issues	4901.10			03.0101
International Studies	4999.01			30.2001
Conflict Resolution	4999.25			30.0501

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Table 2:

**TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2002**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	1,635	699	102	2,436
2202	Anthropology	471	9	-	480
0835	Applied Health Physiology	-	-	138	138
1001	Art	2,319	1,072	-	3,391
0835.05	Athletic Trainer	75	179	-	254
0401	Biology	4,716	1,516	42	6,274
0506	Business Administration	549	336	108	993
1905	Chemistry	2,488	330	-	2,818
0601	Communication Arts	3,358	1,611	-	4,969
0701	Computer Science	943	219	-	1,162
4999.25	Conflict Analysis & Dispute Re.	303	93	-	396
1008	Dance	358	8	-	366
2204	Economics	1,473	135	96	1,704
0827	Education Administration	-	-	147	147
0823	Education, Early Childhood	48	-	-	48
0802	Education, Elementary	-	3,501	-	3,501
0801	Education, General	618	1,256	876	2,750
0802	Education, Master of Arts	-	-	66	66
0830	Education, Reading	-	-	135	135
0803	Education, Secondary	-	507	-	507
1501	English	4,206	2,346	192	6,744
0420	Environmental Health	114	155	-	269
0835.02	Exercise Science	105	240	-	345
0504	Finance	72	1,098	-	1,170
1102	French	180	46	3	229
4901	General Studies	28	291	-	319
2206	Geography	2,272	440	-	2,712
1914	Geology	280	-	-	280
1103	German	89	42	-	131
1201	Health	384	120	-	504
2205	History	5,712	2,025	126	7,863
4999	Honors	240	139	-	379
0702	Info. System Management	1,094	1,173	84	2,351
4901	Interdisciplinary Studies	497	12	-	509
1104	Latin	75	-	-	75
0506.02	Management	-	1,689	246	1,935
0509	Marketing	-	1,713	105	1,818
1701	Mathematics	4,568	617	96	5,281
1223	Medical Technology	8	153	-	161
1801	Military Science	-	10	-	10
1101	Modern Languages	180	-	-	180
1005	Music	431	40	-	471
1004	Music-Applied	218	96	6	320
1203	Nursing	-	1,805	167	1,972
1509	Philosophy	1,128	744	-	1,872
0835	Physical Education	3,127	1,202	-	4,329
1902	Physics	1,237	254	-	1,491
2207	Political Science	963	634	-	1,597
0901	Pre-engineering	39	-	-	39
2001	Psychology	1,521	3,506	-	5,027
1299	Respiratory Therapy	-	279	-	279
1106	Russian	54	-	-	54
1999	Science Education	-	-	-	-
2201	Social Science	-	9	-	9
2104	Social Work	363	1,094	719	2,176
2208	Sociology	1,254	516	-	1,770
1105	Spanish	669	438	-	1,107
1007	Theatre	513	84	-	597
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>50,975</b>	<b>34,481</b>	<b>3,454</b>	<b>88,910</b>
<i>FTES by Course Level</i>					
<b>GRAND TOTAL FTES</b>		<b>3,398</b>	<b>2,299</b>	<b>288</b>	<b>5,985</b>
				<b>Proportion Day</b>	<b>73,274 82.4%</b>
				<b>Proportion Night</b>	<b>15,636 17.6%</b>

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



**Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2002**

HEGIS CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	1,302	318	-	1,620
0835	Applied Health Physiology	-	-	-	-
2202	Anthropology	363	9	-	372
1001	Art	1,884	898	-	2,782
0835.05	Athletic Trainer	75	179	-	254
0401	Biology	4,372	1,516	-	5,888
0506	Business Administration	549	195	3	747
1905	Chemistry	2,312	330	-	2,642
0601	Communication Arts	2,689	1,170	-	3,859
0701	Computer Science	943	219	-	1,162
4999.25	Conflict Analysis & Dispute Re.	174	27	-	201
1008	Dance	358	8	-	366
2204	Economics	1,029	135	-	1,164
0827	Education Administration	-	-	-	-
0823	Education, Early Childhood	48	-	-	48
0802	Education, Elementary	-	2,943	-	2,943
0801	Education, General	462	822	36	1,320
0802	Education, Master of Arts in Teaching	-	-	18	18
0830	Education, Reading	-	-	-	-
0803	Education, Secondary	-	366	-	366
1501	English	3,657	1,476	18	5,151
0420	Environmental Health	114	155	-	269
0835.02	Exercise Science	105	132	-	237
0504	Finance	72	882	-	954
1102	French	180	46	3	229
4901.01	General Studies	-	291	-	291
2206	Geography	1,999	440	-	2,439
1914	Geology	280	-	-	280
1103	German	89	42	-	131
1201	Health	384	120	-	504
2205	History	5,034	1,620	45	6,699
4999	Honors	240	129	-	369
0702	Info. System Management	501	933	-	1,434
4901.02	Interdisciplinary Studies	467	12	-	479
1104	Latin	75	-	-	75
0506.02	Management	-	1,569	-	1,569
0509	Marketing	-	1,206	-	1,206
1701	Mathematics	3,752	572	6	4,330
1223	Medical Technology	8	153	-	161
1801	Military Science	-	10	-	10
1101	Modern Languages	-	-	-	-
1005	Music	426	40	-	466
1004	Music-Applied	151	96	5	252
1203	Nursing	-	1,805	62	1,867
1509	Philosophy	909	660	-	1,569
0835	Physical Education	2,809	1,116	-	3,925
1902	Physics	1,237	254	-	1,491
2207	Political Science	771	634	-	1,405
0901	Pre-engineering	39	-	-	39
2001	Psychology	1,191	3,344	-	4,535
1299	Respiratory Therapy	-	279	-	279
1106	Russian	54	-	-	54
0834	Science Education	-	-	-	-
2201	Social Science	-	9	-	9
2104	Social Work	267	837	407	1,511
2208	Sociology	1,254	474	-	1,728
1105	Spanish	543	438	-	981
1007	Theatre	513	81	-	594
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>43,681</b>	<b>28,990</b>	<b>603</b>	<b>73,274</b>
<i>FTES by Course Level</i>					
<b>FTES by Course Level</b>		<b>2,912.1</b>	<b>1,932.7</b>	<b>50.3</b>	<b>4,895</b>

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

<b>Proportion of Total Student Credit Hours</b>	<b>82.4%</b>
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Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES  
by Discipline and Course Level: Fall 2002**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
0502	Accounting	333	381	102	816
0835	Applied Health Physiology	-	-	138	138
2202	Anthropology	108	-	-	108
1001	Art	435	174	-	609
0835.05	Athletic Trainer	-	-	-	-
0401	Biology	344	-	42	386
0506	Business Administration	-	141	105	246
1905	Chemistry	176	-	-	176
0601	Communication Arts	669	441	-	1,110
0701	Computer Science	-	-	-	-
4999.25	Conflict Analysis & Dispute Re.	129	66	-	195
1008	Dance	-	-	-	-
2204	Economics	444	-	96	540
0827	Education, Administration	-	-	147	147
0823	Education, Early Childhood	-	-	-	-
0802	Education, Elementary	-	558	-	558
0801	Education, General	156	434	840	1,430
0802	Education, Master of Arts	-	-	48	48
0830	Education, Reading	-	-	135	135
0803	Education, Secondary	-	141	-	141
1501	English	549	870	174	1,593
0420	Environmental Health	-	-	-	-
0835.02	Exercise Science	-	108	-	108
0504	Finance	-	216	-	216
1102	French	-	-	-	-
4901.01	General Studies	28	-	-	28
2206	Geography	273	-	-	273
1914	Geology	-	-	-	-
1103	German	-	-	-	-
1201	Health	-	-	-	-
2205	History	678	405	81	1,164
4999	Honors	-	10	-	10
0702	Info. System Management	593	240	84	917
4901.02	Interdisciplinary Studies	30	-	-	30
1104	Latin	-	-	-	-
0506.02	Management	-	120	246	366
0509	Marketing	-	507	105	612
1701	Mathematics	816	45	90	951
1223	Medical Technology	-	-	-	-
1801	Military Science	-	-	-	-
1101	Modern Languages	180	-	-	180
1005	Music	5	-	-	5
1004	Music Applied	67	-	1	68
1203	Nursing	-	-	105	105
1509	Philosophy	219	84	-	303
0835	Physical Education	318	86	-	404
1902	Physics	-	-	-	-
2207	Political Science	192	-	-	192
0901	Pre-engineering	-	-	-	-
2001	Psychology	330	162	-	492
1299	Respiratory Therapy	-	-	-	-
1106	Russian	-	-	-	-
1999	Science Education	-	-	-	-
2201	Social Science	-	-	-	-
2104	Social Work	96	257	312	665
2208	Sociology	-	42	-	42
1105	Spanish	126	-	-	126
1007	Theatre	-	3	-	3
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>7,294</b>	<b>5,491</b>	<b>2,851</b>	<b>15,636</b>
<i>FTE by Course Level</i>					
<b>FTES by Course Level</b>		<b>486.3</b>	<b>366.1</b>	<b>237.6</b>	<b>1,090</b>
<b>Proportion of Total SCHS</b>					<b>17.6%</b>

SCH for courses taken at UMES not included here.

Table 5: Total Student Credit Hours by Department: Fall Enrollment 1998-2002

Department	1998	1999	2000	2001	2002
Accounting	1,812	1,809	1,809	1,734	2,436
Anthropology	372	501	444	348	480
Applied Health Physiology	-	-	87	117	138
Art	2,180	2,395	2,728	2,877	3,391
Athletic Trainer	-	-	-	-	254
Biology	6,087	5,838	6,000	6,591	6,274
Business Administration	6,045	6,295	6,859	7,686	993
Chemistry	2,841	2,884	2,738	3,082	2,818
Communication Arts	4,502	4,421	4,852	4,655	4,969
Computer Science	929	1,127	1,370	1,465	1,162
Conflict Analysis & Dispute Res	-	-	-	201	396
Dance	250	236	197	213	366
Economics	1,377	1,575	1,632	1,607	1,704
Education Administration	N/A	N/A	198	207	147
Education, Early Childhood	-	-	-	-	48
Education, Elementary	2,919	2,556	3,168	3,321	3,501
Education, General	3,318	3,402	3,089	2,958	2,750
Education, Master of Arts in Teaching	N/A	N/A	78	147	66
Education, Reading	-	-	-	-	135
Education, Secondary	282	306	270	318	507
English	6,507	6,371	6,798	6,581	6,744
Environmental Health	247	176	209	220	269
Exercise Science	-	-	-	-	345
Finance	-	-	-	-	1,170
French	246	232	237	278	229
General Studies	311	295	274	244	319
Geography	2,468	2,742	2,802	2,830	2,712
Geology	249	210	-	200	280
German	131	112	109	114	131
Health	369	154	159	154	504
History	6,969	6,627	7,491	7,530	7,863
Honors	-	-	-	415	379
Info. System Management	1,006	1,196	1,412	1,539	2,351
Interdisciplinary Studies	449	627	706	427	509
Latin	-	69	60	63	75
Management	-	-	-	-	1,935
Marketing	-	-	-	-	1,818
Mathematics	4,435	4,326	4,513	4,951	5,281
Medical Technology	209	152	199	231	161
Military Science	26	14	14	18	10
Modern Languages	168	201	252	222	180
Music	905	962	790	662	471
Music-Applied	332	377	397	392	320
Nursing	1,380	1,437	1,731	1,659	1,972
Philosophy	1,478	1,484	1,455	1,958	1,872
Physical Education	4,160	4,480	4,127	4,535	4,329
Physics	1,400	1,212	1,501	1,122	1,491
Political Science	1,618	1,508	1,472	1,375	1,597
Pre-Engineering	-	-	-	21	39
Psychology	4,101	4,600	5,160	5,097	5,027
Respiratory Therapy	441	310	267	279	279
Russian	39	45	27	21	54
Science Education	112	96	-	-	-
Social Science	12	-	3	15	9
Social Work	1,398	1,407	1,645	1,824	2,176
Sociology	1,428	1,452	1,752	1,728	1,770
Spanish	738	921	1,093	985	1,107
Theatre	-	-	-	561	597
<b>TOTALS</b>	<b>76,246</b>	<b>77,140</b>	<b>82,174</b>	<b>85,778</b>	<b>88,910</b>

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

Table 6:

### Analysis of Annualized FTE

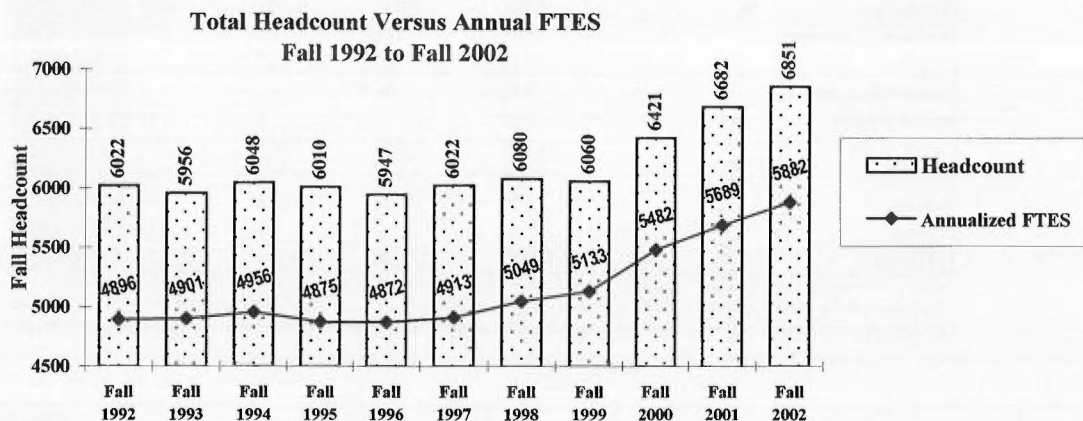
Full-Time Equivalent Students and Total Headcount by Course Level

Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1992	2863.4	1927.9	4791.3	225.6	5016.9	6022
Spring 1993	2483.4	2078.6	4562.0	213.3	4775.3	
Ratio, Fall to Spring	53.6/43.4	48.1/51.9	51.2/48.8	51.4/48.6	51.2/48.8	
<b>Annualized FY 1992-93</b>	<b>2673.4</b>	<b>2003.3</b>	<b>4676.7</b>	<b>219.5</b>	<b>4896.1</b>	
Fall 1993	2801.9	1973.2	4775.1	220.0	4995.1	5956
Spring 1994	2545.7	2038.0	4583.7	222.5	4806.2	
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>2673.8</b>	<b>2005.6</b>	<b>4679.4</b>	<b>221.3</b>	<b>4900.7</b>	
Fall 1994	2863.7	1939.8	4803.5	227.8	5031.4	6048
Spring 1995	2569.1	2082.7	4651.8	229.6	4881.4	
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>2716.4</b>	<b>2011.3</b>	<b>4727.7</b>	<b>228.7</b>	<b>4956.4</b>	
Fall 1995	2737.1	1995.8	4732.9	229.0	4961.9	6010
Spring 1996	2424.7	2128.7	4553.4	234.2	4787.6	
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>2580.9</b>	<b>2062.3</b>	<b>4643.2</b>	<b>231.6</b>	<b>4874.8</b>	
Fall 1996	2749.3	1988.8	4738.1	237.9	4976	5947
Spring 1997	2487.8	2040.6	4528.4	240.0	4768	
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>2618.6</b>	<b>2014.7</b>	<b>4633.3</b>	<b>239.0</b>	<b>4872</b>	
Fall 1997	2850.9	1950.4	4801.3	233.3	5035	6022
Spring 1998	2545.2	2032.0	4577.2	214.9	4792	
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
<b>Annualized FY 1997-98</b>	<b>2698.1</b>	<b>1991.2</b>	<b>4689.3</b>	<b>224.1</b>	<b>4913.5</b>	
Fall 1998	3017.4	1909.7	4927.1	194.9	5122	6080
Spring 1999	2757.4	2019.3	4776.7	199.3	4976	
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
<b>Annualized FY 1998-99</b>	<b>2887.4</b>	<b>1964.5</b>	<b>4851.9</b>	<b>197.1</b>	<b>5049</b>	
Fall 1999	3064.5	1925.7	4990.2	190.6	5181	6060
Spring 2000	2721.2	2176.2	4897.4	186.9	5084	
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
<b>Annualized FY 1999-00</b>	<b>2892.9</b>	<b>2051.0</b>	<b>4943.8</b>	<b>188.8</b>	<b>5132.5</b>	
Fall 2000	3123.7	2191.1	5314.8	204.3	5519.1	6421
Spring 2001	2956.2	2284.9	5241.1	204.4	5445.5	
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>3040.0</b>	<b>2238.0</b>	<b>5277.9</b>	<b>204.4</b>	<b>5482.3</b>	
Fall 2001	3341.7	2177.4	5519.1	249.3	5768.4	6682
Spring 2002	3047.6	2323.4	5371.0	237.7	5608.7	
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>3194.7</b>	<b>2250.4</b>	<b>5445.1</b>	<b>243.5</b>	<b>5688.6</b>	
Fall 2002	3398.3	2298.7	5697.1	287.8	5984.9	6851
Spring 2003	3065.4	2419.8	5485.2	293.1	5778.3	
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>3231.9</b>	<b>2359.3</b>	<b>5591.1</b>	<b>290.5</b>	<b>5881.6</b>	

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

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

Figure 1:





**Annual Student Credit Hour Production by School, Discipline & Level: Academic Year 1996-97 to 2001-02**

**Table 7:**

Page 1 of 2

Discipline	1997-98				1998-99				1999-00				2000-01				2001-02			
	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	747	69	-	816	672	84	-	756	696	180	-	876	759	111	3	873	621	60	-	681
Art	2,739	1,678	3	4,420	3,117	1,519	4	4,640	3,135	1,950	3	5,088	3,387	2,225	2	5,614	3,783	2,019	-	5,802
Comm. Arts	5,680	2,919	-	8,599	6,270	2,784	-	9,054	6,751	2,806	-	9,557	7,114	2,927	3	10,044	6,641	2,821	-	9,462
Conflict Resolution	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	261	108	-	369
English	8,061	2,839	525	11,425	8,607	3,333	447	12,387	8,334	3,433	496	12,263	8,058	4,621	507	13,186	8,502	4,046	504	13,052
French	378	137	3	518	348	95	3	446	309	150	-	459	267	168	-	435	294	228	3	525
German	193	39	-	232	154	48	-	202	141	42	-	183	139	33	-	172	124	48	-	172
History	9,426	2,814	123	12,363	10,476	2,664	276	13,416	9,792	2,760	306	12,858	10,740	3,471	270	14,481	10,719	3,522	174	14,415
Honors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	567	270	-	837
Interdisc. Studies	758	182	-	940	830	133	-	963	1,036	217	-	1,253	1,098	194	-	1,292	819	42	-	861
Latin	-	-	-	-	-	-	-	-	-	-	-	-	90	-	-	90	90	-	-	90
Mod. Foreign Lang.	51	-	-	51	276	-	-	276	378	-	-	378	330	-	-	330	306	-	-	306
Music	1,506	212	18	1,736	1,427	214	-	1,641	1,422	312	3	1,737	1,202	269	-	1,471	1,039	253	-	1,292
Music, Applied	378	210	15	603	522	189	1	712	494	238	11	743	561	209	5	775	462	238	17	717
Philosophy	1,995	1,024	-	3,019	1,809	1,111	3	2,923	1,887	941	3	2,831	1,920	1,218	6	3,144	2,196	1,691	-	3,887
Political Science	1,773	910	-	2,683	1,851	1,245	-	3,096	1,857	1,089	-	2,946	1,857	1,263	-	3,120	1,812	985	12	2,809
Psychology	3,258	4,683	360	8,301	3,123	4,951	342	8,416	3,366	5,697	255	9,318	3,528	6,697	147	10,372	3,393	7,038	24	10,455
Russian	54	-	-	54	60	-	-	60	45	-	-	45	36	-	-	36	21	-	-	21
Social Science	-	15	-	15	-	33	-	33	-	18	-	18	-	33	-	33	-	21	-	21
Sociology	1,722	1,168	-	2,890	1,791	1,031	-	2,822	1,950	1,009	-	2,959	2,274	1,147	-	3,421	2,322	1,197	-	3,519
Spanish	1,125	377	-	1,502	990	541	-	1,531	1,224	565	-	1,789	1,158	802	-	1,960	1,083	776	6	1,865
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	891	270	-	1,161
<b>Totals</b>	<b>39,844</b>	<b>19,276</b>	<b>1,047</b>	<b>60,167</b>	<b>42,323</b>	<b>19,975</b>	<b>1,076</b>	<b>63,374</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>Percent of Total</b>	<b>49.2%</b>	<b>32.3%</b>	<b>19.5%</b>	<b>41.2%</b>	<b>48.9%</b>	<b>33.9%</b>	<b>22.7%</b>	<b>42.2%</b>	<b>49.3%</b>	<b>34.8%</b>	<b>23.8%</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>THE RICHARD A. HENSON SCHOOL OF SCIENCE &amp; TECHNOLOGY</b>																				
Biology	7,818	4,256	65	12,139	8,262	3,412	19	11,693	7,910	3,171	21	11,102	8,701	2,974	40	11,715	9,231	3,099	84	12,414
Chemistry	4,551	583	-	5,134	4,770	489	-	5,259	4,796	525	-	5,321	4,527	641	-	5,168	4,843	701	-	5,544
Computer Science	1,673	123	-	1,796	1,673	158	-	1,831	1,891	169	-	2,060	2,088	489	-	2,577	2,116	502	-	2,618
Environ. Health	111	403	-	514	72	387	-	459	96	401	-	497	87	402	-	489	132	375	-	507
Geography	4,158	735	-	4,893	4,091	707	9	4,807	4,701	737	6	5,444	4,746	837	-	5,583	4,662	852	-	5,514
Geology	402	-	-	402	549	-	-	549	426	-	-	426	-	-	-	-	504	-	-	504
Mathematics	6,808	738	51	7,597	7,561	848	51	8,460	7,305	932	33	8,270	7,819	905	51	8,775	8,519	1,056	186	9,761
Med. Technology	37	537	-	574	31	450	-	481	12	341	-	353	17	446	-	463	16	456	-	472
Nursing	-	2,410	375	2,785	-	2,397	283	2,680	-	2,602	331	2,933	-	2,981	337	3,318	-	2,914	309	3,223
Pre-engineering	21	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-	78	27	-	105
Physics	2,223	272	-	2,495	2,122	278	-	2,400	1,992	400	-	2,392	2,283	474	-	2,757	2,143	454	-	2,597
Resp. Therapy	69	1,112	-	1,181	24	802	-	826	33	600	-	633	24	548	-	572	36	535	-	571
<b>Totals</b>	<b>27,871</b>	<b>11,169</b>	<b>491</b>	<b>39,531</b>	<b>29,155</b>	<b>9,928</b>	<b>362</b>	<b>39,445</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>579</b>	<b>43,830</b>
<b>Percent of Total</b>	<b>34.4%</b>	<b>18.7%</b>	<b>9.1%</b>	<b>27.1%</b>	<b>33.7%</b>	<b>16.8%</b>	<b>7.7%</b>	<b>26.2%</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>



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

**Table 7 cont.**

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Discipline	1997-98				1998-99				1999-00				2000-01				2001-02			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
<b>THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS</b>																				
Accounting	1,659	1,536	-	3,195	1,947	1,470	87	3,504	2,058	1,443	132	3,633	1,968	1,212	150	3,330	1,863	1,167	219	3,249
Business Admin.	2,169	9,141	1,047	12,357	2,559	9,041	633	12,233	2,589	9,807	480	12,876	2,844	10,585	734	14,163	3,300	10,871	846	15,017
Economics	1,950	330	-	2,280	2,322	282	99	2,703	2,460	489	135	3,084	2,559	348	123	3,030	2,640	276	126	3,042
Info Sys. Mgmt.	1,165	915	-	2,080	1,173	1,212	60	2,445	1,182	1,420	-	2,602	1,323	1,721	-	3,044	1,134	1,889	-	3,023
<b>Totals</b>	<b>6,943</b>	<b>11,922</b>	<b>1,047</b>	<b>19,912</b>	<b>8,001</b>	<b>12,005</b>	<b>879</b>	<b>20,885</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>Percent of Total</b>	<b>8.6%</b>	<b>20.0%</b>	<b>19.5%</b>	<b>13.6%</b>	<b>9.2%</b>	<b>20.4%</b>	<b>18.6%</b>	<b>13.9%</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>9.3%</b>	<b>21.0%</b>	<b>20.4%</b>	<b>14.4%</b>
<b>THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION &amp; PROFESSIONAL STUDIES</b>																				
Appl Hlth Physiology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	195	195	-	-	279	279
Dance	292	91	-	383	515	79	-	594	487	58	-	545	503	87	-	590	531	52	-	583
Education, Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	330	330	-	-	324	324
Education, Elementary	-	4,870	2,703	7,573	-	5,325	69	5,394	-	5,045	2,162	7,207	-	6,330	-	6,330	-	6,609	-	6,609
Education, General	-	5,262	18	5,280	-	4,937	2,112	7,049	-	4,926	69	4,995	885	3,590	1,773	6,248	1,335	2,977	1,749	6,061
Education, Master of Arts	-	-	-	-	-	-	99	99	-	-	-	-	-	-	195	195	-	-	264	264
Education, Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	63
Education, Science	60	20	-	80	112	-	-	112	116	-	-	116	-	-	-	-	-	-	-	-
Education, Secondary	-	1,014	15	1,029	-	741	42	783	-	756	36	792	-	672	-	672	-	810	-	810
General Studies	217	103	30	350	175	225	74	474	159	294	15	468	78	537	22	637	86	322	3	411
Health	678	198	-	876	762	165	-	927	404	135	-	539	475	105	-	580	455	195	-	650
Leisure Studies	51	-	-	51	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	6	56	-	62	-	48	-	48	8	22	-	30	18	13	-	31	11	24	-	35
Physical Education	4,744	2,649	12	7,405	5,268	2,859	12	8,139	5,059	3,279	21	8,359	5,231	3,134	6	8,371	5,736	3,181	9	8,926
Social Work	237	3,106	15	3,358	312	2,649	6	2,967	285	2,584	9	2,878	504	2,721	6	3,231	522	2,535	644	3,701
<b>Totals</b>	<b>6,285</b>	<b>17,369</b>	<b>2,793</b>	<b>26,447</b>	<b>7,144</b>	<b>17,028</b>	<b>2,414</b>	<b>26,586</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>Percent of Total</b>	<b>7.8%</b>	<b>29.1%</b>	<b>51.9%</b>	<b>18.1%</b>	<b>8.2%</b>	<b>28.9%</b>	<b>51.0%</b>	<b>17.7%</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>Grand Totals</b>	<b>80,943</b>	<b>59,736</b>	<b>5,378</b>	<b>146,057</b>	<b>86,623</b>	<b>58,936</b>	<b>4,731</b>	<b>150,290</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>

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

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

**NOTES:**

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

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

**Annual Student Credit Hour Production by School, Discipline, and Semester**  
1996-97 through 2001-2002

**Table 8:**

Discipline	1996-97			1997-98			1998-99			1999-00			2000-01			2001-2002		
	Fall	Spring	Total	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	435	324	759	459	357	816	372	384	756	501	375	876	444	429	873	348	333	681
Art	2,029	2,283	4,312	2,136	2,284	4,420	2,180	2,460	4,640	2,395	2,693	5,088	2,728	2,886	5,614	2,877	2,925	5,802
Comm. Arts	3,947	4,054	8,001	4,454	4,145	8,599	4,502	4,552	9,054	4,421	5,136	9,557	4,852	5,192	10,044	4,655	4,807	9,462
Conflict Resolution	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	201	168	369
English	5,427	5,055	10,482	6,183	5,242	11,425	6,507	5,880	12,387	6,371	5,892	12,263	6,798	6,388	13,186	6,581	6,471	13,052
French	249	250	499	242	276	518	246	200	446	232	227	459	237	198	435	278	247	525
German	122	72	194	128	104	232	131	71	202	112	71	183	109	63	172	114	58	172
History	6,291	5,670	11,961	6,288	6,075	12,363	6,969	6,447	13,416	6,627	6,231	12,858	7,491	6,990	14,481	7,530	6,885	14,415
Honors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	415	422	837
Interdisc. Studies	448	420	868	484	456	940	449	514	963	627	626	1,253	706	586	1,292	427	434	861
Latin	-	-	-	-	-	-	-	-	-	69	33	102	60	30	90	63	27	90
Modern Languages	-	144	144	33	18	51	168	108	276	201	75	276	252	78	330	222	84	306
Music	876	828	1,704	867	869	1,736	905	736	1,641	962	775	1,737	790	681	1,471	662	630	1,292
Music, Applied	274	253	527	287	316	603	332	380	712	377	366	743	397	378	775	392	325	717
Philosophy	1,314	1,243	2,557	1,515	1,504	3,019	1,478	1,445	2,923	1,484	1,347	2,831	1,455	1,689	3,144	1,958	1,929	3,887
Political Science	1,407	1,138	2,545	1,401	1,282	2,683	1,618	1,478	3,096	1,508	1,438	2,946	1,472	1,648	3,120	1,375	1,434	2,809
Psychology	4,459	4,046	8,505	4,185	4,116	8,301	4,101	4,315	8,416	4,600	4,718	9,318	5,160	5,212	10,372	5,097	5,358	10,455
Russian	15	-	15	33	21	54	39	21	60	45	-	45	27	9	36	21	-	21
Social Science	-	12	12	3	12	15	12	21	33	-	18	18	3	30	33	15	6	21
Sociology	1,212	1,162	2,374	1,389	1,501	2,890	1,428	1,394	2,822	1,452	1,507	2,959	1,752	1,669	3,421	1,728	1,791	3,519
Spanish	681	646	1,327	772	730	1,502	738	793	1,531	921	868	1,789	1,093	867	1,960	985	880	1,865
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	561	600	1,161
<b>Totals</b>	<b>29,186</b>	<b>27,600</b>	<b>56,786</b>	<b>30,859</b>	<b>29,308</b>	<b>60,167</b>	<b>32,175</b>	<b>31,199</b>	<b>63,374</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>Percent of Total</b>	<b>39.5%</b>	<b>39.0%</b>	<b>39.2%</b>	<b>41.2%</b>	<b>41.1%</b>	<b>41.2%</b>	<b>42.2%</b>	<b>42.1%</b>	<b>42.2%</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>THE RICHARD A. HENSON SCHOOL OF SCIENCE &amp; TECHNOLOGY</b>																		
Biology	6,482	5,555	12,037	6,424	5,715	12,139	6,087	5,606	11,693	5,838	5,264	11,102	6,000	5,715	11,715	6,591	5,823	12,414
Chemistry	3,128	2,333	5,461	2,779	2,355	5,134	2,841	2,418	5,259	2,884	2,437	5,321	2,738	2,430	5,168	3,082	2,462	5,544
Computer Science	1,051	937	1,988	918	878	1,796	929	902	1,831	1,127	933	2,060	1,370	1,207	2,577	1,465	1,153	2,618
Environ. Health	243	274	517	343	171	514	247	212	459	176	321	497	209	280	489	220	287	507
Geography	2,494	2,496	4,990	2,568	2,325	4,893	2,468	2,339	4,807	2,742	2,702	5,444	2,802	2,781	5,583	2,830	2,684	5,514
Geology	240	207	447	186	216	402	249	300	549	210	216	426	-	-	-	200	304	504
Mathematics	3,945	3,607	7,552	3,784	3,813	7,597	4,435	4,025	8,460	4,326	3,944	8,270	4,513	4,262	8,775	4,951	4,810	9,761
Med. Technology	225	266	491	259	315	574	209	272	481	152	201	353	199	264	463	231	241	472
Nursing	1,536	1,609	3,145	1,348	1,437	2,785	1,380	1,300	2,680	1,437	1,496	2,933	1,731	1,587	3,318	1,659	1,564	3,223
Pre-engineering	27	12	39	21	-	21	-	-	-	-	-	-	-	-	-	21	84	105
Physics	1,370	1,424	2,794	1,395	1,100	2,495	1,400	1,000	2,400	1,212	1,180	2,392	1,501	1,256	2,757	1,122	1,475	2,597
Resp. Therapy	683	644	1,327	584	597	1,181	441	385	826	310	323	633	267	305	572	279	292	571
<b>Totals</b>	<b>21,424</b>	<b>19,364</b>	<b>40,788</b>	<b>20,609</b>	<b>18,922</b>	<b>39,531</b>	<b>20,686</b>	<b>18,759</b>	<b>39,445</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>Percent of Total</b>	<b>29.0%</b>	<b>27.3%</b>	<b>28.2%</b>	<b>27.5%</b>	<b>26.6%</b>	<b>27.1%</b>	<b>27.1%</b>	<b>25.3%</b>	<b>26.2%</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>

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

Table 8 cont.

Discipline	1996-97			1997-98			1998-99			1999-00			2000-01			2001-02		
	Fall	Spring	Total	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	1,845	1,686	3,531	1,713	1,482	3,195	1,812	1,692	3,504	1,809	1,824	3,633	1,809	1,521	3,330	1,734	1,515	3,249
Business Admin.	5,919	5,931	11,850	6,455	5,902	12,357	6,045	6,188	12,233	6,295	6,581	12,876	6,859	7,304	14,163	7,686	7,331	15,017
Economics	1,287	1,080	2,367	1,119	1,161	2,280	1,377	1,326	2,703	1,575	1,509	3,084	1,632	1,398	3,030	1,607	1,435	3,042
Info Sys. Mgmt.	681	1,094	1,775	953	1,127	2,080	1,006	1,439	2,445	1,196	1,406	2,602	1,412	1,632	3,044	1,539	1,484	3,023
<b>Totals</b>	<b>9,732</b>	<b>9,791</b>	<b>19,523</b>	<b>10,240</b>	<b>9,672</b>	<b>19,912</b>	<b>10,240</b>	<b>10,645</b>	<b>20,885</b>	<b>10,875</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>Percent of Total</b>	<b>13.2%</b>	<b>13.8%</b>	<b>13.5%</b>	<b>13.7%</b>	<b>13.6%</b>	<b>13.6%</b>	<b>13.4%</b>	<b>14.4%</b>	<b>13.9%</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>THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION &amp; PROFESSIONAL STUDIES</b>																		
Applied Health Physiology	-	-	-	-	-	-	-	-	-	-	-	-	87	108	195	117	162	279
Dance	156	163	319	176	207	383	250	344	594	236	309	545	197	393	590	213	370	583
Education, Administration	-	-	-	-	-	-	-	-	-	-	-	-	198	132	330	207	117	324
Education, Elementary	3,039	2,757	5,796	2,691	2,589	5,280	2,919	2,475	5,394	2,556	2,439	4,995	3,168	3,162	6,330	3,321	3,288	6,609
Education, General	3,793	4,105	7,898	3,747	3,826	7,573	3,318	3,731	7,049	3,402	3,703	7,105	3,089	3,159	6,248	2,958	3,103	6,061
Education, Master of Arts	-	-	-	-	-	-	-	99	99	-	102	102	78	117	195	147	117	264
Education, Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	63
Education, Science	52	32	84	80	-	80	112	-	112	96	20	116	-	-	-	-	-	-
Education, Secondary	381	555	936	393	636	1,029	282	501	783	306	486	792	270	402	672	318	492	810
General Studies	167	139	306	162	188	350	311	163	474	295	173	468	274	363	637	244	167	411
Health	264	573	837	273	603	876	369	558	927	154	385	539	159	421	580	154	496	650
Leisure Studies	69	75	144	51	-	51	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	126	123	249	32	30	62	26	22	48	14	16	30	14	17	31	18	17	35
Physical Education	3,870	3,640	7,510	3,775	3,630	7,405	4,160	3,979	8,139	4,480	3,879	8,359	4,127	4,244	8,371	4,535	4,391	8,926
Social Work	1,668	1,891	3,559	1,731	1,627	3,358	1,398	1,569	2,967	1,407	1,471	2,878	1,645	1,586	3,231	1,824	1,877	3,701
<b>Totals</b>	<b>13,585</b>	<b>14,053</b>	<b>27,638</b>	<b>13,111</b>	<b>13,336</b>	<b>26,447</b>	<b>13,145</b>	<b>13,441</b>	<b>26,586</b>	<b>12,946</b>	<b>12,983</b>	<b>25,929</b>	<b>13,306</b>	<b>14,104</b>	<b>27,410</b>	<b>14,056</b>	<b>14,660</b>	<b>28,716</b>
<b>Percent of Total</b>	<b>18.4%</b>	<b>19.8%</b>	<b>19.1%</b>	<b>17.5%</b>	<b>18.7%</b>	<b>18.1%</b>	<b>17.2%</b>	<b>18.2%</b>	<b>17.7%</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>Grand Totals</b>	<b>73,927</b>	<b>70,808</b>	<b>144,735</b>	<b>74,819</b>	<b>71,238</b>	<b>146,057</b>	<b>76,246</b>	<b>74,044</b>	<b>150,290</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>

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

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

**NOTES:**

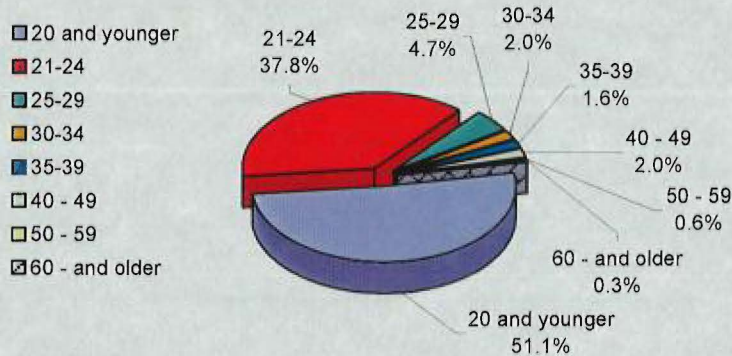
Beginning with AY 2000-2001 reporting, the SCH generated by Education graduate programs is now differentiated by program type.

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

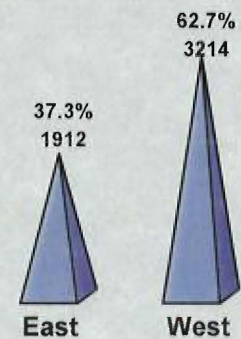


# Undergraduate Enrollment & Demographics

Undergraduate Age Distribution in Years,  
Fall 2002



Fall 2002 Total U/G  
Enrollment: Maryland  
Residents  
Eastern/Western Shores



Fall 1998 - Fall 2002 Undergraduate Enrollment  
by Gender

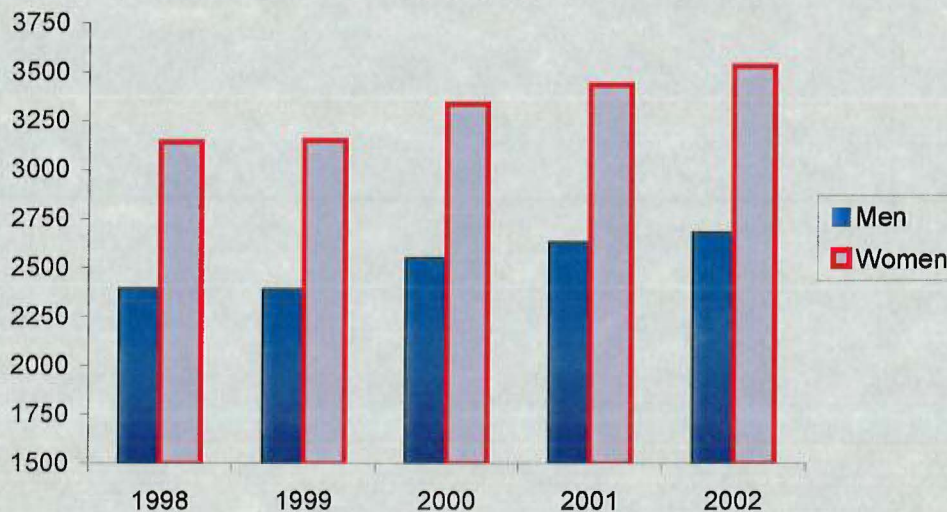




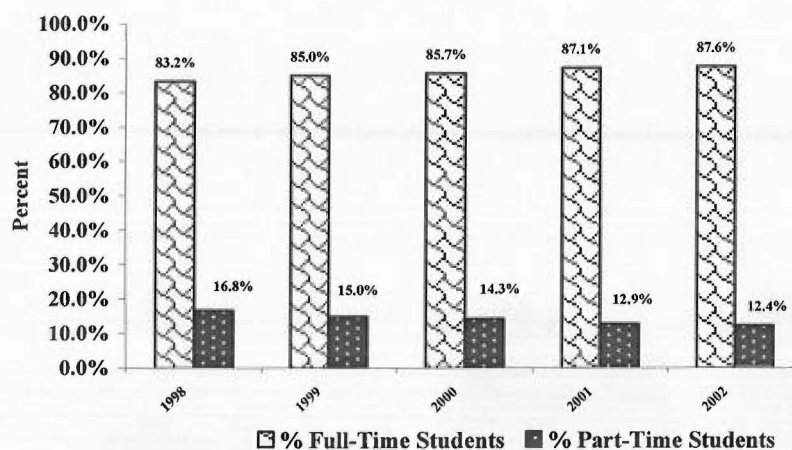


Table 1:

## Total UNDERGRADUATE Fall Enrollment: 1998 - 2002

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>5534</b>	<b>5536</b>	<b>5883</b>	<b>6060</b>	<b>6206</b>
% Annual Growth	2.7%	0.0%	6.3%	3.0%	2.4%
<b>Total Men</b>	<b>2393</b>	<b>2388</b>	<b>2548</b>	<b>2628</b>	<b>2,676</b>
% Men	43.2%	43.1%	43.3%	43.4%	43.1%
<b>Total Women</b>	<b>3141</b>	<b>3148</b>	<b>3335</b>	<b>3432</b>	<b>3,530</b>
% Women	56.8%	56.9%	56.7%	56.6%	56.9%
<b>FTE</b>	<b>4927</b>	<b>4990</b>	<b>5315</b>	<b>5519</b>	<b>5697</b>
% Annual Growth	2.6%	1.3%	6.5%	3.8%	3.2%
<b>Full-Time Students</b>	<b>4607</b>	<b>4708</b>	<b>5040</b>	<b>5280</b>	<b>5439</b>
Men	2012	2027	2195	2295	2378
Women	2595	2681	2845	2985	3061
% Full-Time	83.2%	85.0%	85.7%	87.1%	87.6%
<b>Average Age Student</b>		<b>22</b>	<b>22</b>	<b>21.5</b>	<b>21.5</b>
<b>Part-Time Students</b>	<b>927</b>	<b>828</b>	<b>843</b>	<b>780</b>	<b>767</b>
Men	381	361	353	333	298
Women	546	467	490	447	469
% Part-Time	16.8%	15.0%	14.3%	12.9%	12.4%
<b>Average Age Student</b>		<b>30</b>	<b>30</b>	<b>29.5</b>	<b>29.6</b>
<b>Average Student Age</b>	<b>22.8</b>	<b>22.8</b>	<b>22.7</b>	<b>22.5</b>	<b>22.5</b>

Figure 1:

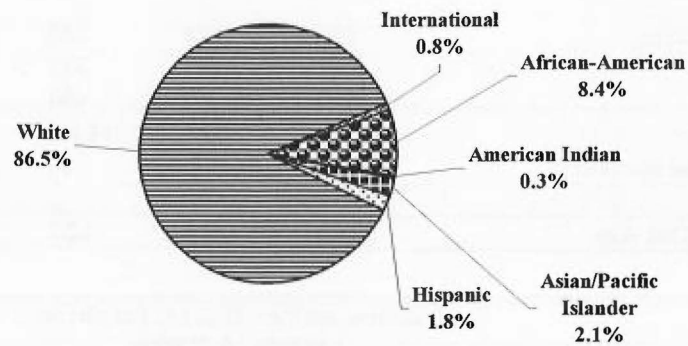
Full-time and Part-Time UG Enrollment  
Fall 1998 - Fall 2002

**Table 2: Total UNDERGRADUATE Enrollment by Race/Ethnicity, Sex, and Status: Fall 2002**

Race/ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total <sup>1</sup>
	Male	Female	Male	Female	Male	Female		
African-American	148	180	38	129	186	309	495	8.4%
American Indian	8	9	0	2	8	11	19	0.3%
Asian/Pacific Islander	55	56	7	9	62	65	127	2.1%
Hispanic	42	55	6	5	48	60	108	1.8%
White	2001	2598	227	297	2228	2895	5123	86.5%
International	16	31	1	1	17	32	49	0.8%
<b>Subtotal</b>	<b>2270</b>	<b>2929</b>	<b>279</b>	<b>443</b>	<b>2549</b>	<b>3372</b>	<b>5921</b>	<b>100.0%</b>
Unknown	108	132	19	26	127	158	285	4.6%
<b>TOTAL</b>	<b>2378</b>	<b>3061</b>	<b>298</b>	<b>469</b>	<b>2676</b>	<b>3530</b>	<b>6206</b>	

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

**Figure 2: Fall 2002 Undergraduate Enrollment by Known Race/Ethnicity**



**Figure 2A: Total Undergraduate Enrollment by Sex and Status: Fall 2002**

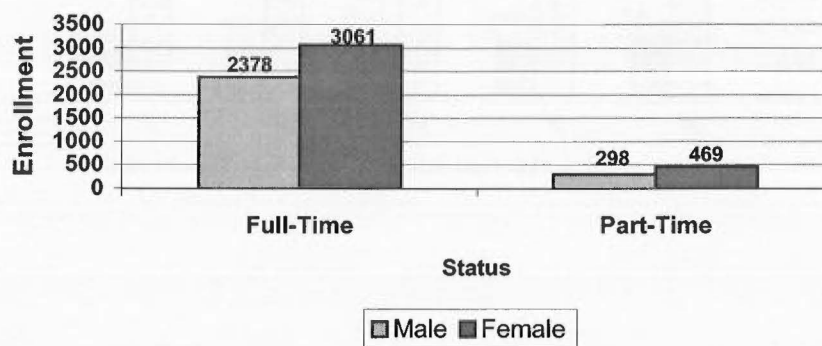


Table 2b

## Total Undergraduate Demographics: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount<sup>1</sup></b>	<b>5534</b>	<b>5536</b>	<b>5883</b>	<b>6060</b>	<b>6206</b>
Total Residing on Campus	1706	1699	1729	1681	1645
Total Commuters	3828	3837	4154	4379	4561
<b>% Residing On Campus</b>	<b>30.8%</b>	<b>30.7%</b>	<b>29.4%</b>	<b>27.7%</b>	<b>26.5%</b>
MD Residents	4257	4389	4681	4942	5126
<b>% MD Residents</b>	<b>76.9%</b>	<b>79.3%</b>	<b>79.6%</b>	<b>81.6%</b>	<b>82.6%</b>
Out-of-State	1242	1117	1164	1074	1026
International	29	25	35	39	49
Other <sup>2</sup>	6	5	3	5	5
African-American	458	425	416	450	495
American Indian	16	16	20	20	19
Asian/Pacific Islander	83	81	94	118	127
Hispanic	51	51	60	83	108
International	29	25	35	39	49
White	4716	4709	4960	5059	5123
Unknown	181	229	298	291	285
% Known Minority	11.4%	10.8%	10.6%	11.5%	12.6%
% Minority + International	11.9%	11.3%	11.2%	12.2%	13.5%
% Unknown	3.3%	4.1%	5.1%	4.8%	4.6%
<b>Average Age of all students</b>	<b>22.8</b>	<b>22.8</b>	<b>22.7</b>	<b>22.5</b>	<b>22.5</b>

NOTES: <sup>1</sup>COOP students taking courses at SU are included in total headcount.

<sup>2</sup>Students with "OTHER" residence detailed on Fact Book page 4.

Figure 2A: Total Undergraduate Headcount by Residential/Commuter Summary: 1998-2002

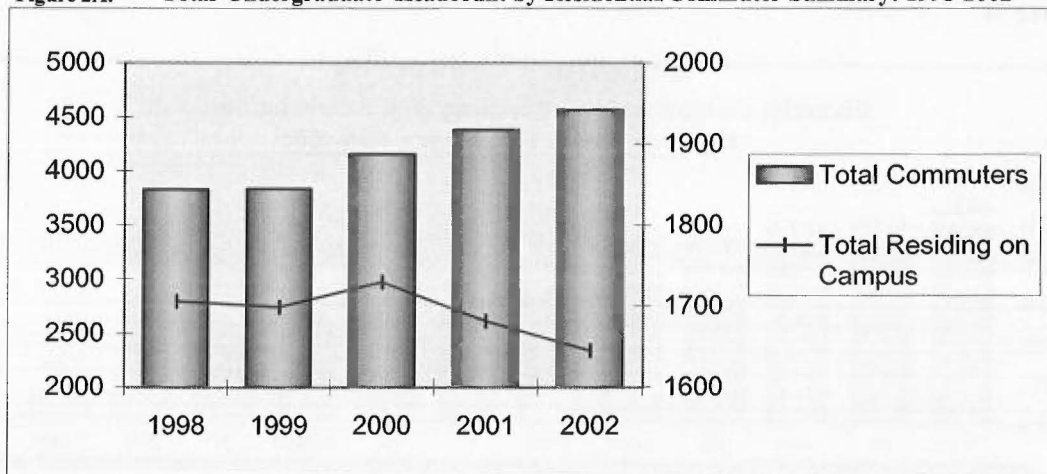


Figure 3:

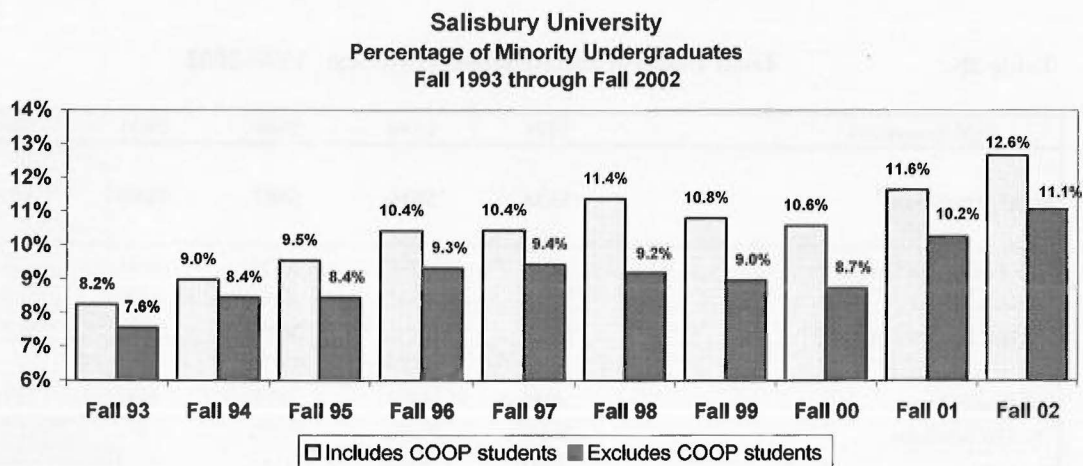


Figure 4:

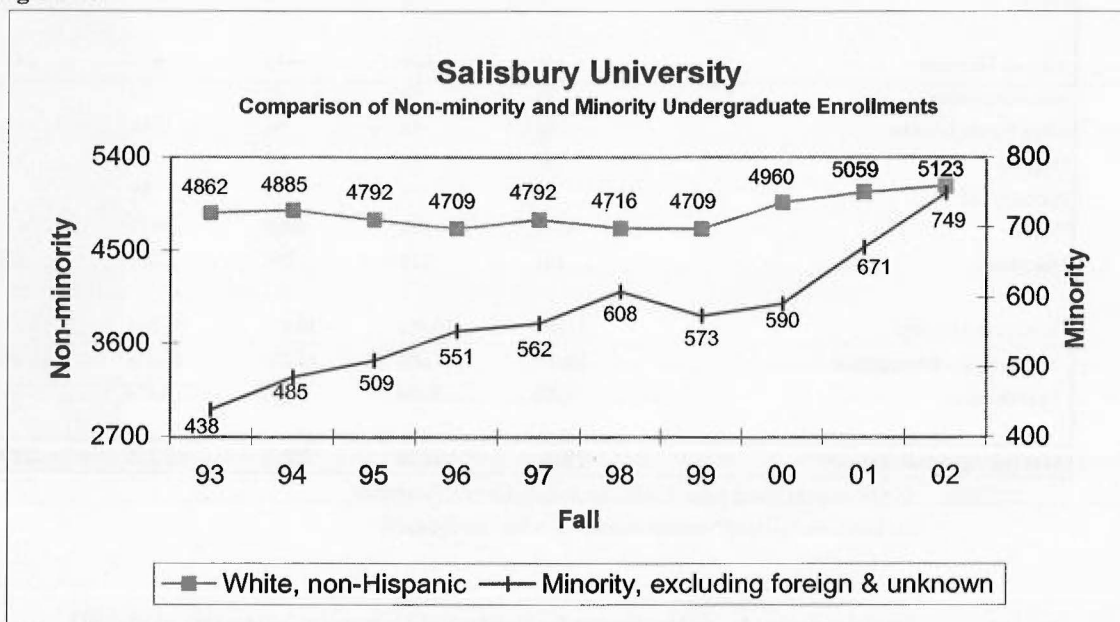


Figure 5:

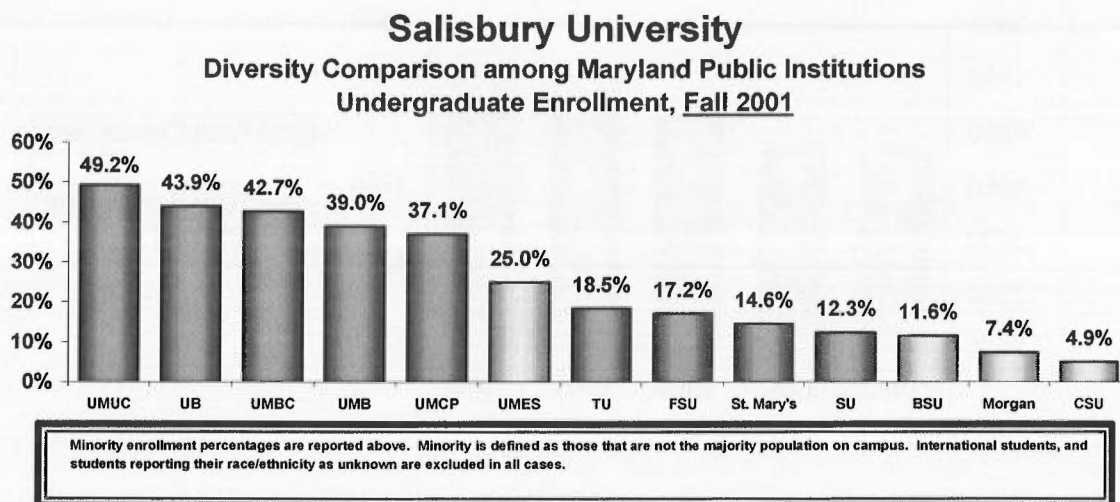


Table 3:

### Total UNDERGRADUATE Enrollment by Classification, Race/Ethnicity, and Status: Fall 2002

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>	84	-	4	-	31	-	23	-	715	1	6	-	36	-	899	1	<b>900</b>
%	9.7		0.5		3.6		2.7		82.9		0.0		4.0				
<b>Undergraduates</b>																	
Freshmen	141	1	5	-	46	3	37	-	1123	10	13	-	59	1	1424	15	<b>1439</b>
%	10.3		0.4		3.6		2.7		82.2		0.0		4.1				
Sophomores	70	6	4	-	25	3	29	2	1129	58	12	-	54	3	1323	72	<b>1395</b>
%	5.7		0.3		2.1		2.3		88.7		0.0		3.9				
Juniors	52	27	3	0	18	0	14	2	1213	80	6	-	61	4	1367	113	<b>1480</b>
%	5.6		0.2		1.3		1.1		91.4		0.0		4.1				
Seniors	58	9	5	1	20	4	16	3	1073	127	11	-	63	9	1246	153	<b>1399</b>
%	5.0		0.5		1.8		1.4		90.4		0.0		4.5				
Second Bachelor's	5	5	-	1	2	-	1	-	58	42	5	1	2	1	73	50	<b>123</b>
%	8.3		0.8		1.7		0.8		83.3		0.0		1.6				
<b>Subtotal</b>	<b>326</b>	<b>48</b>	<b>17</b>	<b>2</b>	<b>111</b>	<b>10</b>	<b>97</b>	<b>7</b>	<b>4596</b>	<b>317</b>	<b>47</b>	<b>1</b>	<b>239</b>	<b>18</b>	<b>5433</b>	<b>403</b>	<b>5836</b>
Unclassified/ Non-Degree	2	119	-	-	-	6	-	4	3	207	-	1	1	27	6	364	<b>370</b>
<b>Total Undergraduates</b>	<b>328</b>	<b>167</b>	<b>17</b>	<b>2</b>	<b>111</b>	<b>16</b>	<b>97</b>	<b>11</b>	<b>4599</b>	<b>524</b>	<b>47</b>	<b>2</b>	<b>240</b>	<b>45</b>	<b>5439</b>	<b>767</b>	<b>6206</b>
%	8.4%		0.3%		2.1%		1.8%		86.5%		0.8%		4.6%				

**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.



**Total UNDERGRADUATES by Age and Sex: 1998-2002**

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>5534</b>	<b>5536</b>	<b>5883</b>	<b>6060</b>	<b>6206</b>
Total 20 and Younger	2749	2832	2979	3095	3169
Men	1135	1154	1214	1251	1293
Women	1614	1678	1765	1844	1876
% 20 and Younger	49.7%	51.2%	50.6%	51.1%	51.1%
Total 21-24 Yrs Old	2031	1977	2188	2295	2343
Men	953	941	1051	1116	1118
Women	1078	1036	1137	1179	1225
% 21-24	36.7%	35.7%	37.2%	37.9%	37.8%
Total 25-29 Yrs Old	322	299	282	268	292
Men	155	140	133	124	134
Women	167	159	149	144	158
% 25-29	5.8%	5.4%	4.8%	4.4%	4.7%
Total 30-34 Yrs Old	142	135	135	126	124
Men	59	49	52	53	48
Women	83	86	83	73	76
% 30-34	2.6%	2.4%	2.3%	2.1%	2.0%
Total 35-39 Yrs Old	111	102	108	102	98
Men	36	33	37	30	27
Women	75	69	71	72	71
% 35-39	2.0%	1.8%	1.8%	1.7%	1.6%
Total 40-49 Yrs Old	129	131	133	126	126
Men	35	41	37	36	39
Women	94	90	96	90	87
% 40-49	2.3%	2.4%	2.3%	2.1%	2.0%
Total 50-59 Yrs Old	29	30	34	25	35
Men	10	15	10	7	8
Women	19	15	24	18	27
% 50-59	0.5%	0.5%	0.6%	0.4%	0.6%
Total 60 and older	21	30	24	23	19
Men	10	15	14	11	9
Women	11	15	10	12	10
% 60 and older	0.4%	0.5%	0.4%	0.4%	0.3%
<b>Average Age</b>					
ALL STUDENTS	22.8	22.8	22.7	22.5	22.5
Men	22.6	22.7	22.6	22.4	22.4
Women	22.9	22.8	22.8	22.6	22.6

**Table 6: Total UNDERGRADUATE Enrollment by County of Residence: 1998-2002**

Fall Semesters	1998	1999	2000	2001	2002	% Change 1998-2002
<b>Total Headcount</b>	<b>5,534</b>	<b>5,536</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	<b>12.1%</b>
Allegany	10	7	11	9	13	
Anne Arundel	438	434	456	497	526	20.1%
Baltimore	366	385	426	431	431	17.8%
Baltimore City	22	22	19	23	20	-9.1%
Calvert	66	73	83	103	121	83.3%
Caroline	68	80	95	92	96	41.2%
Carroll	126	164	185	190	184	46.0%
Cecil	98	93	106	125	140	42.9%
Charles	100	103	112	107	117	17.0%
Dorchester	128	132	155	142	132	3.1%
Frederick	161	179	226	244	261	62.1%
Garrett	7	9	8	9	8	
Harford	249	247	256	264	254	2.0%
Howard	182	229	263	275	284	56.0%
Kent	27	21	16	14	16	-40.7%
Montgomery	275	305	392	469	511	85.8%
Prince George's	249	228	225	253	269	8.0%
Queen Anne's	58	55	64	76	89	53.4%
St. Mary's	70	94	95	114	107	52.9%
Somerset	168	147	122	127	111	-33.9%
Talbot	85	92	86	94	94	10.6%
Washington	59	80	86	109	108	83.1%
Wicomico	845	827	880	854	893	5.7%
Worcester	399	383	314	321	341	-14.5%
Unknown	1	-	-	-	-	-100.0%
<b>Total for MD</b>	<b>4,257</b>	<b>4,389</b>	<b>4,681</b>	<b>4,942</b>	<b>5,126</b>	<b>20.4%</b>
Out-of-State	1,242	1,117	1,164	1,074	1,026	-17.4%
International	29	25	35	39	49	69.0%
Foreign Born Permanent Residence Status	6	5	3	5	5	

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

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

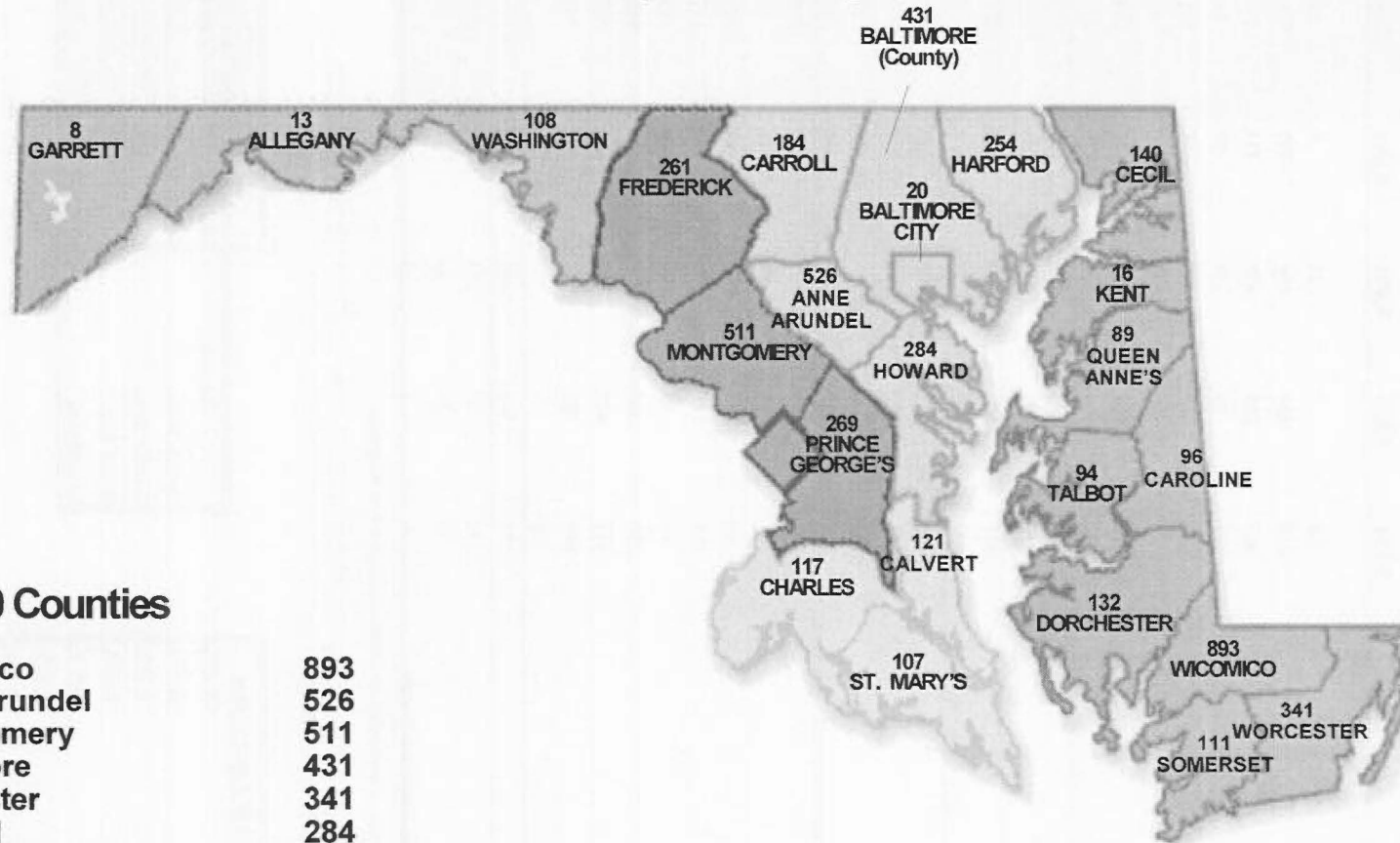
See Fact Book page 4 for details.

Primary Counties & Percentages	
Wicomico	14.4%
Anne Arundel	8.5%
Montgomery	8.2%
Baltimore	6.9%
Worcester	5.5%
Howard	4.6%
Prince George's	4.3%
Frederick	4.2%
Harford	4.1%
Carroll	3.0%

	1998	2002
Region	% of Total	% of Total
Eastern Shore	33.9%	30.8%
Western Shore	43.0%	51.8%
Out-of-State	22.4%	16.5%
International	0.6%	0.9%

Figure 6:

# Maryland Undergraduate Enrollment by County (5,126) Fall 2002 Maryland Map



## Top 10 Counties

Wicomico	893
Anne Arundel	526
Montgomery	511
Baltimore	431
Worcester	341
Howard	284
Prince George's	269
Frederick	261
Harford	254
Carroll	184

**Total UNDERGRADUATE Enrollment by State: 1998-2002**

**Table 6:**

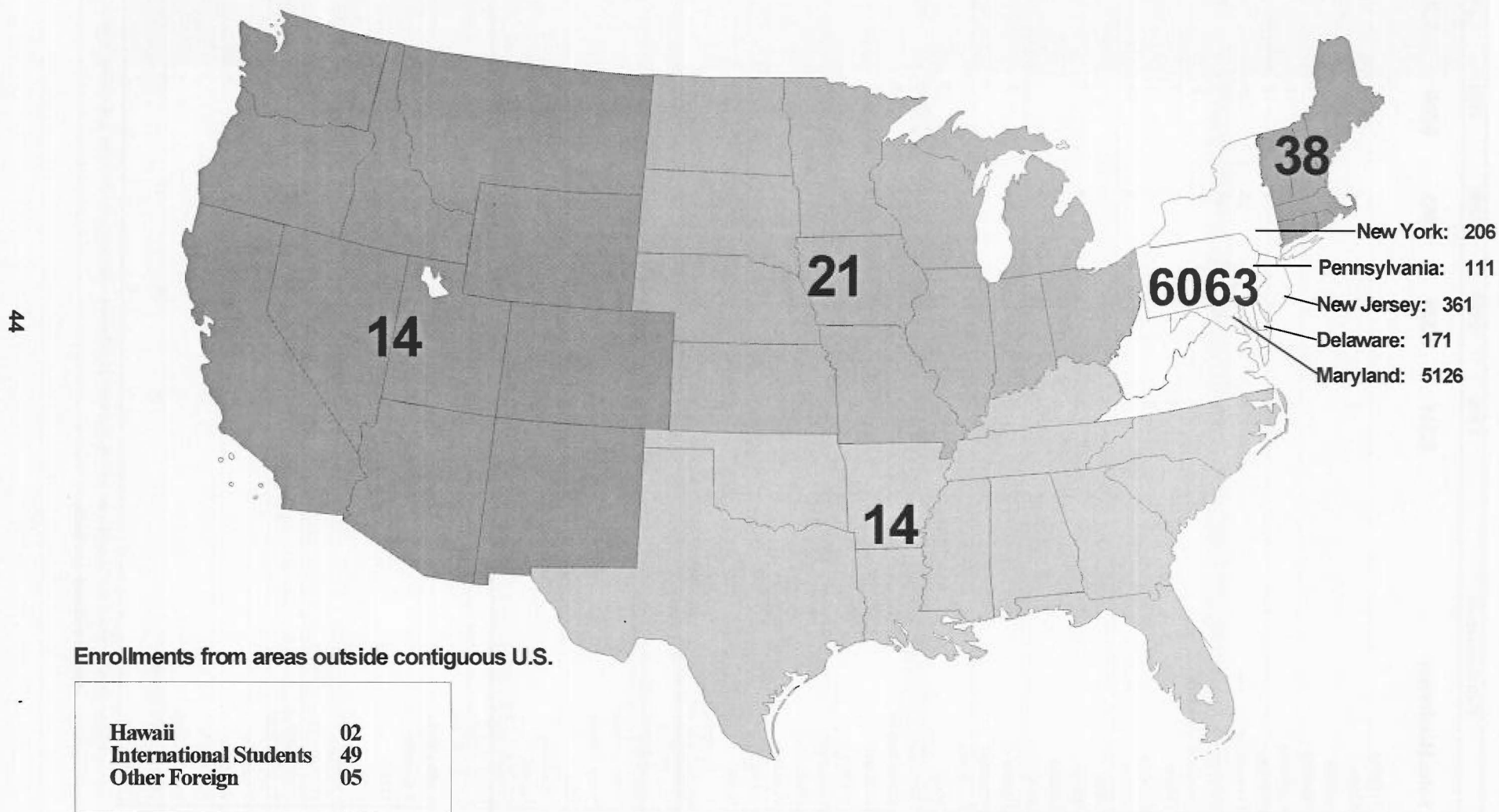
<b>Fall Semesters</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Top Feeder States</b>
<b>Total Headcount</b>	<b>5,534</b>	<b>5,536</b>	<b>5,883</b>	<b>6,060</b>	<b>6,206</b>	
Alabama	-	-	-	-	-	
Alaska	1	-	-	-	-	
Arizona	-	-	-	-	-	
Arkansas	-	1	1	1	-	
California	3	3	2	1	10	
Colorado	2	-	1	1	1	
Connecticut	24	23	23	20	19	
Delaware	205	194	189	170	171	2.8%
District of Columbia	6	6	7	8	5	
Florida	4	3	4	5	5	
Georgia	2	-	1	1	-	
Hawaii	2	2	5	3	2	
Idaho	-	-	-	-	-	
Illinois	3	1	4	5	5	
Indiana	-	1	-	-	-	
Iowa	1	2	2	-	-	
Kansas	-	-	2	2	-	
Kentucky	-	1	-	-	-	
Louisiana	-	1	2	-	-	
Maine	1	3	2	2	2	
Maryland	4,257	4,389	4,681	4,942	5,126	82.6%
Massachusetts	4	5	5	6	7	
Michigan	4	4	4	3	1	
Minnesota	-	-	3	4	3	
Mississippi	-	1	-	-	-	
Missouri	-	-	-	2	2	
Montana	1	-	-	-	-	
Nebraska	1	-	-	-	1	
Nevada	-	-	-	-	-	
New Hampshire	1	4	6	6	6	
New Jersey	441	393	392	370	361	5.8%
New Mexico	-	-	-	1	-	
New York	270	239	263	228	206	3.3%
North Carolina	2	1	-	2	1	
North Dakota	3	2	4	3	4	
Ohio	6	3	3	2	2	
Oklahoma	-	1	1	1	1	
Oregon	-	-	1	-	-	
Pennsylvania	134	114	122	115	111	1.8%
Rhode Island	-	-	1	2	-	
South Carolina	-	-	1	1	1	
South Dakota	3	2	2	2	-	
Tennessee	1	-	1	1	3	
Texas	3	1	2	2	3	
Utah	1	-	-	-	-	
Vermont	1	3	4	1	4	
Virginia	107	99	98	99	81	1.3%
Washington	1	1	-	-	3	
West Virginia	1	1	4	3	2	
Wisconsin	-	-	1	1	3	
Wyoming	-	-	-	-	-	
Puerto Rico	1	1	1	-	-	
Virgin Islands	2	1	-	-	-	
International Countries	29	25	35	39	49	
Other	6	5	3	5	5	

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

See Fact Book page 4 for details.

Figure 7:

# FALL 2002 Undergraduate Enrollment (6206) Residency by Region



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



Table 7:

**Student Housing**  
**Full-Time Matriculated Undergraduates**  
**Fall 1998 to Fall 2002**

<b>On-Campus Residence Halls</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>
Chesapeake	178	176	178	177	175
Chester	223	218	230	216	209
Choptank	216	219	230	216	214
Dogwood Village	140	138	139	138	133
Honors House	-	-	-	-	-
International House 1	3	3	-	-	-
International House 2	7	6	4	4	-
Manokin	85	86	84	82	81
Nanticoke	154	154	157	153	152
Pocomoke	94	94	94	94	94
St. Martin	291	290	290	288	288
Severn	220	221	228	219	206
Wicomico	95	94	95	94	93
<b>TOTAL</b>	<b>1,706</b>	<b>1,699</b>	<b>1,729</b>	<b>1,681</b>	<b>1,645</b>
Percent of Full-Time Matriculated Undergraduates Housed On-Campus	<b>37%</b>	<b>37%</b>	<b>35%</b>	<b>32%</b>	<b>31%</b>

Table 8:

<b>Fall 2002 On-Campus Residence by Gender</b>			
	<b>Male</b>	<b>Female</b>	<b>Total</b>
Chesapeake	67	108	175
Chester	104	105	209
Choptank	67	147	214
Dogwood Village	53	80	133
Intl. House 1	-	-	-
Intl. House 2	-	-	-
Manokin	-	81	81
Nanticoke	-	152	152
Pocomoke	94	-	94
St. Martin	132	156	288
Severn	73	133	206
Wicomico	93	-	93
	<b>683</b>	<b>962</b>	<b>1,645</b>
	Spaces Available		<b>1,693</b>
	Spaces Vacant		<b>48</b>

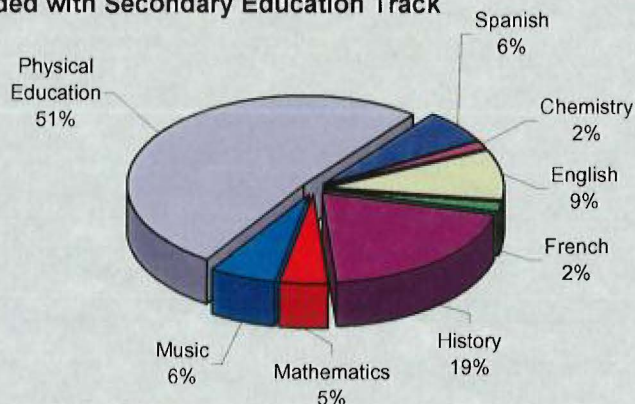
Source: SU Housing Office Occupancy Report

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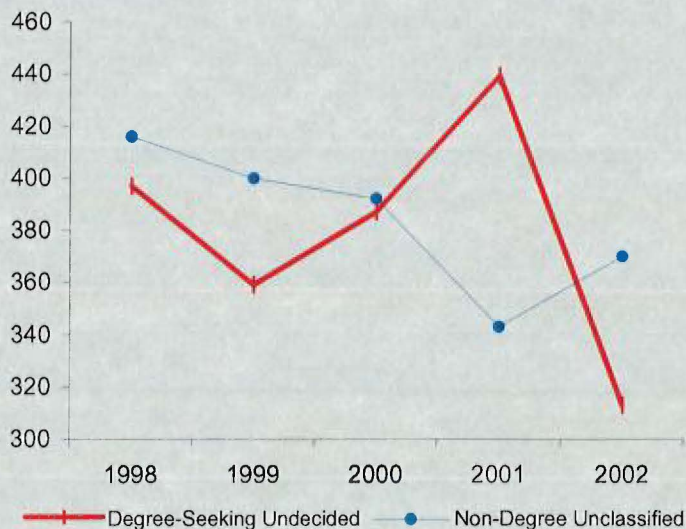


# Program Enrollments, Degrees, and Student Credit Hours: Undergraduate Summaries

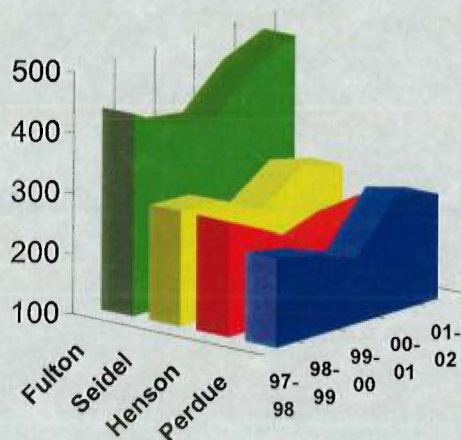
2001 - 2002 Percent of Undergraduate Degrees  
Awarded with Secondary Education Track



Undergraduate Enrollment:  
Degree- Seeking Undecided  
and  
Non-Degree Seeking Unclassified  
Fall 1998 - Fall 2002



Degrees Awarded by School  
1997-98 through 2001-02



	97-98	98-99	99-00	00-01	01-02
Perdue	246	232	206	294	272
Henson	290	255	211	235	242
Seidel	290	286	254	304	286
Fulton	434	396	385	452	483





Table 1:

## UNDERGRADUATE Enrollment by School, Discipline, Class, &amp; Status: Fall 2002

Program	Freshman		Sophomore		Junior		Senior		Second Bachelor		Unclassified		Total	% of Total <sup>3</sup>
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		Enrollment
Fulton School of Liberal Arts														
Art	39	1	43	3	52	3	43	5	-	2			191	3.1%
Art (Fine)	-	-	1	-	2	-	5	1	-	-			9	-
Communication Arts	91	2	108	2	149	5	116	9	-	1			483	7.8%
Conflict Resolution	2	-	7	-	5	1	3	-	-	-			18	-
English	36	-	32	5	41	5	37	2	3	2			163	2.6%
French	3	-	2	-	1	1	3	-	1	-			11	-
History	39	2	58	2	77	5	44	10	2	2			241	3.9%
Interdisciplinary Studies	3	-	4	-	18	4	29	13	-	-			71	-
International Studies	1	-	-	-	1	-	-	-	-	-			2	-
Liberal Studies	-	-	-	-	5	-	9	4	-	1			19	0.3%
Music	6	1	6	-	1	-	10	1	1	1			27	0.4%
Philosophy	4	-	7	-	15	1	8	3	1	-			39	0.6%
Political Science	45	-	31	2	32	-	16	2	-	1			129	2.1%
Psychology	72	-	71	-	88	7	56	6	-	-			300	4.8%
Sociology	4	-	10	-	12	1	6	-	-	-			33	0.5%
Spanish	3	-	7	1	4	1	12	-	-	2			30	0.5%
Theatre	3	-	4	-	2	-	4	-	-	-			13	-
Subtotal	351	6	391	15	505	34	401	56	8	12			1,779	28.7%
Henson School of Science & Technology														
Biology	150	1	75	11	70	7	97	19	4	4			438	7.1%
Chemistry	11	-	12	-	16	1	10	-	-	-			50	0.8%
Computer Science	58	2	29	4	25	4	9	2	3	3			139	2.2%
Environmental Health	6	-	8	1	5	-	12	3	1	1			37	0.6%
Geography	4	-	14	-	19	2	19	3	2	-			63	1.0%
Mathematics	25	-	21	-	20	1	26	5	1	-			99	1.6%
Medical Technology	6	-	2	-	6	1	7	1	-	1			24	0.4%
Nursing	55	-	82	4	65	3	54	3	34	5			305	4.9%
Physical Science	-	-	-	-	-	-	-	-	-	-			-	-
Physics	33	-	13	5	6	5	16	1	-	2			81	1.3%
Respiratory Therapy	3	-	4	1	12	-	8	-	-	-			28	0.5%
Subtotal	351	3	260	26	244	24	258	37	45	16			1264	20.4%
Perdue School of Business														
Accounting	39	-	36	2	43	10	29	7	1	5			172	2.8%
Business Administration	255	3	209	12	202	9	180	22	4	2			898	14.5%
Economics	1	-	4	-	4	1	3	-	-	-			13	-
Finance	-	-	3	-	1	-	10	-	-	-			14	-
Info. Sys. Management	15	1	29	2	39	4	59	8	-	2			159	2.6%
Management	3	-	-	-	-	-	-	-	-	-			3	0.0%
Marketing	2	-	2	-	2	-	3	-	-	-			9	0.1%
Subtotal	315	4	283	16	291	24	284	37	5	9			1268	20.4%
Seidel School of Education and Professional Studies														
Athletic Training	34	-	13	-	10	-	10	-	-	-			67	-
Early Childhood Education	-	-	1	-	1	1	-	-	-	-			3	-
Elementary Education	142	-	156	3	186	6	181	11	13	12			710	11.4%
Exercise Science	9	-	11	-	9	-	8	-	-	-			37	0.6%
Health Education	1	-	2	1	3	1	1	-	-	-			9	-
Physical Education	33	1	61	1	61	1	67	5	1	1			232	3.7%
Social Work	21	-	25	4	39	21	36	7	1	-			154	2.5%
Subtotal	240	1	269	9	309	30	303	23	15	13			1212	19.5%
Undeclared Major <sup>1</sup>	167	1	120	6	18	1	-	-	-	-			313	5.0%
Unclassified <sup>2</sup>											6	364	370	6.0%
TOTAL	1424	15	1323	72	1367	113	1246	153	73	50	6	364	6,206	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 1998 to Fall 2002

School and Degree Program	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change 1998 to 2002	1 Year Change	3 Year <sup>3</sup> Average
<b>Fulton School of Liberal Arts</b>								
Art	93	113	127	156	191	105.4%	22.4%	158
Art (Fine)	4	2	6	6	9			
Communication Arts	383	391	441	482	483	26.1%	0.2%	469
Conflict Resolution	-	-	-	6	18			
English	130	134	146	136	163	25.4%	19.9%	148
French	7	10	11	11	11			
History	144	131	151	193	241	67.4%	24.9%	195
Interdisciplinary Studies	-	-	-	19	71		273.7%	45
International Studies	-	-	-	-	2			
Liberal Studies	93	87	116	90	19	-79.6%	-78.9%	75
Music	35	38	37	32	27	-22.9%	-15.6%	32
Philosophy	23	26	43	49	39	69.6%	-20.4%	44
Political Science	112	119	107	114	129	15.2%	13.2%	117
Psychology	241	276	290	292	300	24.5%	2.7%	294
Sociology	35	49	41	33	33	-5.7%	0.0%	36
Spanish	18	25	26	32	30	66.7%	-6.3%	29
Theatre	-	-	-	12	13			
<b>Subtotal</b>	<b>1318</b>	<b>1401</b>	<b>1542</b>	<b>1663</b>	<b>1,779</b>	<b>35.0%</b>	<b>7.0%</b>	<b>1661</b>
<b>Henson School of Science &amp; Technology</b>								
Biology	563	477	453	437	438	-22.2%	0.2%	443
Chemistry	51	60	59	56	50	-2.0%	-10.7%	55
Computer Science	-	-	57	114	139		21.9%	103
Environmental Health	40	41	48	41	37	-7.5%	-9.8%	42
Geography	66	61	68	72	63	-4.5%	-12.5%	68
Mathematics	131	142	109	104	99	-24.4%	-4.8%	104
Medical Technology	38	25	29	31	24	-36.8%	-22.6%	28
Nursing	208	198	229	247	305	46.6%	23.5%	260
Physical Science	-	2	1	-	-			
Physics	53	67	66	74	81	52.8%	9.5%	74
Respiratory Therapy	41	31	29	24	28	-31.7%	16.7%	27
<b>Subtotal</b>	<b>1191</b>	<b>1104</b>	<b>1148</b>	<b>1200</b>	<b>1,264</b>	<b>6.1%</b>	<b>5.3%</b>	<b>1204</b>
<b>Perdue School of Business</b>								
Accounting	179	153	152	151	172	-3.9%	13.9%	158
Business Administration	796	776	842	842	898	12.8%	6.7%	861
Economics	18	32	23	15	13			
Finance (formerly w/ECON)	-	-	-	-	14			
Management (formerly w/BUAD)	-	-	-	-	3			
Information Systems Mgmt	-	171	175	186	159	19.5%	-14.5%	173
Marketing (formerly w/BUAD)	-	-	-	-	9			
<b>Subtotal</b>	<b>1126</b>	<b>1132</b>	<b>1192</b>	<b>1194</b>	<b>1,268</b>	<b>12.6%</b>	<b>6.2%</b>	<b>1218</b>
<b>Seidel School of Education &amp; Professional Studies</b>								
Athletic Training	-	-	-	3	67		2133%	35
Early Childhood Education	-	-	-	-	3			
Elementary Education	642	679	742	738	710	10.6%	-3.8%	730
Exercise Science	-	-	-	-	37			
Health Education	-	-	-	3	9			
Physical Education	285	317	316	332	232	-18.6%	-30.1%	293
Social Work	159	144	164	145	154	-3.1%	6.2%	154
<b>Subtotal</b>	<b>1086</b>	<b>1140</b>	<b>1222</b>	<b>1221</b>	<b>1,212</b>	<b>11.6%</b>	<b>-0.7%</b>	<b>1218</b>
Undecided <sup>1</sup>	397	359	387	439	313	-21.2%	-28.7%	380
Unclassified <sup>2</sup>	416	400	392	343	370	-11.1%	7.9%	368
<b>Subtotal</b>	<b>813</b>	<b>759</b>	<b>779</b>	<b>782</b>	<b>683</b>	<b>-16.0%</b>	<b>-12.7%</b>	<b>748</b>
<b>TOTAL</b>	<b>5534</b>	<b>5536</b>	<b>5883</b>	<b>6060</b>	<b>6,206</b>	<b>12.1%</b>	<b>2.4%</b>	<b>6050</b>

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

**Table 3: Secondary Education Track Enrollment  
By Major and Classification  
Fall 2002**

Major	FR	SO	JR	SR	USB	GMD	Total
Art	-	1	-	1	-	-	2
Biology	2	2	4	9	-	-	17
Chemistry	-	1	3	-	-	-	4
Education	-	-	-	-	-	1	1
English	12	18	14	16	3	-	63
French	1	2	1	1	1	-	6
Health	-	1	-	-	-	-	1
History	20	28	41	25	1	-	115
Math	5	18	10	14	1	-	48
Music	1	4	1	7	1	-	14
Physical Education	18	29	31	42	-	-	120
Spanish	2	-	2	5	2	-	11
<b>Total</b>	<b>61</b>	<b>104</b>	<b>107</b>	<b>120</b>	<b>9</b>	<b>1</b>	<b>402</b>

**Figure 1:**

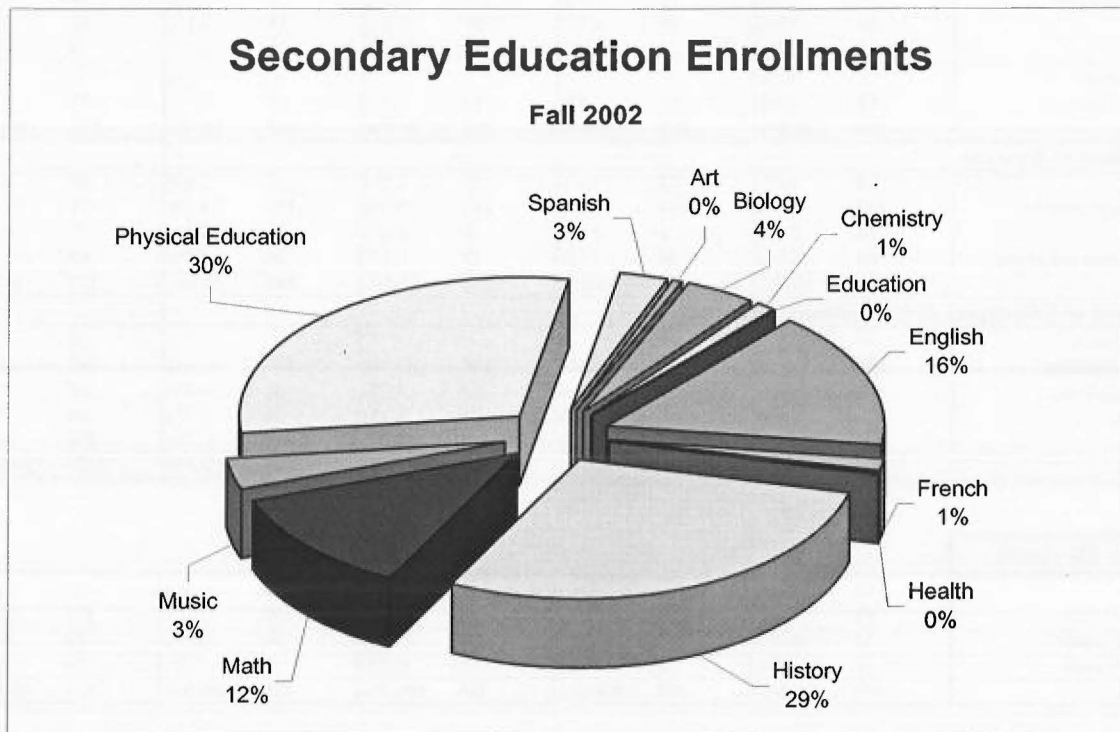


Table 1:

**UNDERGRADUATE Degrees Awarded by School**  
1997-98 through 2001-02

School	1997-98		1998-99		1999-00		2000-2001		2001-2002	
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Fulton School of Liberal Arts</b>										
Art	21	1.7%	17	1.5%	23	2.2%	27	2.1%	31	2.4%
Art (Fine)	-	-	3	0.3%	2	0.2%	2	0.2%	2	0.2%
Communication Arts	95	7.5%	115	9.8%	94	8.9%	122	9.5%	129	10.1%
Conflict Analysis/Dispute Res	-	-	-	-	-	-	-	-	4	0.3%
English	33	2.6%	31	2.7%	33	3.1%	42	3.3%	31	2.4%
French	2	0.2%	1	0.1%	3	0.3%	1	0.1%	3	0.2%
History	65	5.2%	47	4.0%	37	3.5%	33	2.6%	45	3.5%
Interdisciplinary Studies	-	-	-	-	-	-	-	0.0%	26	2.0%
Liberal Studies	75	6.0%	62	5.3%	65	6.2%	69	5.4%	52	4.1%
Music	5	0.4%	4	0.3%	1	0.1%	5	0.4%	8	0.6%
Philosophy	11	0.9%	12	1.0%	6	0.6%	9	0.7%	22	1.7%
Political Science	25	2.0%	25	2.1%	28	2.7%	33	2.6%	25	1.9%
Psychology	81	6.4%	67	5.7%	71	6.7%	85	6.6%	79	6.2%
Sociology	16	1.3%	8	0.7%	16	1.5%	16	1.2%	12	0.9%
Spanish	5	0.4%	4	0.3%	6	0.6%	8	0.6%	12	0.9%
Theatre	-	-	-	-	-	-	-	-	2	0.2%
<b>Subtotal</b>	<b>434</b>	<b>34.4%</b>	<b>396</b>	<b>33.9%</b>	<b>385</b>	<b>36.5%</b>	<b>452</b>	<b>35.2%</b>	<b>483</b>	<b>37.6%</b>
<b>Henson School of Science &amp; Technology</b>										
Biology	132	10.5%	106	9.1%	92	8.7%	92	7.2%	90	7.0%
Chemistry	10	0.8%	11	0.9%	6	0.6%	13	1.0%	12	0.9%
Computer Science	-	-	-	-	-	-	1	0.1%	11	0.9%
Environmental Health	21	1.7%	15	1.3%	6	0.6%	13	1.0%	12	0.9%
Geography	22	1.7%	22	1.9%	22	2.1%	17	1.3%	22	1.7%
Math	22	1.7%	21	1.8%	16	1.5%	27	2.1%	12	0.9%
Medical Technology	9	0.7%	11	0.9%	9	0.9%	5	0.4%	10	0.8%
Nursing	49	3.9%	48	4.1%	37	3.5%	55	4.3%	54	4.2%
Physics	5	0.4%	4	0.3%	9	0.9%	5	0.4%	8	0.6%
Physical Science	2	0.2%	-	-	-	-	-	-	-	-
Respiratory Therapy	18	1.4%	17	1.5%	14	1.3%	7	0.5%	11	0.9%
<b>Subtotal</b>	<b>290</b>	<b>23.0%</b>	<b>255</b>	<b>21.8%</b>	<b>211</b>	<b>20.0%</b>	<b>235</b>	<b>18.3%</b>	<b>242</b>	<b>18.9%</b>
<b>Perdue School of Business</b>										
Accounting	60	4.8%	42	3.6%	26	2.5%	46	3.6%	30	2.3%
Business Administration	134	10.6%	153	13.1%	141	13.4%	181	14.1%	171	13.3%
Economics	14	1.1%	1	0.1%	6	0.6%	11	0.9%	2	0.2%
Information Systems Mgmt	38	3.0%	36	3.1%	33	3.1%	56	4.4%	69	5.4%
<b>Subtotal</b>	<b>246</b>	<b>19.5%</b>	<b>232</b>	<b>19.8%</b>	<b>206</b>	<b>19.5%</b>	<b>294</b>	<b>22.9%</b>	<b>272</b>	<b>21.2%</b>
<b>Seidel School of Education &amp; Professional Studies</b>										
Athletic Training	-	-	-	-	-	-	-	-	8	0.6%
Elementary Education	160	12.7%	167	14.3%	137	13.0%	168	13.1%	169	13.2%
Physical Education	56	4.4%	52	4.4%	63	6.0%	62	4.8%	63	4.9%
Social Work	74	5.9%	67	5.7%	54	5.1%	74	5.8%	46	3.6%
<b>Subtotal</b>	<b>290</b>	<b>23.0%</b>	<b>286</b>	<b>24.5%</b>	<b>254</b>	<b>24.1%</b>	<b>304</b>	<b>23.7%</b>	<b>286</b>	<b>22.3%</b>
<b>TOTAL</b>	<b>1260</b>	<b>100.0%</b>	<b>1169</b>	<b>100.0%</b>	<b>1056</b>	<b>100.0%</b>	<b>1285</b>	<b>100.0%</b>	<b>1283</b>	<b>100.0%</b>
<b>Honor Degrees</b>										
Cum Laude	190	52.9%	176	50.0%	172	49.3%	216	51.4%	237	52.9%
Magna Cum Laude	88	24.5%	90	25.6%	97	27.8%	109	26.0%	114	25.4%
Summa Cum Laude	71	19.8%	82	23.3%	71	20.3%	90	21.4%	81	18.1%
Bellavance Honors	10	2.8%	4	1.1%	9	2.6%	5	1.2%	16	3.6%
<b>TOTAL</b>	<b>359</b>	<b>100.0%</b>	<b>352</b>	<b>100.0%</b>	<b>349</b>	<b>100.0%</b>	<b>420</b>	<b>100.0%</b>	<b>448</b>	<b>100.0%</b>

Source: Honor degree data from Registrar.

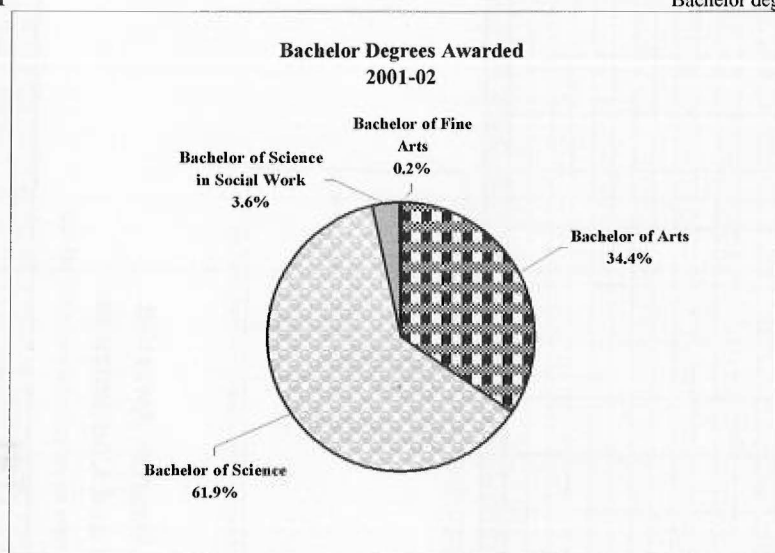
**Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1997-98 through 2001-02**

	1997-98	1998-99	1999-00	2000-01	2001-02
<b>Grand Total Baccalaureate Degree:</b>	<b>1,260</b>	<b>1,169</b>	<b>1,056</b>	<b>1,285</b>	<b>1,283</b>
Bachelor of Arts	398	376	363	423	441
Bachelor of Science	788	722	637	786	794
Bachelor of Science in Social Work	74	68	54	74	46
Bachelor of Fine Arts	-	3	2	2	2

Degrees, 02-03

Bachelor degrees, 98-02

**Figure: 1**



**Number of Undergraduate Students Graduating  
with a Secondary Education Track  
by Major: AY 1997-1998 to AY 2001-2002**

**Table 3:**

Major	1997-98	1998-99	1999-00	2000-01	2001-02
Biology	4	4	2	3	-
Chemistry	2	4	2	2	1
English	10	6	9	9	6
French	-	1	1	-	1
History	19	14	15	7	13
Mathematics	6	8	4	7	3
Music	1	3	-	3	4
Physical Education	30	24	24	30	34
Spanish	3	-	1	1	4
<b>Total</b>	<b>75</b>	<b>64</b>	<b>58</b>	<b>62</b>	<b>66</b>

Table 4:

**2001-02 Undergraduate Degrees Awarded  
By Major and Track**  
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major	No track	ACBI	ACST	ANTH	APPC	APPO	BACH	BCHM	CERT	COSC	ECON	ENPO	ENSC	EXSC	HSRP	INDV	INPO	INTL	IPOR	JRNL	MASS	MCEL	NRND	NURS	ODED	PERF	PREH	SCED	SOSW	THEA	WMST	WRIT	Total
Art	30								1																								31
Biology	46												17														27						90
Bus Admin.	159										3					4		5															171
Chemistry	1	1	5					4																				1					12
Comm Arts	24																		45	3	52									5			129
English	23																											6				2	31
French	2																																3
History	32																												13				45
Interdisc Studies	25																														1		26
Liberal Studies	49			3																													52
Mathematics	8									1																			3				12
Medical Tech	9																										1						10
Music	3				1																									4			8
Nursing	17						12																	2	23								54
Physical Educ.	1													23		1										4			34				63
Physics	3																					5											8
Political Science	18					2						1					4																25
Psychology	77															2																	79
Social Work	36																													10			46
Spanish	8																												4				12
Theatre	0																									2							2
All other majors	374																																374
Total	945	1	5	3	1	2	12	4	1	1	3	1	17	23	2	5	4	5	45	3	52	5	2	23	4	2	28	66	10	5	1	2	1283

Key to Tracks:

ACBI: American Chemical Society, Biochemistry  
 ACST: American Chemical Society, Chemistry  
 ANTH: Anthropology  
 APPC: Professional Studies, Composition  
 APPO: Applied Politics  
 BACH: GUG Deg Prog-NURS  
 BCHM: Bio Chemistry  
 CERT: K-12 teaching certification thru UMES  
 COSC: Computer Science  
 ECON: Economics  
 ENPO: Environmental Policy

ENSC: Environmental/Marine Science Dual-degree program w/UMES  
 EXSC: Exercise Science  
 HSRP: Human Services  
 INDV: Individualized Business  
 INPO: International Politics  
 INTL: International Business  
 IPOR: Interpersonal Organizational Communication  
 JRNL: Journalism Public Relations  
 MASS: Mass Media  
 MCEL: Micro-electronics

NRND: Nursing, RN Direct  
 NURS: Nursing  
 ODED: Outdoor Education  
 PERF: Theatre Performance  
 PREH: Pre-Health  
 SCED: Secondary Education  
 SOSW: SOCI-SOWK Dual-degree w/UMES  
 THEA: Theatre  
 WMST: Women's Studies  
 WRIT: Writing and Rhetoric

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

UG Degree Track

Table 5:

**2001-02 Degrees Awarded  
By Major and Concentration**  
(Covers only those programs where concentrations are offered)

Major	No Concentration	Comparative Literature	Computer Science	Creative Writing	Film	Finance	Linguistics	Mngmt.	Mktg.	Total
Business	13					36		47	73	169
English	13	11		4	2		1			31
Mathematics	10		2							12
<b>Total</b>	<b>36</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>36</b>	<b>1</b>	<b>47</b>	<b>73</b>	<b>212</b>

Degree Concentrations  
Fall 2002



**Table 1: UNDERGRADUATE Student Credit Hours by Department  
Fall Enrollment 1998-2002**

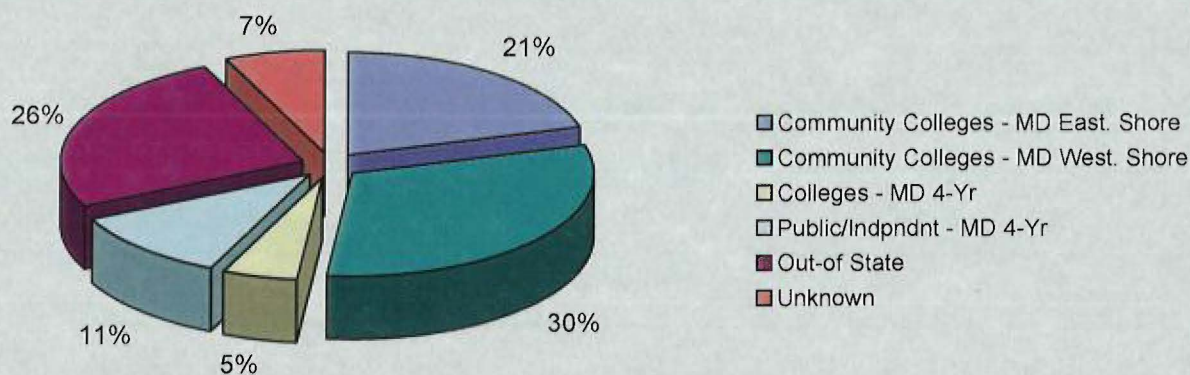
Department	1998	1999	2000	2001	2002
Accounting	1,764	1,713	1,713	1,623	2,334
Anthropology	372	501	444	348	480
Applied Health Physiology*	-	-	-	-	-
Art	2,177	2,395	2,726	2,877	3,391
Athletic Trainer*	-	-	-	-	254
Biology	6,083	5,820	5,960	6,519	6,232
Business Administration	5,730	6,079	6,550	7,281	885
Chemistry	2,841	2,884	2,738	3,082	2,818
Communication Arts	4,502	4,421	4,849	4,655	4,969
Computer Science	929	1,127	1,370	1,465	1,162
Conflict Analysis & Dispute Res*	-	-	-	201	396
Dance	250	236	197	213	366
Economics	1,308	1,524	1,554	1,562	1,608
Education, Early Childhood*	-	-	-	-	48
Education, Elementary	2,850	2,490	3,168	3,321	3,501
Education, General	2,253	2,325	2,207	2,022	1,874
Education, Secondary	261	288	270	318	507
English	6,297	6,127	6,552	6,314	6,552
Environmental Health	247	176	209	220	269
Exercise Science*	-	-	-	-	345
Finance*	-	-	-	-	1,170
French	243	232	237	275	226
General Studies	261	283	271	244	319
Geography	2,465	2,739	2,802	2,830	2,712
Geology	249	210	-	200	280
German	131	112	109	114	131
Health	369	154	159	154	504
History	6,852	6,477	7,353	7,437	7,737
Honors*	-	-	-	415	379
Info. System Management	1,006	1,196	1,412	1,539	2,267
Interdisciplinary Studies	449	627	706	427	509
Latin	-	69	60	63	75
Management*	-	-	-	-	1,689
Marketing*	-	-	-	-	1,713
Mathematics	4,414	4,320	4,501	4,888	5,185
Medical Technology	209	152	199	231	161
Military Science	26	14	14	18	10
Modern Languages	168	201	252	222	180
Music	905	962	790	662	471
Music-Applied	332	377	393	380	314
Nursing	1,228	1,269	1,566	1,514	1,805
Philosophy	1,478	1,484	1,452	1,958	1,872
Physical Education	4,154	4,474	4,121	4,526	4,329
Physics	1,400	1,212	1,501	1,122	1,491
Political Science	1,618	1,508	1,472	1,375	1,597
Pre-Engineering*	-	-	-	21	39
Psychology	3,921	4,453	5,064	5,073	5,027
Respiratory Therapy	441	310	267	279	279
Russian	39	45	27	21	54
Science Education	112	96	-	-	-
Social Science	12	-	3	15	9
Social Work	1,395	1,398	1,639	1,491	1,457
Sociology	1,428	1,452	1,752	1,728	1,770
Spanish	738	921	1,093	982	1,107
Theatre*	-	-	-	561	597
<b>TOTALS</b>	<b>73,907</b>	<b>74,853</b>	<b>79,722</b>	<b>82,786</b>	<b>85,456</b>
<b>Total FTES</b>	<b>4927.1</b>	<b>4990.2</b>	<b>5314.8</b>	<b>5519.1</b>	<b>5697.1</b>

\*New MHEC approved programs.

Year	Month	Day	Time	Location	Species	Count	Notes
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1990	Jan	1	14:00	Point A	Sp. 1	18	
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199							

# Retention and Graduation Rates, Freshmen and Transfer Summaries, Grades, and Undergraduate Financial Aid

Transfer Students by Sending Institutions Full-time Students, Fall 2001



Comparison of African-American, 6-Year Graduation Rates Among Selected USM Institutions  
First-Time, Full-Time African-American Freshmen  
Graduation from any USM Institution by Institution of First Enrollment

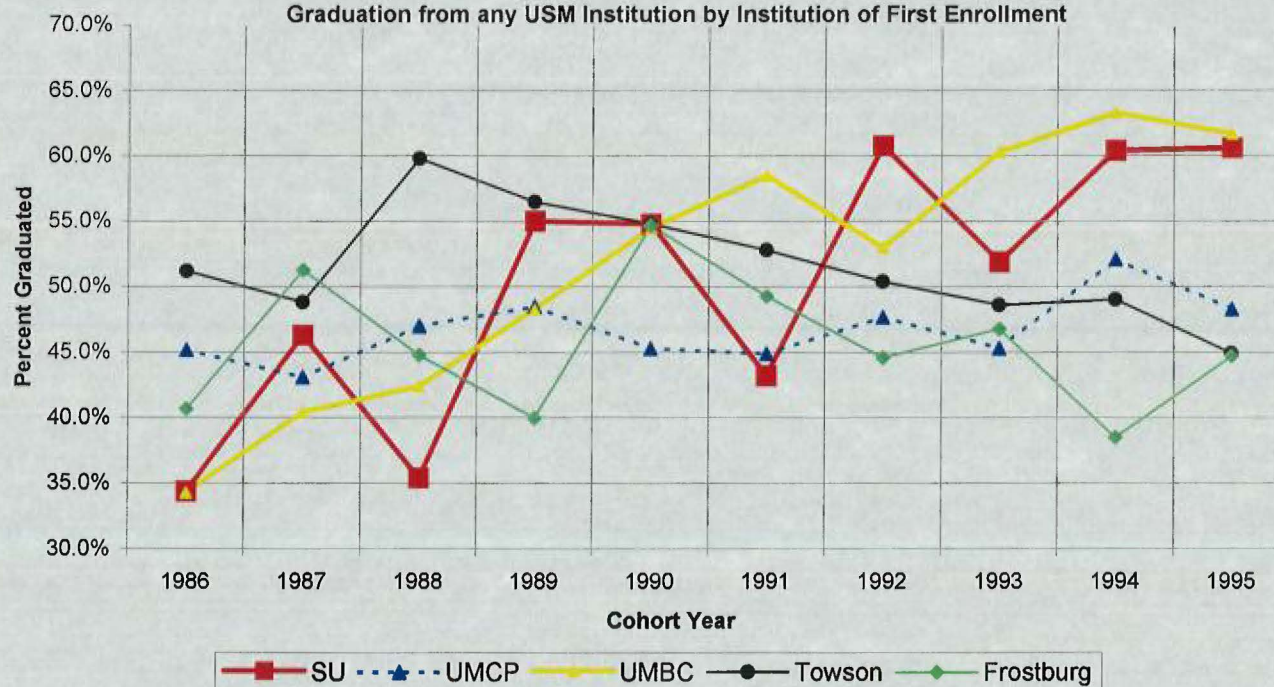






Table 1:

**Salisbury University**  
**Retention and Graduation Statistics for Freshmen Class Cohorts**  
*Fall 1985 through Fall 2001*

																								4-year	5-year	6-year	
Entering Fall Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				Graduation Rate	Graduation Rate	Graduation Rate			
		Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads						
2001 941	869 92.3%	765 81.3%																									
2000 929	873 94.0%	767 82.6%	0 0.0%	746 80.3%	0 0.0%	701 75.5%																					
1999 856	795 92.9%	705 82.4%	0 0.0%	678 79.2%	0 0.0%	649 75.8%	0 0.0%	629 73.5%	7 0.8%	612 71.5%																	
1998 916	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%	22 2.4%	613 67.0%	389 42.5%	224 24.5%											411 44.9%		
1997 868	816 94.1%	711 82.0%	0 0.0%	684 78.9%	0 0.0%	629 72.5%	0 0.0%	626 72.2%	7 0.8%	606 69.9%	26 3.0%	571 65.9%	368 42.4%	200 23.1%	102 11.8%	106 12.2%	56 6.5%	54 6.2%							401 46.2%	559 64.4%	
1996 685	654 95.5%	580 84.7%	0 0.0%	553 80.7%	0 0.0%	514 75.0%	1 0.1%	502 73.3%	6 0.9%	464 67.7%	24 3.5%	443 64.7%	268 39.1%	148 21.6%	86 12.6%	72 10.5%	39 5.7%	37 5.4%	12 1.8%	29 5.6%	0 0.0%				299 43.6%	424 61.9%	436 63.6%
1995 642	602 93.8%	536 83.6%	0 0.0%	508 79.1%	1 0.2%	486 75.7%	0 0.0%	475 74.0%	8 1.2%	454 70.7%	26 4.0%	430 67.0%	287 44.7%	129 20.1%	50 7.8%	71 11.1%	39 6.1%	31 4.8%	14 2.2%	23 3.6%	5 0.8%				322 50.2%	411 64.0%	430 67.0%
1994 678	624 92.0%	539 79.5%	1 0.1%	508 74.9%	0 0.0%	469 69.2%	0 0.0%	471 69.5%	8 1.2%	449 66.2%	15 2.2%	428 63.1%	239 35.3%	130 19.2%	60 8.8%	71 10.5%	30 4.4%	28 4.1%	13 1.9%	19 2.8%	0 0.0%				263 38.8%	353 52.1%	366 54.0%
1993 726	662 91.2%	571 78.7%	0 0.0%	535 73.7%	0 0.0%	488 67.2%	0 0.0%	480 66.1%	8 1.1%	460 63.4%	11 1.5%	449 61.8%	277 38.2%	158 21.8%	76 10.5%	80 11.0%	33 4.5%	36 5.0%	15 2.1%	25 3.4%	0 0.0%				296 40.8%	405 55.8%	420 57.9%
1992 634		82.6%				71.3%				66.1%															41.6%	57.6%	59.2%
1991 711		79.6%				68.5%				64.8%															40.2%	54.7%	56.8%
1990 659		78.3%				67.4%				62.1%															40.2%	53.6%	57.2%
1989 773		83.6%				70.1%				66.4%															38.4%	56.0%	59.2%
1988 855		76.7%				66.4%				63.7%															32.3%	50.9%	53.9%
1987 803		77.1%				67.5%				63.1%															36.6%	50.9%	55.4%
1986 685		72.0%				57.5%				53.9%															27.4%	43.5%	48.0%
1985 710		75.6%				57.7%				54.0%															27.9%	45.6%	48.9%
Retention Rates 5-year average		Year 1 81.8%				Year 2 74.4%				Year 3 69.9%									Graduation Rates 5-year average				4-year 44.7%	5-year 59.6%	6-year 60.3%		

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

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

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

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

**Source:** SPSS Longitudinal Research Files



Table 2:

Salisbury University  
Retention and Graduation Statistics for Freshmen Class Cohorts - BY RACE/ETHNICITY  
Fall 1993 through Fall 2001

Entering Fall Cohort		Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
2001	941	869	765																						
		92.3%	81.3%																						
		75	63																						
		88.2%	74.1%																						
African-American	85	698	622																						
		93.6%	83.4%																						
White, non-Hispanic	746	96	80																						
		87.3%	72.7%																						
Other	110																								
2000	929	873	767	0	746	0	701																		
		94.0%	82.6%	0.0%	80.3%	0%	75.5%																		
		30	24	0	23	0	19																		
		93.8%	75.0%	0.0%	71.9%	0.0%	59.4%																		
African-American	32	779	695	0	680	0	639																		
		94.4%	84.2%	0.0%	82.4%	0.0%	77.5%																		
White, non-Hispanic	825	64	48	0	43	0	43																		
		88.9%	66.7%	0.0%	59.7%	0.0%	59.7%																		
Other	72																								
1999	856	795	705	0	678	0	649	0	629	7	612														
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%														
		29	22	0	23	0	22	0	23	0	23														
		90.6%	61.1%	0.0%	63.9%	0.0%	61.1%	0.0%	63.9%	0.0%	63.9%														
African-American	36	705	632	0	608	0	580	0	562	6	547														
		94.0%	84.3%	0.0%	81.1%	0.0%	77.3%	0.0%	74.9%	0.8%	72.9%														
White, non-Hispanic	750	61	51	0	47	0	47	0	44	1	42														
		87.1%	72.9%	0.0%	67.1%	0.0%	67.1%	0.0%	62.9%	1.4%	60.0%														
Other	70																								
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224							411			
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%						44.9%				
		35	25	0	23	0	22	0	21	0	17	0	15	8	4						8				
		94.6%	67.6%	0.0%	62.2%	0.0%	59.5%	0.0%	56.8%	0.0%	45.9%	0.0%	40.5%	21.6%	10.8%						21.6%				
African-American	37	720	631	0	602	0	575	0	570	0	556	20	533	335	203						355				
		94.0%	82.4%	0.0%	78.7%	0.0%	75.2%	0.0%	74.5%	0.0%	72.7%	2.6%	69.6%	43.7%	26.5%						46.3%				
White, non-Hispanic	766	104	84	0	78	0	69	0	69	0	66	2	65	46	17						48				
		92.9%	75.0%	0.0%	69.0%	0.0%	61.1%	0.0%	61.1%	0.0%	58.4%	1.8%	58.0%	41.1%	15.2%						42.9%				
Other	112																								
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54			401			
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%		46.2%	559			
		36	27	0	29	0	24	0	25	0	21	1	21	8	9	5	3	1	3		9	15			
		83.7%	62.8%	0.0%	67.4%	0.0%	55.8%	0.0%	58.1%	0.0%	48.8%	2.3%	48.8%	18.6%	20.9%	11.6%	7.0%	2.3%	7.0%		20.9%	34.9%			
African-American	43	763	670	0	642	0	596	0	592	5	577	25	542	358	185	92	101	55	50		388				
		94.9%	83.3%	0.0%	79.9%	0.0%	74.1%	0.0%	73.6%	0.6%	71.8%	3.1%	67.4%	44.5%	23.0%	11.4%	12.6%	6.8%	6.2%		48.3%	535			
White, non-Hispanic	804	17	14	0	13	0	9	0	9	2	8	0	8	2	6	5	2	0	1		4				
		81.0%	66.7%	0.0%	61.9%	0.0%	42.9%	0.0%	42.9%	9.5%	38.1%	0.0%	38.1%	9.5%	28.6%	23.8%	9.5%	0.0%	4.8%		19.0%	42.9%			
Other	21																								
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	12	29	0	299		
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.8%	4.2%	0.0%	43.6%	424	
		57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7	3	5	0	15	26	
		93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%	4.9%	8.2%	0.0%	24.6%	42.6%	
African-American	61	583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30	9	24	0	280		
		95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.5%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%	1.5%	3.9%	0.0%	46.0%	390	
White, non-Hispanic	609	14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0	0	0	0	4		
		93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	26.7%	53.3%	
Other	15																								

Table 2:

**Salisbury University**  
**Retention and Graduation Statistics for Freshmen Class Cohorts - BY RACE/ETHNICITY**  
**Fall 1993 through Fall 2001**

Entering Fall Cohort		Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads						
1995	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430	
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%	
		29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21	
		85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%	
White, non-Hispanic	591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401	
		94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%	
Other	17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8	
		88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%	
1994	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366	
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%	
		48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23	
		90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%	
White, non-Hispanic	609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338	
		92.3%	80.5%	0.2%	75.9%	0.0%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%	
Other	16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5	
		87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%	
1993	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420	
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%	
		42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	3	1	0	14	22	25	
		76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	1.8%	0.0%	0.0%	25.5%	40.0%	45.5%	
White, non-Hispanic	654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385	
		92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.5%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%	
Other	17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	10	
		94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	0.0%	23.5%	52.9%	58.8%	
Retention Rates		Year 1						Year 2				Year 3								Graduation Rates				4-year	5-year	6-year
5-year average-ALL		81.8%						74.4%				69.9%								Average-ALL				44.7%	59.6%	60.6%
African-American		68.1%						59.6%				55.8%								African-American				24.6%	43.2%	49.5%
White, non-hispanic		83.5%						76.1%				71.6%								White, non-hispanic				46.5%	61.3%	61.9%
Other		70.8%						59.5%				53.9%								Other				30.9%	45.5%	47.6%

Retention is reported as of the beginning of the semester.

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

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

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

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

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

Source: SPSS Longitudinal Research Files

Table 3:

**Salisbury University**  
**Retention and Graduation Statistics for Freshmen Class Cohorts - BY GENDER**  
**Fall 1993 through Fall 2001**

Entering Fall	Cohort	Year 1		Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate
		Sem 1	Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads			
2001	941	869	765																							
		92.3%	81.3%																							
Male	400	361	309																							
		90.3%	77.3%																							
Female	541	508	456																							
		93.9%	84.3%																							
2000	929	873	767	0	746	0	701																			
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%																			
Male	389	368	315	0	305	0	282																			
		94.6%	81.0%	0.0%	78.4%	0.0%	72.5%																			
Female	540	505	452	0	441	0	419																			
		93.5%	83.7%	0.0%	81.7%	0.0%	77.6%																			
1999	856	795	705	0	678	0	649	0	629	7	612															
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%															
Male	337	307	274	0	268	0	246	0	237	1	236															
		91.1%	81.3%	0.0%	79.5%	0.0%	73.0%	0.0%	70.3%	0.3%	70.0%															
Female	519	488	431	0	410	0	403	0	392	6	376															
		94.0%	83.0%	0.0%	79.0%	0.0%	77.6%	0.0%	75.5%	1.2%	72.4%															
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224								411			
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%								44.9%			
Male	394	366	303	0	287	0	270	0	274	0	264	0	261	133	128								133			
		92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%	0.0%	66.2%	33.8%	32.5%								33.8%			
Female	521	493	437	0	416	0	397	0	386	0	375	22	352	256	96								278			
		94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%	4.2%	67.6%	49.1%	18.4%								53.4%			
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54				401	559		
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%				46.2%	64.4%		
Male	365	339	289	0	278	0	251	0	250	1	240	4	231	123	110	51	59	26	26				128	205		
		92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	65.8%	1.1%	63.3%	33.7%	30.1%	14.0%	16.2%	7.1%	7.1%				35.1%	56.2%		
Female	503	477	422	0	406	0	378	0	376	6	366	22	340	245	90	51	47	30	28				273	354		
		94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%	10.1%	9.3%	6.0%	5.6%				54.3%	70.4%		
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	12	29	0	299	424	436	
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.8%	4.2%	0.0%	43.6%	61.9%	63.6%	
Male	296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25	9	17	0	93	166	175	
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	65.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%	3.0%	5.7%	0.0%	31.4%	56.1%	59.1%	
Female	389	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12	3	12	0	206	258	261	
		95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%	0.8%	3.1%	0.0%	53.0%	66.3%	67.1%	

Table 3:

**Salisbury University**  
**Retention and Graduation Statistics for Freshmen Class Cohorts - BY GENDER**  
**Fall 1993 through Fall 2001**

Entering Fall Cohort	Year 1 Sem 2	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate				
		Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads	Sem 1	Grads	Sem 2	Grads							
1995  Male  Female	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430			
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%			
	230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146			
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%			
412	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284				
	94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%				
1994  Male  Female	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366			
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%			
	282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137			
		91.8%	78.4%	0.4%	74.5%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%			
396	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229				
	92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%				
1993  Male  Female	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420			
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%			
	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160			
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%			
405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260				
	92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%				
Retention Rates		Year 1				Year 2				Year 3												Graduation Rates				4-year	5-year	6-year
5-year average-ALL		81.8%				74.4%				69.9%												Average-ALL				44.7%	59.6%	60.6%
Male		79.1%				70.9%				67.8%												Male				34.7%	53.1%	55.3%
Female		83.8%				76.8%				71.5%												Female				52.0%	64.4%	64.5%

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

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

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

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

Average 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 the five years presented; the six-year average is for four years.

Source: SPSS Longitudinal Research Files

Figure 1:

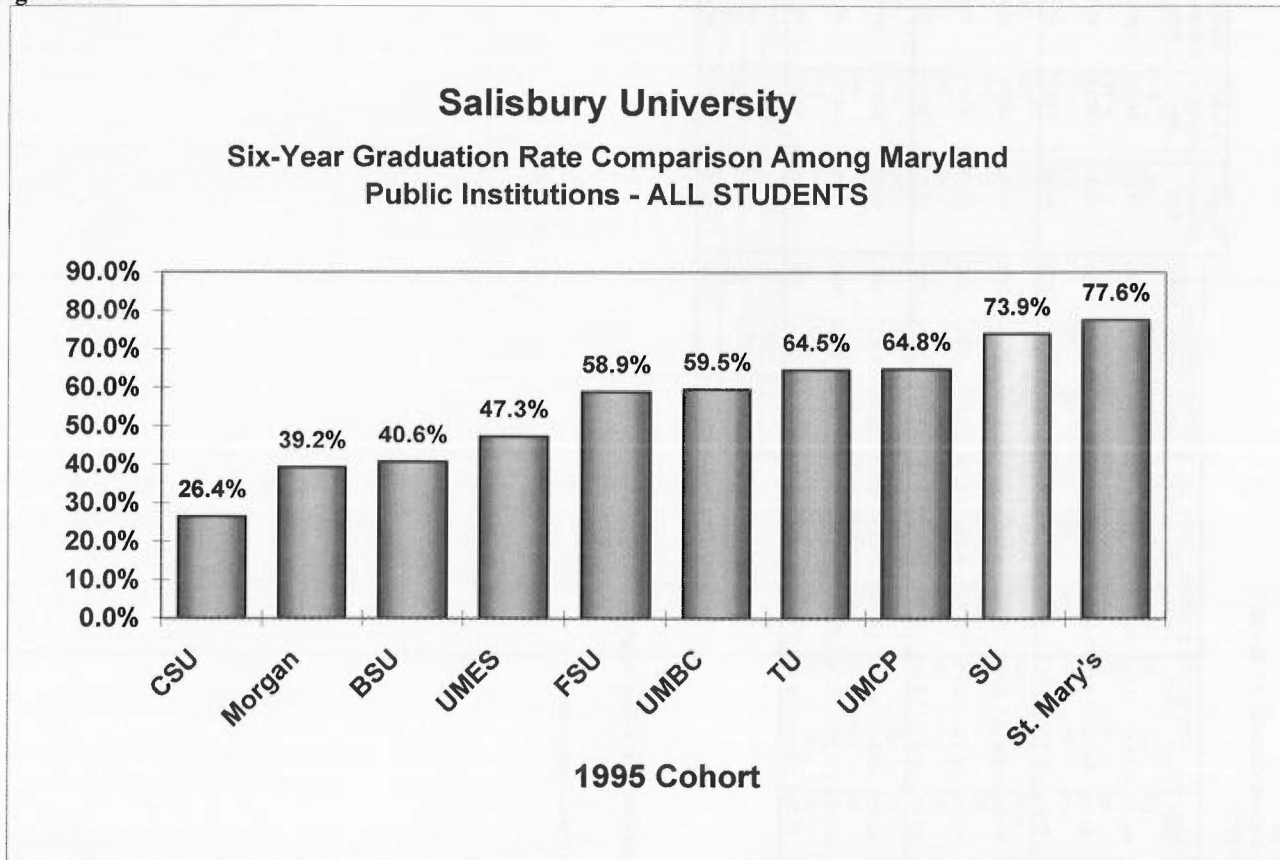
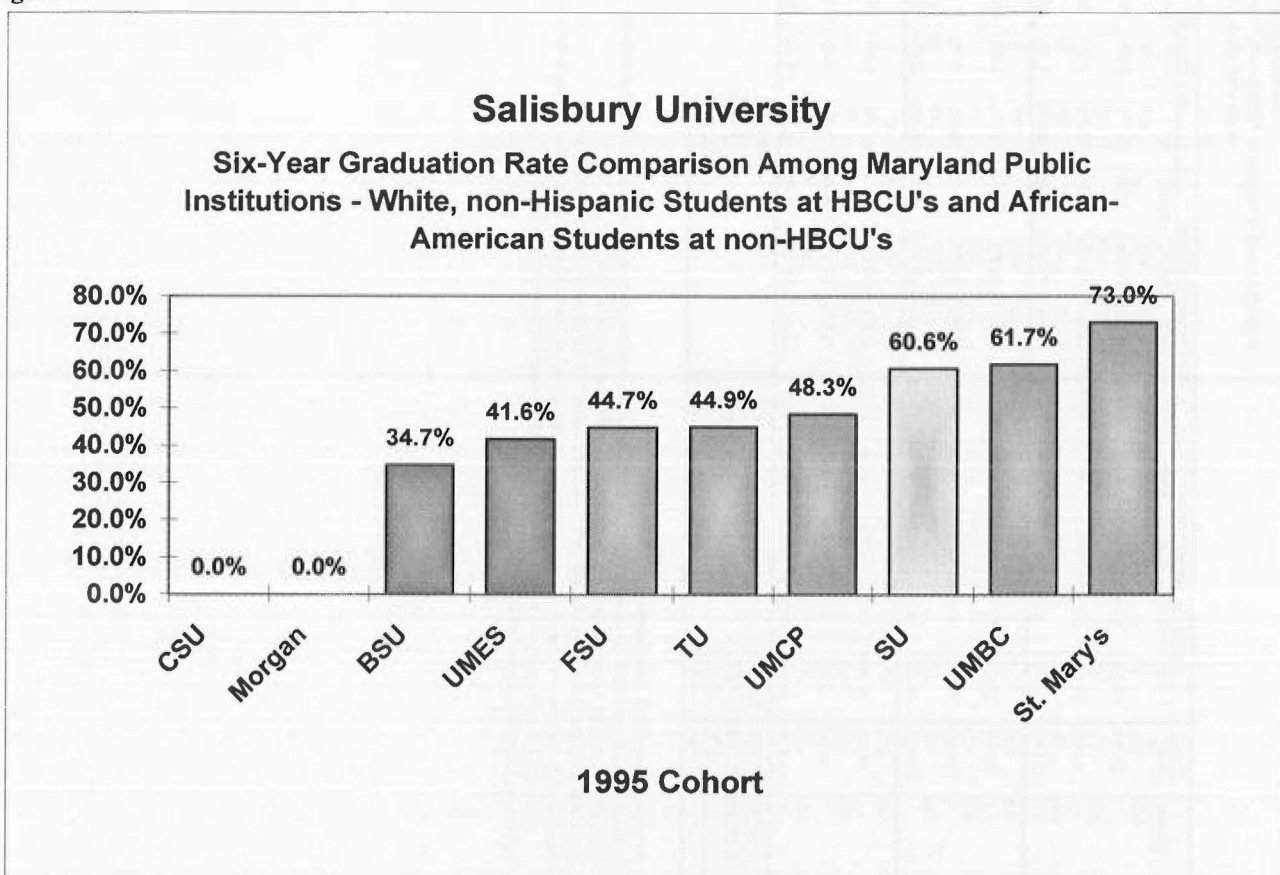


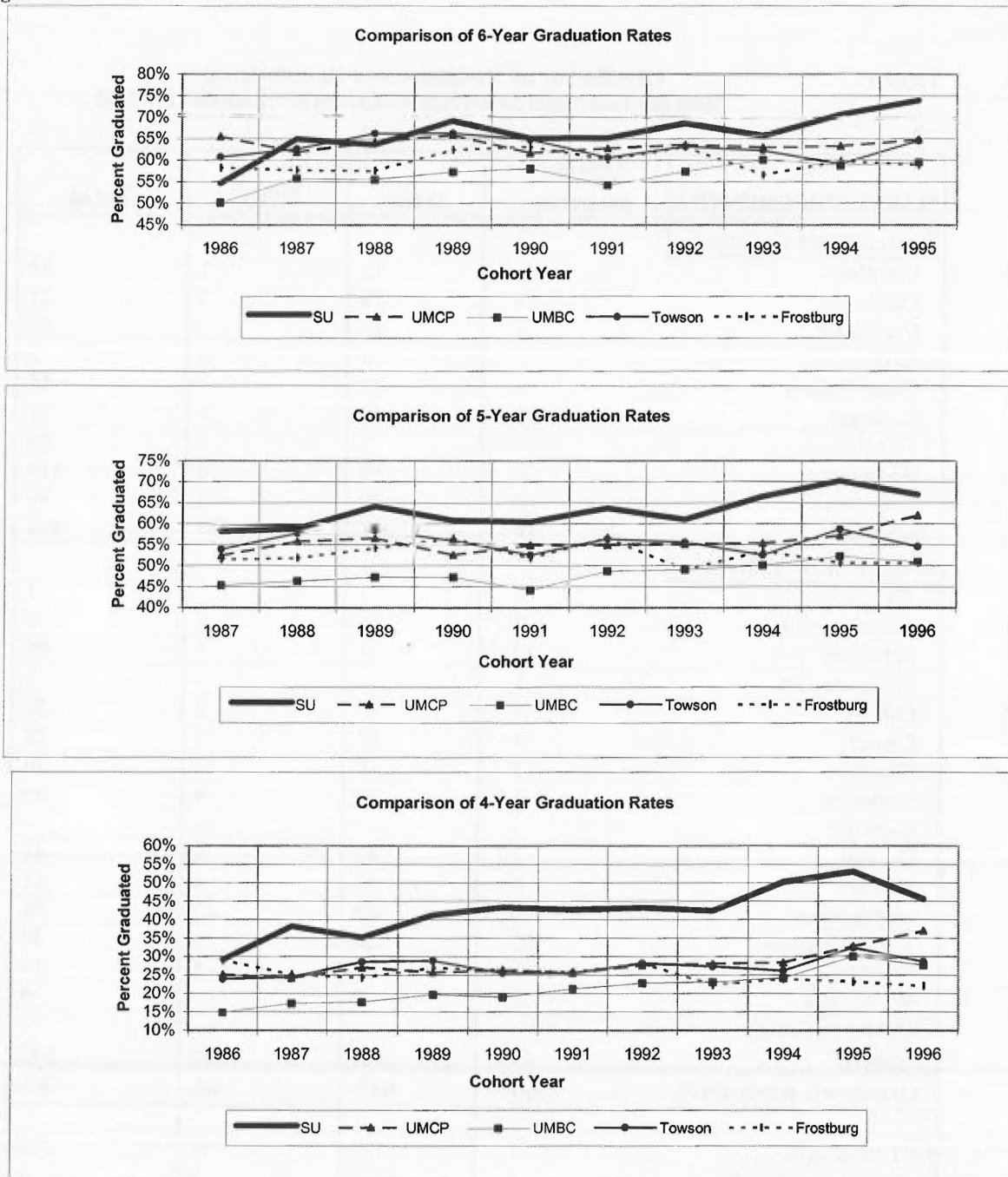
Figure 2:





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

**Figure 3:**



**Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions**  
**First-time, Full-time, Degree-seeking Freshmen**  
**Average of 1993, 1994, and 1995 Cohorts**

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	23.9%	51.7%	58.4%
Salisbury	49.1%	67.9%	70.0%
Towson	30.8%	55.3%	61.9%
UMBC	29.5%	51.1%	59.4%
UMCP	36.3%	58.2%	63.7%

Table 1:

**Enrollment by Residence and Race/Ethnicity**  
**(Full and Part-Time) NEW UNDERGRADUATE<sup>1</sup> Students: Fall 2002**

MARYLAND COUNTIES	African-American	White	Other <sup>2</sup>	Total
<b>Eastern Shore Counties</b>				
Caroline	-	13	1	14
Cecil	-	18	3	21
Dorchester	-	10	-	10
Kent	-	5	-	5
Queen Anne's	-	13	-	13
Somerset	4	12	1	17
Talbot	3	7	-	10
Wicomico	6	88	20	114
Worcester	3	39	4	46
<b>Subtotal</b>	<b>16</b>	<b>205</b>	<b>29</b>	<b>250</b>
<b>Western Shore Counties</b>				
Allegany	-	1	-	1
Anne Arundel	3	65	8	76
Baltimore	10	67	3	80
Baltimore City	2	1	-	3
Calvert	-	20	2	22
Carroll	1	18	2	21
Charles	1	8	1	10
Frederick	1	34	4	39
Garrett	-	-	-	-
Harford	2	42	4	48
Howard	4	52	6	62
Montgomery	14	69	15	98
Prince George's	25	22	8	55
St. Mary's	2	8	3	13
Washington	2	7	-	9
Unknown County	-	-	-	-
<b>Subtotal</b>	<b>67</b>	<b>414</b>	<b>56</b>	<b>537</b>
<b>TOTAL MD. RESIDENTS</b>	<b>83</b>	<b>619</b>	<b>85</b>	<b>787</b>
OUT-OF-STATE	7	150	18	175
FOREIGN COUNTRIES	-	-	6	6
UNKNOWN RESIDENCE	-	-	-	-
<b>TOTAL NONRESIDENTS</b>	<b>7</b>	<b>150</b>	<b>24</b>	<b>181</b>
<b>GRAND TOTAL</b>	<b>90</b>	<b>769</b>	<b>109</b>	<b>968</b>

<sup>1</sup>Includes first-time non-degree students.

<sup>2</sup>"Other" includes Hispanics, Asian/Pacific Islander, American Indian, and unknown groups.

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

O:/Factbook/2002-03/new ug students by residency

**Table 2: Top Feeder High Schools to Salisbury University  
Fall 2002**

<b>Maryland High Schools</b>	<b>County</b>	<b># of Full-Time Freshmen</b>	<b>% of SU Freshman Class</b>
Parkside	Wicomico	25	2.8%
James M. Bennett	Wicomico	24	2.7%
Stephen Decatur	Worcester	24	2.7%
Broadneck	Anne Arundel	16	1.8%
Fallston	Harford	15	1.7%
Wicomico High	Wicomico	14	1.6%
Severna Park	Anne Arundel	14	1.6%
Northern High School-Owings	Calvert	12	1.3%
Hereford High	Baltimore	12	1.3%
C. Milton Wright	Harford	11	1.2%
North Caroline Senior High	Caroline	11	1.2%
Archbishop Spalding	Anne Arundel	11	1.2%
Damascus	Montgomery	10	1.1%
Centennial	Howard	10	1.1%
River Hill High	Howard	9	1.0%
Kent Island High School	Queen Anne's	9	1.0%
Mercy High School	Baltimore	8	0.9%
Hammond	Howard	8	0.9%
Mount Hebron	Howard	8	0.9%
Glenelg	Howard	8	0.9%
Snow Hill High School	Worcester	8	0.9%
High Point High School	Prince George's	7	0.8%
Liberty High School	Carroll	7	0.8%
Watkins Mill High School	Montgomery	7	0.8%
Leonardtown High School	St. Mary's	7	0.8%
Dulaney High School	Baltimore	7	0.8%
Mardela High School	Wicomico	7	0.8%
Chesapeake	Anne Arundel	7	0.8%
Franklin High School	Baltimore	7	0.8%
<b>TOTAL</b>	<b>29</b>	<b>323</b>	<b>35.9%</b>
<b>Out-of-State High Schools</b>	<b>State</b>	<b># of Full-Time Freshmen</b>	<b>% of SU Freshman Class</b>
Seaford Senior High School	Delaware	5	0.6%
Mainland Regional High School	New Jersey	4	0.4%
Sussex Central Seignor High	Delaware	3	0.3%
<b>TOTAL</b>	<b>3</b>	<b>12</b>	<b>1.3%</b>
<b>Total First-Time Full-Time Freshmen All States/Counties</b>			<b>899</b>

**Table 3: Applications/Acceptances/Enrollment  
First-Time Freshmen, Fall 1998 to Fall 2002**

<b>Applicants for 1st Time Freshman Admission</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>
<b>Within County</b>					
<b>Applied</b>	193	199	196	187	<b>182</b>
% of grand total	4.3%	4.4%	4.4%	3.8%	3.4%
<b>Accepted</b>	139	135	120	129	<b>109</b>
% of grand total	5.2%	5.2%	4.7%	5.0%	4.1%
<b>Selectivity</b>	<b>72.0%</b>	<b>67.8%</b>	<b>61.2%</b>	<b>69.0%</b>	<b>59.9%</b>
<b>Enrolled</b>	89	88	78	89	<b>77</b>
% of grand total	9.6%	10.1%	8.4%	9.4%	8.6%
<b>Yield</b>	<b>64.0%</b>	<b>65.2%</b>	<b>65.0%</b>	<b>69.0%</b>	<b>70.6%</b>
<b>Outside County, In-State</b>					
<b>Applied</b>	2593	2876	3030	3416	<b>3719</b>
% of grand total	58.1%	63.9%	67.8%	68.6%	70.2%
<b>Accepted</b>	1527	1605	1696	1833	<b>1862</b>
% of grand total	57.3%	62.4%	66.9%	70.6%	69.6%
<b>Selectivity</b>	<b>58.9%</b>	<b>55.8%</b>	<b>56.0%</b>	<b>53.7%</b>	<b>50.1%</b>
<b>Enrolled</b>	601	586	631	690	<b>647</b>
% of grand total	64.8%	67.4%	67.6%	73.2%	71.9%
<b>Yield</b>	<b>39.4%</b>	<b>36.5%</b>	<b>37.2%</b>	<b>37.6%</b>	<b>34.7%</b>
<b>Outside State</b>					
<b>Applied</b>	1662	1400	1217	1348	<b>1361</b>
% of grand total	37.2%	31.1%	27.3%	27.1%	25.7%
<b>Accepted</b>	991	818	708	620	<b>689</b>
% of grand total	37.2%	31.8%	27.9%	23.9%	25.8%
<b>Selectivity</b>	<b>59.6%</b>	<b>58.4%</b>	<b>58.2%</b>	<b>46.0%</b>	<b>50.6%</b>
<b>Enrolled</b>	233	189	219	157	<b>170</b>
% of grand total	25.1%	21.7%	23.4%	16.7%	18.9%
<b>Yield</b>	<b>23.5%</b>	<b>23.1%</b>	<b>30.9%</b>	<b>25.3%</b>	<b>24.7%</b>
<b>International</b>					
<b>Applied</b>	15	26	23	27	<b>36</b>
% of grand total	0.3%	0.6%	0.5%	0.5%	0.7%
<b>Accepted</b>	8	14	13	16	<b>15</b>
% of grand total	0.3%	0.5%	0.5%	0.6%	0.6%
<b>Selectivity</b>	<b>53.3%</b>	<b>53.8%</b>	<b>56.5%</b>	<b>59.3%</b>	<b>41.7%</b>
<b>Enrolled</b>	5	7	6	6	<b>6</b>
% of grand total	0.5%	0.8%	0.6%	0.6%	0.7%
<b>Yield</b>	<b>62.5%</b>	<b>50.0%</b>	<b>46.2%</b>	<b>37.5%</b>	<b>40.0%</b>
<b>GRAND TOTAL</b>					
<b>Applied</b>	4463	4501	4466	4978	<b>5298</b>
<b>Accepted</b>	2665	2572	2537	2598	<b>2675</b>
<b>Enrolled</b>	928	870	934	942	<b>900</b>
<b>Acceptance Rate</b>	<b>60%</b>	<b>57%</b>	<b>57%</b>	<b>52%</b>	<b>50%</b>
<b>Yield</b>	<b>35%</b>	<b>34%</b>	<b>37%</b>	<b>36%</b>	<b>34%</b>

Source: Applications, Acceptances and Enrollments - Job NMIS330, Program MISN380

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**Table 4: Applications/Acceptances/Enrollment  
Transfer Students Fall 1998 to Fall 2002**

<b>Applicants for Transfer From Other Institutions</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>
<b>Within County</b>					
Applied	116	115	132	107	150
% of grand total	10.6%	10.8%	12.2%	9.9%	11.9%
Accepted	100	100	101	88	129
% of grand total	11.8%	12.6%	12.6%	11.2%	12.8%
Selectivity	86.2%	87.0%	76.5%	82.2%	86.0%
Enrolled	91	90	91	73	105
% of grand total	14.5%	15.7%	15.3%	12.7%	15.1%
Yield	91.0%	90.0%	90.1%	83.0%	81.4%
<b>Outside County, In-State</b>					
Applied	679	708	694	712	823
% of grand total	62.1%	66.5%	64.3%	65.7%	65.5%
Accepted	548	526	526	535	677
% of grand total	64.4%	66.5%	65.8%	68.2%	67.1%
Selectivity	80.7%	74.3%	75.8%	75.1%	82.3%
Enrolled	422	379	399	412	483
% of grand total	67.4%	66.0%	67.3%	71.4%	69.3%
Yield	77.0%	72.1%	75.9%	77.0%	71.3%
<b>Outside State</b>					
Applied	289	235	235	254	247
% of grand total	26.4%	22.1%	21.8%	23.4%	19.6%
Accepted	198	163	160	159	184
% of grand total	23.3%	20.6%	20.0%	20.3%	18.2%
Selectivity	68.5%	69.4%	68.1%	62.6%	74.5%
Enrolled	110	103	97	91	94
% of grand total	17.6%	17.9%	16.4%	15.8%	13.5%
Yield	55.6%	63.2%	60.6%	57.2%	51.1%
<b>International</b>					
Applied	9	6	18	11	37
% of grand total	0.8%	0.6%	1.7%	1.0%	2.9%
Accepted	5	2	13	3	19
% of grand total	0.6%	0.3%	1.6%	0.4%	1.9%
Selectivity	55.6%	33.3%	72.2%	27.3%	51.4%
Enrolled	3	2	6	1	15
% of grand total	0.5%	0.3%	1.0%	0.2%	2.2%
Yield	60.0%	100.0%	46.2%	33.3%	78.9%
<b>GRAND TOTAL</b>					
Applied	1093	1064	1079	1084	1257
Accepted	851	791	800	785	1009
Enrolled	626	574	593	577	697
Acceptance Rate	78%	74%	74%	72%	80%
Yield	74%	73%	74%	74%	69%

Source: Applications, Acceptances and Enrollments - Job NMIS330, Program MISN380

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Table 5:

**Applications/Acceptances/Enrollment by Race/Ethnicity  
First-Time Freshmen, Fall 2002**

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total <sup>1</sup>	% of Total by Location
<b>Within County</b>								
Applied	15	1	15	6	137	8	182	3.4%
Accepted	7	1	12	5	79	5	109	4.1%
Enrolled	4	1	8	3	58	3	77	8.6%
<b>Outside County, In-State</b>								
Applied	566	4	133	102	2,768	146	3,719	70.2%
Accepted	200	3	90	53	1,445	71	1,862	69.6%
Enrolled	73	2	22	15	512	23	647	71.9%
<b>Outside State</b>								
Applied	108	3	21	27	1,136	66	1,361	25.7%
Accepted	41	1	13	18	576	40	689	25.8%
Enrolled	7	1	1	5	146	10	170	18.9%
<b>International</b>								
Applied	-	-	-	-	-	36	36	0.7%
Accepted	-	-	-	-	-	15	15	0.6%
Enrolled	-	-	-	-	-	6	6	0.7%
<b>GRAND TOTAL</b>								
Applied	689	8	169	135	4,041	256	5,298	
% applied by race/ethnicity	13.0%	0.2%	3.2%	2.5%	76.3%	4.8%		
Accepted	248	5	115	76	2,100	131	2,675	
% accepted by race/ethnicity	9.3%	0.2%	4.3%	2.8%	78.5%	4.9%		
Enrolled	84	4	31	23	716	42	900	
% enrolled by race/ethnicity	9.3%	0.4%	3.4%	2.6%	79.6%	4.7%		
Acceptance Rate	36.0%	62.5%	68.0%	56.3%	52.0%	51.2%		
Yield	33.9%	80.0%	27.0%	30.3%	34.1%	32.1%		

Table 6:

**Applications/Acceptances/Enrollment by Race/Ethnicity  
Transfer Students Fall 2002**

Applicants for 1st Time Freshman Admission	African- American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
<b>Within County</b>								
Applied	20	-	7	2	112	9	150	11.9%
Accepted	13	-	5	-	102	9	129	12.8%
Enrolled	11	-	4	-	84	6	105	15.1%
<b>Outside County, In-State</b>								
Applied	100	5	15	15	646	42	823	65.5%
Accepted	74	3	10	12	547	31	677	67.1%
Enrolled	50	2	6	8	400	17	483	69.3%
<b>Outside State</b>								
Applied	21	2	5	8	183	28	247	19.6%
Accepted	11	2	4	7	140	20	184	18.2%
Enrolled	4	-	2	3	74	11	94	13.5%
<b>International</b>								
Applied							37	2.9%
Accepted							19	1.9%
Enrolled							15	2.2%
<b>GRAND TOTAL</b>								
Applied	141	7	27	25	941	79	1,257	
% applied by race/ethnicity	2.7%	0.1%	0.5%	0.5%	17.8%	1.5%		
Accepted	98	5	19	19	789	60	1,009	
% accepted by race/ethnicity	3.7%	0.2%	0.7%	0.7%	29.5%	2.2%		
Enrolled	65	2	12	11	558	34	697	
% enrolled by race/ethnicity	7.2%	0.2%	1.3%	1.2%	62.0%	3.8%		
Acceptance Rate	69.5%	71.4%	70.4%	76.0%	83.8%	75.9%		
Yield	66.3%	40.0%	63.2%	57.9%	70.7%	56.7%		

Source: Applications, Acceptances and Enrollments - Degree-Seeking Students Only, Job NMIS330, Program MISN380  
o:\fb0203\ug enrl & dem\appl-accept-enrl by race

Table 7:

**SAT Score Ranges**  
**New Freshmen<sup>1</sup>**  
**Fall 1998 - Fall 2002**

Fall 1998 #/ % of Total			Fall 1999 #/ % of Total		Fall 2000 #/ % of Total		Fall 2001 #/ % of Total		Fall 2002 #/ % of Total	
SAT-VERBAL										
Score Ranges										
700-800	25	2.7%	26	3.0%	24	2.6%	18	1.9%	14	1.6%
600-699	211	22.8%	194	22.4%	192	20.6%	201	21.3%	206	22.9%
500-599	532	57.4%	513	59.2%	561	60.1%	510	54.1%	514	57.1%
Sub-total		82.8%		84.5%		83.2%		77.4%		81.6%
400-499	143	15.4%	114	13.1%	138	14.8%	166	17.6%	138	15.3%
300-399	-	0.0%	3	0.3%	1	0.1%	5	0.5%	2	0.2%
200-299	-	0.0%	-	0.0%	-	0.0%	1	0.1%	-	0.0%
Others <sup>2</sup>	16	1.7%	17	2.0%	18	1.9%	41	4.4%	26	2.9%
Total New Freshmen <sup>1</sup>	927	100.0%	867	100.0%	934	100.0%	942	100%	900	100%
MEAN Score	557		560		554		552		555	
SAT-MATH										
Score Ranges										
700-800	17	1.8%	21	2.4%	21	2.2%	17	1.8%	31	3.4%
600-699	263	28.4%	229	26.4%	261	27.9%	269	28.6%	269	29.9%
500-599	498	53.7%	499	57.6%	534	57.2%	498	52.9%	486	54.0%
Sub-total		83.9%		86.4%		87.4%		83.2%		87.3%
400-499	130	14.0%	101	11.6%	100	10.7%	112	11.9%	85	9.4%
300-399	3	0.3%	-	0.0%	-	0.0%	5	0.5%	3	0.3%
200-299	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Others <sup>2</sup>	16	1.7%	17	2.0%	18	1.9%	41	4.4%	26	2.9%
Total New Freshmen	927	100.0%	867	100.0%	934	100.0%	942	100%	900	100%
MEAN Score	564		564		567		566		571	
SAT-COMBINED										
Score Ranges										
1400-1500	12	1.3%	7	0.8%	6	0.6%	5	0.5%	6	0.7%
1300-1399	50	5.4%	44	5.1%	47	5.0%	41	4.4%	36	4.0%
1200-1299	147	15.9%	141	16.3%	131	14.0%	153	16.2%	151	16.8%
1100-1199	302	32.6%	290	33.4%	325	34.8%	336	35.7%	353	39.2%
1000-1099	308	33.2%	303	34.9%	355	38.0%	273	29.0%	259	28.8%
Sub-total		88.3%		90.5%		92.5%		85.8%		89.4%
900-999	84	9.1%	62	7.2%	49	5.2%	73	7.7%	56	6.2%
800-899	8	0.9%	3	0.3%	3	0.3%	17	1.8%	13	1.4%
700-799	-	0.0%	-	0.0%	-	0.0%	3	0.3%	-	0.0%
600-699	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
500-599	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Others <sup>2</sup>	16	1.7%	17	2.0%	18	1.9%	41	4.4%	26	2.9%
Total New Freshmen	927	100.0%	867	100.0%	934	100.0%	942	100%	900	100%
MEAN Score	1120		1124		1121		1118		1,126	

<sup>1</sup>Total number includes full and part-time first-time freshmen.

<sup>2</sup>"Others" are freshmen without SAT scores.

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

Table 8:

**Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally  
Fall 1998-2002**

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	
1998	927	911	557	564	1120	506	508	1014	505	512	1017	3.31
1999	867	850	560	564	1124	507	507	1014	505	511	1016	3.37
2000	934	916	554	567	1121	507	509	1016	505	514	1019	3.38
2001	942	901	552	566	1118	508	510	1018	506	514	1020	3.37
2002	900	873	555	571	1126	507	513	1020	504	516	1020	3.42

Figure 1: Salisbury University First-Time Freshmen MEAN SAT Scores, 1998-2002

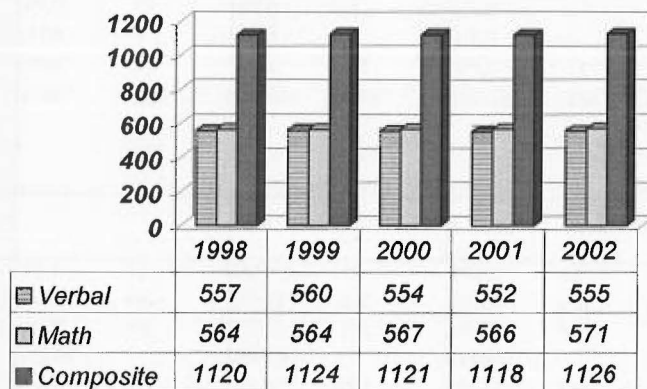


Figure 2:

## 2002 SAT Mean Scores: National, State, &amp; SU

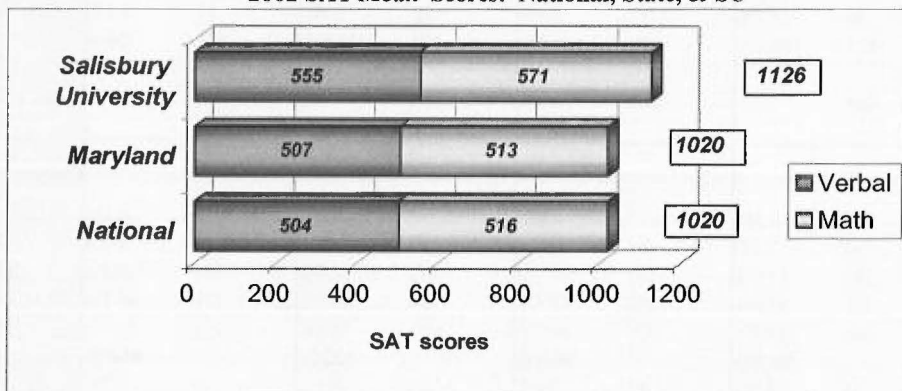


Table 9:

## Comparison of 2002 SAT Scores by Percentiles for SU, State, and National

	25th Percentile			50th Percentile			75th Percentile		
	Verbal	Math	Composite	Verbal	Math	Composite	Verbal	Math	Composite
Salisbury University	520	530	1050	550	570	1120	600	610	1210
Maryland <sup>2</sup>	430	430	860	510	520	1030	590	600	1190
National <sup>2</sup>	430	440	870	500	510	1010	580	600	1180

<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 10:

**Student Transfers Full and Part-Time Undergraduates by  
Maryland Institution Previously Attended: Fall 1998-Fall 2002**

	1998		1999		2000		2001		2002	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany Community College	2	-	1	-	-	-	-	1	-	-
Anne Arundel Community College*	48	1	27	-	46	1	48	2	68	1
Baltimore City Community College	3	-	-	-	-	-	-	-	-	-
Bowie State University	1	-	1	-	1	-	1	-	1	-
Columbia Union College	-	-	-	-	-	-	-	-	-	-
Community College of Baltimore	-	-	-	-	-	-	-	-	-	-
Carroll Community College	12	1	13	-	9	1	14	-	13	1
Catonsville Community College	8	-	7	-	11	-	7	-	7	-
Cecil Community College	15	-	7	1	6	1	12	-	17	-
Charles County Community College	39	1	38	1	-	-	-	-	-	-
Chesapeake College*	33	8	35	7	30	5	29	6	37	4
College of Notre Dame	-	-	-	-	-	-	-	-	-	-
College of Southern Maryland-CCC*	-	-	-	-	35	-	45	-	32	2
Coppin State College	1	-	-	-	-	-	-	-	-	-
Dundalk Community College	-	-	4	-	1	-	1	-	4	-
Essex Community College	14	-	15	-	13	3	11	1	17	-
Frederick Community College	12	1	13	-	23	-	18	-	20	-
Frostburg State University	11	2	12	-	1	1	8	-	7	-
Garrett Community College	3	-	1	-	1	1	-	-	2	-
Goucher College	-	-	-	-	-	-	1	-	-	-
Hagerstown Junior College	10	-	12	-	11	-	20	-	7	-
Harford Community College*	17	1	25	1	22	1	15	-	29	-
Howard Community College	18	2	15	-	15	-	9	1	18	1
Loyola College	1	-	-	-	-	-	1	-	1	-
Maryland Institute C Art	1	-	1	-	1	-	-	-	-	-
Montgomery College, Takoma	-	-	-	-	-	-	-	1	-	-
Montgomery College, Rockville	14	-	7	-	4	-	6	-	9	-
Montgomery College, Germantown	8	-	9	-	20	-	24	-	27	-
Morgan State University	-	-	3	-	2	-	1	-	1	-
Mount Saint Mary's College	1	-	1	-	2	-	2	-	1	-
Prince George's Community College	11	-	6	1	9	1	4	1	10	-
Salisbury University	-	-	6	-	-	-	2	1	-	2
St. John's College	-	-	-	-	-	-	-	-	-	-
St. Mary's College of MD	-	-	1	-	2	-	2	-	-	-
Towson University	11	1	11	2	11	-	13	2	5	-
Univ. of Maryland, Baltimore	1	-	-	-	2	-	-	-	2	-
Univ. of Maryland, Baltimore County	3	1	1	-	3	-	10	-	6	1
Univ. of Maryland, College Park	6	2	4	-	3	-	3	-	9	1
Univ. of Maryland, Eastern Shore*	15	3	18	4	13	5	15	2	19	16
Univ. of Maryland, Univ. College	-	2	1	-	-	-	2	-	1	-
U.S. Naval Academy	-	1	-	-	-	1	-	-	-	-
Villa Julie College	4	-	5	-	2	-	3	-	2	-
Washington College	3	-	4	1	3	1	3	-	3	1
Western Maryland College	3	-	2	-	3	-	-	1	-	-
William McDaniel College	-	-	-	-	-	-	-	-	4	-
Wor-Wic Community College*	64	16	54	13	57	18	63	21	67	29
<b>Subtotal</b>	<b>393</b>	<b>43</b>	<b>360</b>	<b>31</b>	<b>362</b>	<b>40</b>	<b>393</b>	<b>40</b>	<b>446</b>	<b>59</b>
Out-of-State Colleges	149	18	159	23	167	17	134	20	165	20
Out-of-Country Colleges	-	-	-	-	-	-	-	-	7	-
Unknown	4	31	7	36	8	32	10	62	10	39
<b>Total Transfers</b>	<b>546</b>	<b>92</b>	<b>526</b>	<b>90</b>	<b>537</b>	<b>89</b>	<b>537</b>	<b>122</b>	<b>628</b>	<b>118</b>

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

\* The top six feeder institutions of SU's transfer students in 2002.

o:\fb0203\transfer student CHs

Table 11:

**Transfer Patterns to Salisbury University**  
*by Sending Institutions*  
**Full Time Students Only**  
**Fall 1998 - Fall 2002**

Entering Transfers From:	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Md. Eastern Shore Community Colleges (N=3)	94	17%	89	17%	93	17%	104	19%	121	19%
Md. Eastern Shore Four-Year Colleges & Institutions (N=2)	15	3%	24	5%	16	3%	18	3%	19	3%
Md. Western Shore Community Colleges (N=12)	240	43%	201	38%	218	41%	222	41%	227	36%
Md. Four-Year Colleges & Universities, Public & Independent (N=15)	50	9%	46	9%	35	7%	47	9%	79	13%
Out-of-state/Foreign Community Colleges or Four-Year Institutions	152	27%	159	30%	167	31%	134	25%	172	27%
Unknown/Other	6	1%	7	1%	8	1%	10	2%	10	2%
<b>GRAND TOTAL</b>	<b>557</b>	<b>100%</b>	<b>526</b>	<b>100%</b>	<b>537</b>	<b>100%</b>	<b>535</b>	<b>100%</b>	<b>628</b>	<b>100%</b>

SOURCE: MINC Credit Hours transferred by Transfer College, Job NMIS360, Prog MISN410

O:/Fact Book/2002-2003/Undergraduate Enrollment & Demographics/  
Transfer Trends

**Table 12: Retention & Graduation Rates for Transfer Students**  
*Entering Juniors*  
**Fall 1993 through Fall 2001 Classes**

Year	Head count	% Enrolled After:			% Graduated After:				
		1st Year	2nd Year	3rd Year	2nd Year	3rd Year	4th Year	5th Year	
1993	131	90.8%	37.4%	13.0%	45.8%	71.0%	79.4%	80.9%	
1994	147	82.3%	38.8%	8.2%	40.1%	71.4%	74.1%	76.2%	
1995	159	83.0%	33.3%	10.7%	49.7%	71.1%	78.0%	79.9%	
1996	137	84.0%	29.2%	7.3%	38.0%	60.6%	65.0%	65.7%	
1997	161	79.5%	28.0%	6.8%	45.3%	64.0%	69.6%	69.6%	
1998	141	84.4%	46.1%	13.5%	35.5%	73.0%	80.9%	-	
1999	133	88.7%	43.6%	11.3%	43.6%	72.9%	-	-	
2000	130	86.9%	37.7%	-	33.8%	-	-	-	
2001	143	80.4%	-	-	-	-	-	-	

SOURCE: Longitudinal Research Files

O:/Fact Book/2002-2003/Transfer Trends and  
Transfer Retention and Graduation



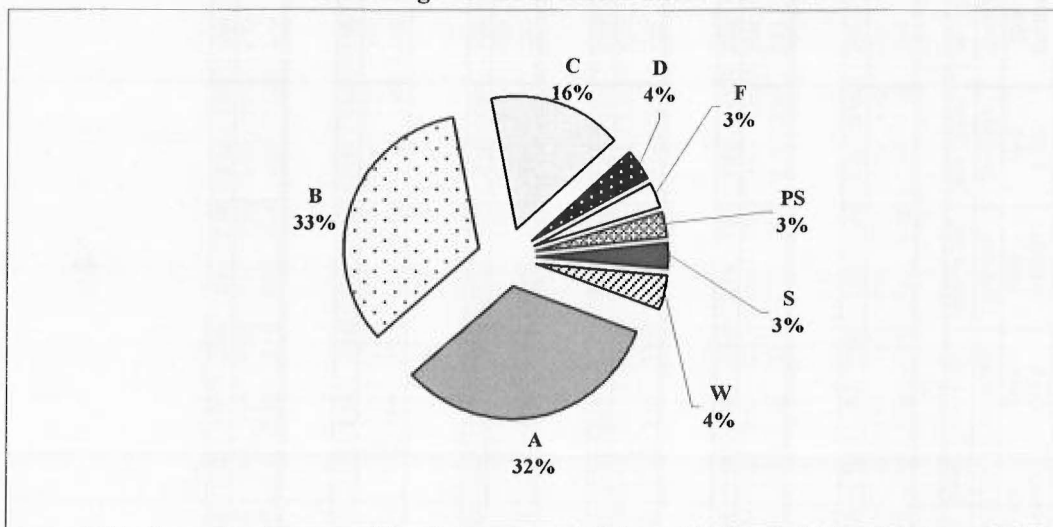
**Table 1:**

**Undergraduate Grade Distribution: Fall 1997 to Fall 2001**

Grade	1997	1998	1999	2000	2001
A	30%	30%	32%	34%	32%
B	33%	33%	33%	33%	33%
C	18%	17%	17%	16%	16%
D	4%	4%	4%	4%	4%
F	3%	3%	3%	3%	3%
PS	3%	3%	2%	3%	3%
S	4%	4%	4%	3%	3%
W	4%	4%	4%	4%	4%

**Figure 1:**

**Percentage of Grade Distribution: Fall 2001**



Source: Grade Distribution by Discipline, Job NMIS100 Program No. MINS120

**Figure 2:**

**Percentage of Grade Distribution: Fall 1997**

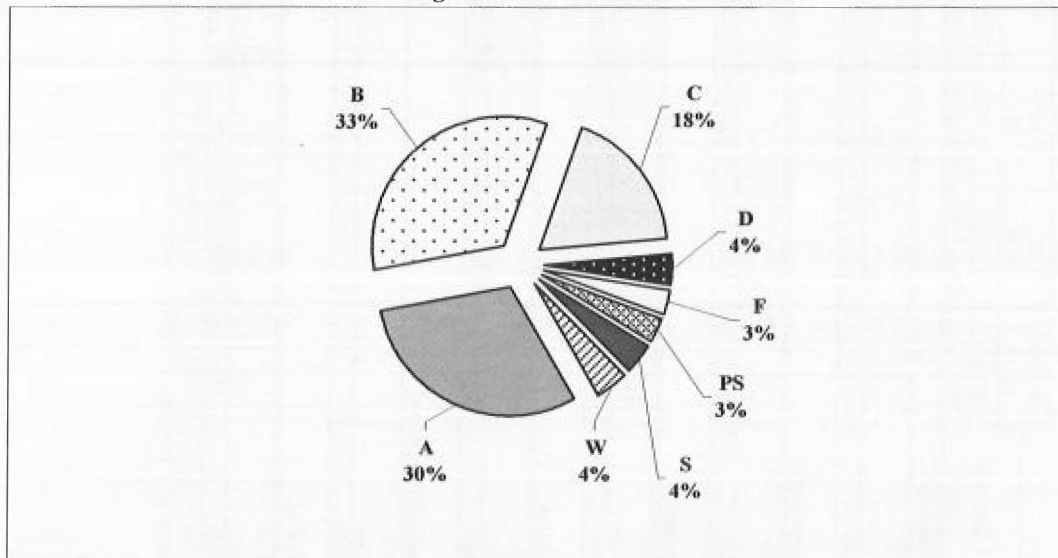


Table 2:

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

Class and Gender	SPRING 1996		FALL 1996		SPRING 1997		FALL 1997		SPRING 1998		FALL 1998		SPRING 1999		FALL 1999		SPRING 2000		FALL 2000		SPRING 2001		FALL 2001		SPRING 2002	
	(N=4101)		(N=4329)		(N=4070)		(N=4457)		(N=4284)		(N=4396)		(N=4478)		(N=4701)		(N=4614)		(N=5033)		(N=5038)		(N=5277)		(N=5077)	
	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum
<b>Freshmen</b>																										
Male	2.54	2.48	2.39	2.30	2.55	2.42	2.42	2.36	2.36	2.38	2.58	2.52	2.67	2.56	2.60	2.53	2.64	2.57	2.58	2.53	2.57	2.49	2.49	2.41	2.58	2.48
Female	2.91	2.88	2.77	2.70	2.85	2.77	2.80	2.71	2.74	2.77	2.87	2.82	2.90	2.81	2.89	2.82	2.92	2.86	2.88	2.81	2.96	2.86	2.84	2.78	2.91	2.82
Both	2.76	2.72	2.60	2.52	2.72	2.61	2.63	2.56	2.58	2.60	2.74	2.68	2.79	2.69	2.76	2.69	2.81	2.74	2.75	2.68	2.79	2.70	2.68	2.61	2.77	2.67
<b>Sophomores</b>																										
Male	2.65	2.65	2.63	2.61	2.73	2.62	2.65	2.61	2.65	2.67	2.73	2.65	2.70	2.63	2.71	2.95	2.73	2.70	2.68	2.67	2.77	2.69	2.74	2.70	2.71	2.64
Female	2.96	2.88	2.95	2.88	2.99	2.88	2.96	2.89	2.89	2.87	3.00	2.92	3.04	2.96	3.03	2.66	3.04	2.98	3.02	2.97	3.06	2.97	3.04	2.96	3.02	2.94
Both	2.83	2.79	2.81	2.76	2.88	2.77	2.83	2.77	2.79	2.78	2.88	2.80	2.89	2.81	2.89	2.82	2.90	2.85	2.87	2.84	2.93	2.85	2.91	2.85	2.89	2.81
<b>Juniors</b>																										
Male	2.76	2.71	2.77	2.75	2.86	2.76	2.92	2.80	2.82	2.81	2.91	2.85	2.89	2.80	2.87	2.78	2.85	2.79	2.93	2.84	2.88	2.82	2.87	2.82	2.93	2.86
Female	3.10	3.00	3.07	3.01	3.17	3.01	3.15	3.03	3.10	3.03	3.17	3.09	3.17	3.03	3.19	3.06	3.18	3.08	3.16	3.05	3.16	3.06	3.20	3.09	3.25	3.11
Both	2.96	2.87	2.94	2.89	3.03	2.90	3.05	2.93	2.98	2.94	3.06	2.99	3.05	2.93	3.06	2.95	3.04	2.96	3.06	2.96	3.03	2.95	3.06	2.98	3.11	3.00
<b>Seniors</b>																										
Male	3.00	2.87	3.03	2.93	3.01	2.90	2.99	2.89	2.83	2.93	3.09	2.97	3.06	2.95	3.03	2.94	3.03	2.92	3.05	2.95	3.07	2.97	3.04	2.98	3.06	2.97
Female	3.24	3.11	3.27	3.14	3.29	3.14	3.30	3.13	2.93	3.15	3.33	3.21	3.31	3.18	3.31	3.17	3.33	3.18	3.35	3.15	3.34	3.20	3.41	3.22	3.38	3.22
Both	3.13	3.01	3.16	3.05	3.17	3.04	3.16	3.03	2.89	3.06	3.22	3.11	3.21	3.09	3.19	3.08	3.20	3.07	3.23	3.07	3.23	3.11	3.25	3.12	3.24	3.11
<b>Second Bachelors<sup>1</sup></b>																										
Male	-	-	-	-	-	-	-	-	-	-	3.64	3.18	3.49	3.34	3.59	3.30	3.45	3.02	3.46	2.95	3.24	2.78	3.42	3.09	3.22	3.10
Female	-	-	-	-	-	-	-	-	-	-	3.40	3.25	3.42	3.27	3.31	3.10	3.28	3.12	3.45	3.19	3.55	3.31	3.40	3.23	3.47	3.21
Both	-	-	-	-	-	-	-	-	-	-	3.47	3.23	3.46	3.31	3.42	3.18	3.35	3.08	3.45	3.09	3.43	3.12	3.41	3.18	3.39	3.18
<b>TOTAL</b>																										
Male	2.77	2.70	2.71	2.65	2.82	2.71	2.74	2.66	2.68	2.71	2.81	2.73	2.83	2.74	2.79	2.72	2.83	2.76	2.81	2.71	2.83	2.75	2.77	2.71	2.84	2.76
Female	3.07	2.99	3.02	2.94	3.10	2.98	3.05	2.94	2.92	2.98	3.08	3.00	3.11	3.00	3.10	3.00	3.13	3.04	3.10	2.95	3.15	3.04	3.11	3.01	3.16	3.04
Both	2.94	2.87	2.89	2.82	2.98	2.86	2.92	2.82	2.82	2.87	2.96	2.88	2.99	2.89	2.96	2.88	3.00	2.92	2.97	2.85	3.01	2.91	2.97	2.88	3.02	2.91

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

<sup>1</sup>The mean GPA for Second Bachelor Students is reported beginning in Fall 1998.

Table 1:

**Undergraduate Financial Aid Awards Summary**  
Fiscal Year 1998-99 to 2001-02

Type	Number of Recipients				% of FY 02
	FY 1998-99	FY 1999-00	FY 2000-01	FY 2001-02	FTEs*
<b>GRANTS</b>					
Federal Pell Grants	893	846	886	940	16.3%
Federal Supplemental Educational Opportunities Grants	185	194	185	220	3.4%
Vocational Rehabilitation Grants	31	30	25	18	0.5%
Grants from Private Sources	32	26	25	19	0.5%
Institutional Grants	70	89	96	134	1.8%
<b>LOANS</b>					
Federal Perkins Loans	143	165	169	152	3.1%
Federal Stafford Loans	2655	2629	2765	2910	50.8%
Federal PLUS Loans <sup>1</sup>	952	911	1009	1085	18.5%
From Private Sources	22	38	59	101	1.1%
<b>SCHOLARSHIPS</b>					
General State	745	724	706	774	13.0%
House of Delegates	196	190	185	199	3.4%
Senatorial	261	266	255	260	4.7%
State Distinguished	51	39	35	33	0.6%
All Other From Commission <sup>2</sup>	24	102	336	586	6.2%
Other Race/Desegregation	7	-	-	-	-
Federal Scholarships	4	2	0	-	-
Institutional High Ability	138	147	164	168	3.0%
Other Institutional Scholarships	13	27	30	80	0.6%
Private High Ability	248	263	292	311	5.4%
Other Private Scholarships	394	430	426	492	7.8%
Tuition waivers for emp./dependents	245	225	252	247	4.6%
Tuition waivers for senior cit./disabled	33	29	22	25	0.4%
Tuition waivers for students	291	241	237	235	4.4%
<b>STUDENT EMPLOYMENT</b>					
Federal College Work/Study	90	78	98	96	1.8%
Inst. Work-Study Student Employment	70	59	76	96	1.4%
<b>Recipients for ALL Types of Aid</b>	<b>3850</b>	<b>3813</b>	<b>4063</b>	<b>4305</b>	<b>74.6%</b>
<b>Total Dollar Amount of Aid*</b>	<b>\$23,144,693</b>	<b>\$23,430,442</b>	<b>\$26,747,371</b>	<b>\$29,941,007</b>	
					<b>* FTEs for FY 02 = 5445</b>

<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.

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

Table 2:

**Salisbury University**  
**Financial Aid Comparison Among Select Maryland Public Institutions**  
**FY 2001**

	Bowie State	Coppin State	Frostburg State	Salisbury	Towson	UMBC	UMCP	UMES	Morgan State	St. Mary's College
# FT undergraduates, Fall 2000 <sup>1</sup>	3,109	3,092	4,430	5,883	13,905	9,101	24,638	2,969	5,685	1,547
Grants <sup>2</sup>	\$ 3,326,540	\$ 5,115,629	\$ 3,284,451	\$ 2,239,832	\$ 6,747,367	\$ 5,904,825	\$ 15,982,066	\$ 4,747,018	\$ 11,071,365	\$ 654,766
Grants awarded	1,645	2,887	2,102	1,217	3,499	3,725	8,747	2,505	4,707	329
Unduplicated #	1,072	1,828	1,463	914	2,551	2,380	5,710	1,568	3,303	223
Average award per FT undergrad	\$ 1,070	\$ 1,654	\$ 741	\$ 381	\$ 485	\$ 649	\$ 649	\$ 1,599	\$ 1,947	\$ 423
Ratio of unduplicated grants awarded per FT undergrads	0.34	0.59	0.33	0.16	0.18	0.26	0.23	0.53	0.58	0.14
Loans <sup>2</sup>	\$ 7,504,951	\$ 7,553,116	\$ 12,272,590	\$ 19,059,012	\$ 40,492,390	\$ 20,510,881	\$ 65,361,836	\$ 10,378,588	\$ 23,811,369	\$ 6,280,911
Loans awarded	1,632	1,743	3,094	4,002	8,179	4,205	13,505	2,350	5,875	1,256
Unduplicated #	1,440	1,615	2,389	2,863	6,203	3,475	10,241	1,919	4,994	801
Average award per FT undergrad	\$ 2,414	\$ 2,443	\$ 2,770	\$ 3,240	\$ 2,912	\$ 2,254	\$ 2,653	\$ 3,496	\$ 4,188	\$ 4,060
Ratio of unduplicated loans awarded per FT undergrads	0.46	0.52	0.54	0.49	0.45	0.38	0.42	0.65	0.88	0.52
Scholarships <sup>2</sup>	\$ 2,857,348	\$ 2,450,803	\$ 5,616,159	\$ 5,321,131	\$ 18,842,559	\$ 17,242,545	\$ 38,327,684	\$ 4,365,432	\$ 12,822,959	\$ 3,463,387
Scholarships awarded	1,518	1,255	2,714	2,940	7,651	4,786	13,210	1,709	3,449	1,353
Unduplicated #	1,168	1,079	1,964	2,295	5,296	3,764	10,182	1,440	2,461	823
Average award per FT undergrad	\$ 919	\$ 793	\$ 1,268	\$ 904	\$ 1,355	\$ 1,895	\$ 1,556	\$ 1,470	\$ 2,256	\$ 2,239
Ratio of unduplicated scholarships awarded per FT undergrads	0.38	0.35	0.44	0.39	0.38	0.41	0.41	0.49	0.43	0.53
Student Employment <sup>2</sup>	\$ 198,659	\$ 235,479	\$ 735,693	\$ 127,381	\$ 322,399	\$ 151,319	\$ 1,335,820	\$ 1,556,420	\$ 2,816,290	\$ 105,725
Student Employment awarded	104	139	1,040	174	244	238	1,713	1,043	1,103	125
Unduplicated #	104	139	985	98	244	119	897	994	950	125
Average award per FT undergrad	\$ 64	\$ 76	\$ 166	\$ 22	\$ 23	\$ 17	\$ 54	\$ 524	\$ 495	\$ 68
Ratio of unduplicated student employment awarded per FT undergrads	0.03	0.04	0.22	0.02	0.02	0.01	0.04	0.33	0.17	0.08
Total financial aid awarded <sup>2</sup>	\$ 13,887,498	\$ 15,355,027	\$ 21,908,893	\$ 26,747,356	\$ 66,404,715	\$ 43,809,570	\$ 121,007,406	\$ 21,047,458	\$ 50,521,983	\$ 10,504,789
Total financial aid awarded	4,899	6,024	8,950	8,333	19,573	12,954	37,175	7,607	15,134	3,063
Unduplicated #	2,086	2,520	3,433	4,063	8,932	6,075	16,317	2,831	5,535	1,116
Average award package per FT undergrad	\$ 4,467	\$ 4,966	\$ 4,946	\$ 4,547	\$ 4,776	\$ 4,814	\$ 4,911	\$ 7,089	\$ 8,887	\$ 6,790
Ratio of unduplicated awards per FT undergrads	0.67	0.82	0.77	0.69	0.64	0.67	0.66	0.95	0.97	0.72
Percent of aid offered as grants	24%	33%	15%	8%	10%	13%	13%	23%	22%	6%
Percent of aid offered as loans	54%	49%	56%	71%	61%	47%	54%	49%	47%	60%
Percent of aid offered as scholarships	21%	16%	26%	20%	28%	39%	32%	21%	25%	33%
Percent of other forms of aid	3%	2%	4%	0%	0%	0%	1%	8%	6%	0%

## Notes:

<sup>1</sup>Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, June 2002.<sup>2</sup>Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2002

Figure 1:

**Salisbury University**  
**Select Financial Aid Comparisons Among Maryland Public Institutions**  
**FY 2001**

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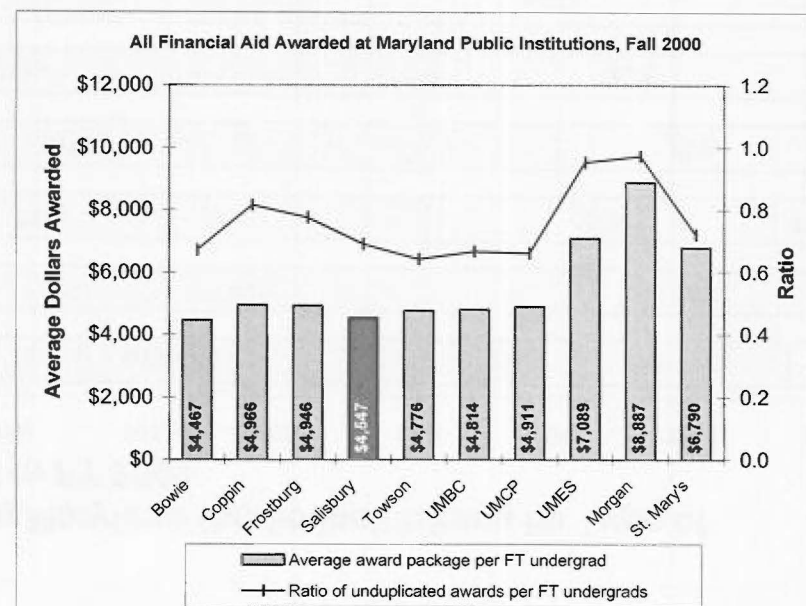
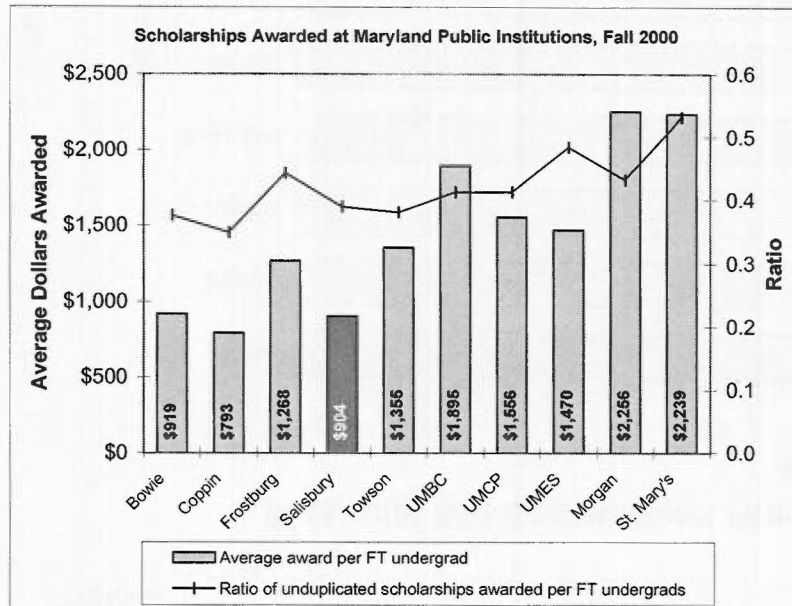
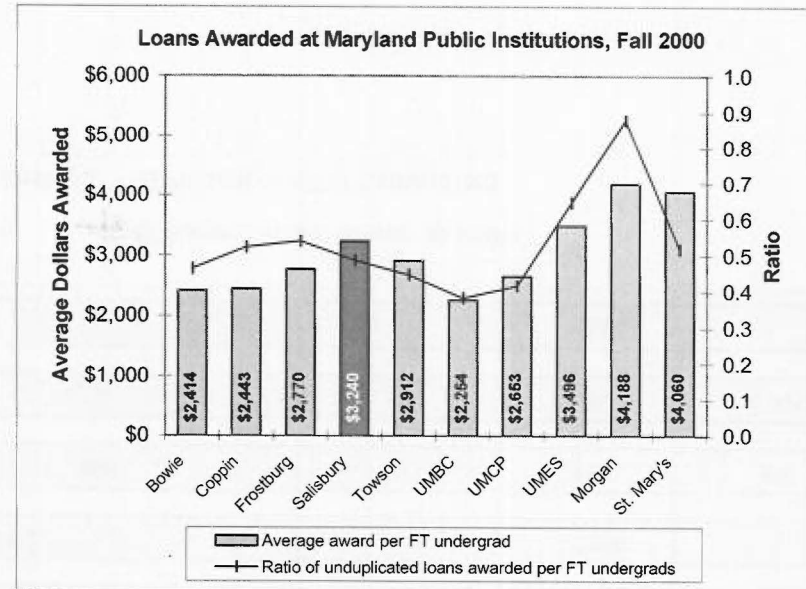
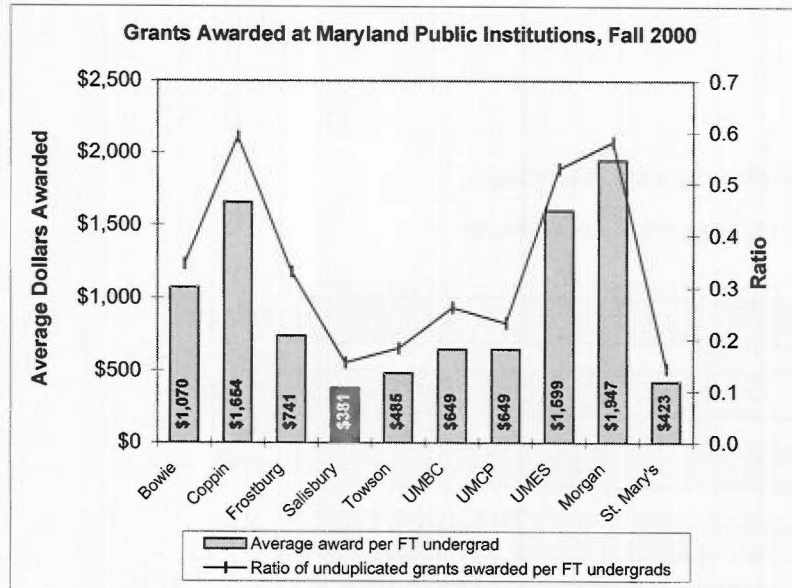
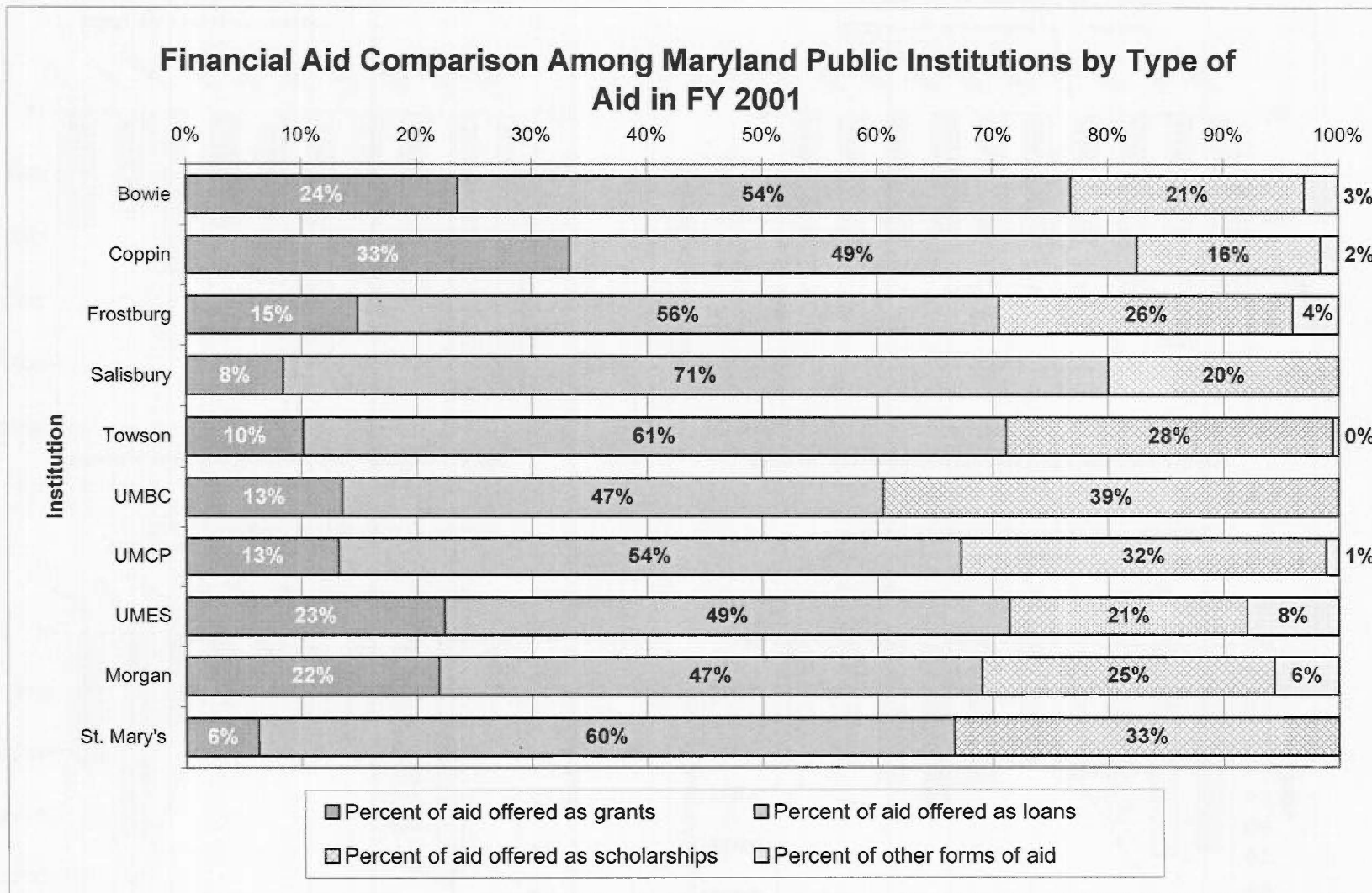




Figure 2:

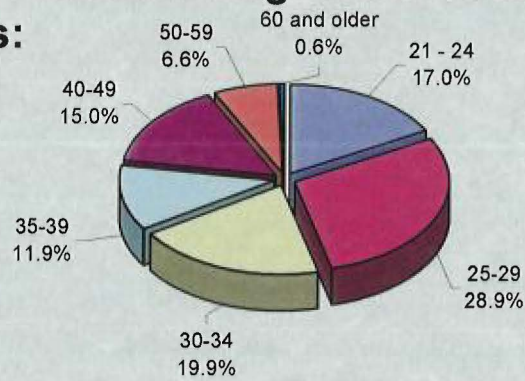
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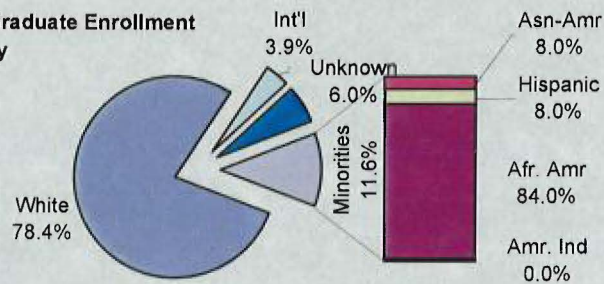
### Fall 2002 Graduate Age Distribution

In Years:

Age Group	Percentage
50-59	0.0%
60 and older	0.6%
21-24	0.0%



### Fall 2002 Graduate Enrollment by Ethnicity



### 6-Yr Enrollment Trend: Graduate Programs

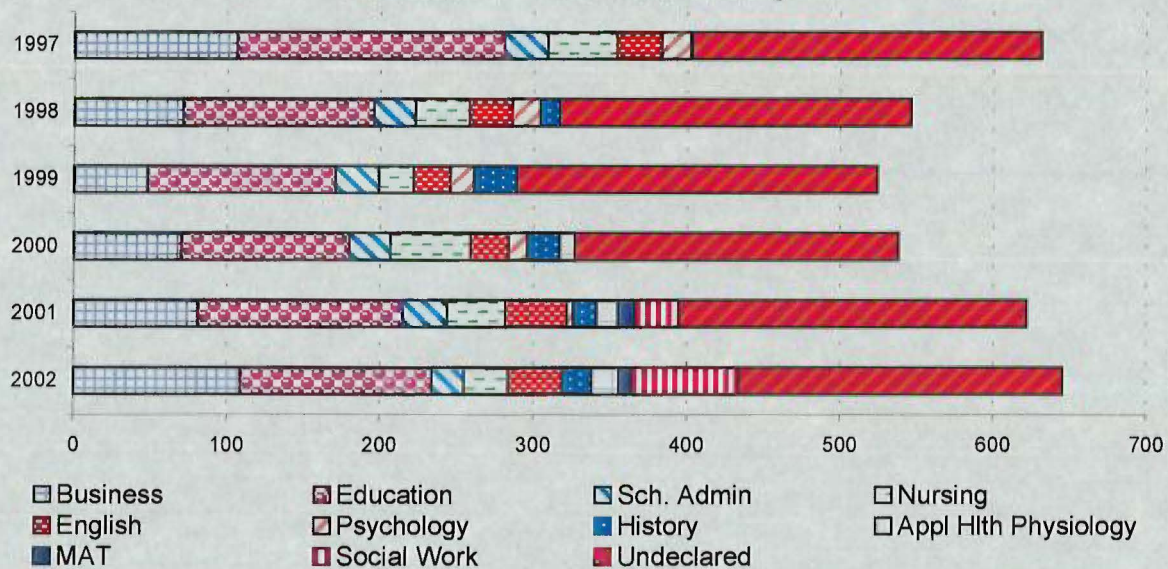






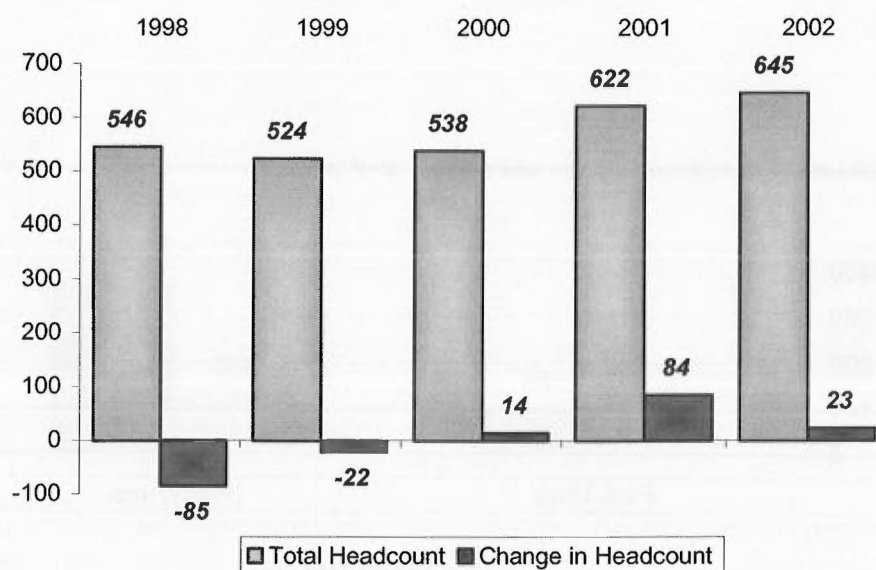
Table 1:

## Total Graduate Enrollment: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002
Total Headcount	546	524	538	622	645
% Annual Growth	-13.5%	-4.0%	2.7%	15.6%	3.7%
Total Men	148	153	165	174	184
% Men	27.1%	29.2%	30.7%	28.0%	28.5%
Total Women	398	371	373	448	461
% Women	72.9%	70.8%	69.3%	72.0%	71.5%
F.T.E.	194.9	190.6	204.3	249.3	288.0
% Annual Growth	-16.5%	-2.2%	7.2%	22.0%	15.5%
Full-Time Students	81	83	110	118	154
Men	27	26	48	46	58
Women	54	57	62	72	96
% Full-Time	14.8%	15.8%	20.4%	19.0%	23.9%
Average Age	30	31	28	28	27
Part-Time Students	465	441	428	504	491
Men	121	127	117	128	126
Women	344	314	311	376	365
% Part-Time	85.2%	84.2%	79.6%	81.0%	76.1%
Average Age	34	35	35	35	36
Average Graduate Student Age	34	34	34	34	34

Figure 1:

## Total Graduate Headcount Growth: 1998-2002

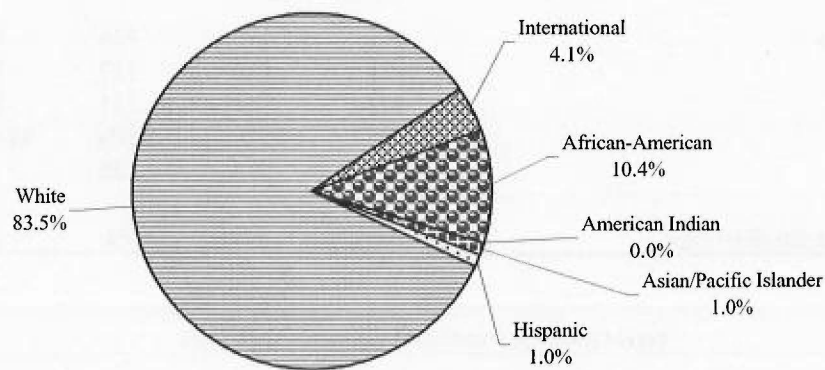


**Table 1: Total GRADUATE Enrollment by Race/Ethnicity, Sex, and Status: Fall 2002**

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total <sup>1</sup>
	Male	Female	Male	Female	Male	Female		
African-American	4	9	13	37	17	46	63	10.4%
American Indian	-	-	-	-	-	-	-	-
Asian/Pacific Islander	2	-	2	2	4	2	6	1.0%
Hispanic	-	-	-	6	-	6	6	1.0%
White	37	65	103	301	140	366	506	83.5%
International	11	10	2	2	13	12	25	4.1%
<b>Subtotal</b>	<b>54</b>	<b>84</b>	<b>120</b>	<b>348</b>	<b>174</b>	<b>432</b>	<b>606</b>	<b>100.0%</b>
Unknown	4	12	6	17	10	29	39	6.0%
<b>TOTAL</b>	<b>58</b>	<b>96</b>	<b>126</b>	<b>365</b>	<b>184</b>	<b>461</b>	<b>645</b>	

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

**Figure 1: Fall 2002 Graduate Enrollment by Known Race/Ethnicity**



**Figure 1A: Graduate Enrollment by Sex and Status: Fall 2002**

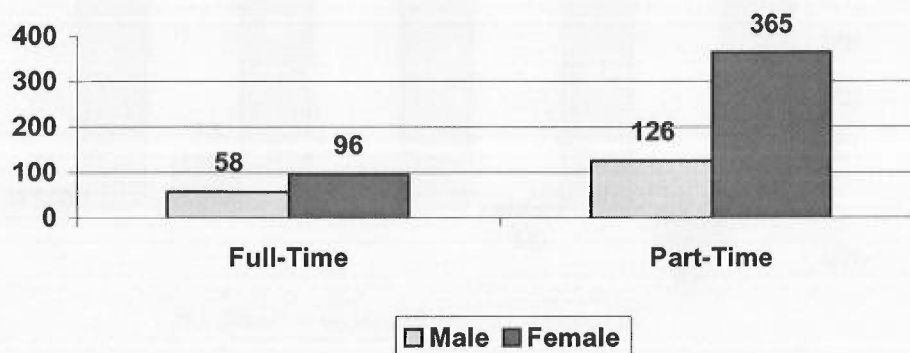




Table 2:

*Total Graduate Demographics: 1998-2002*

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>546</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>
African-American	39	38	38	46	63
American Indian	1	1	1	2	-
Asian/Pacific Islander	8	5	5	4	6
Hispanic	4	3	8	5	6
International	16	14	18	19	25
White	469	450	443	517	506
Unknown	9	13	25	29	39
<b>% Known Minority</b>	<b>9.7%</b>	<b>9.2%</b>	<b>10.1%</b>	<b>9.6%</b>	<b>12.4%</b>
<b>% Minority + International</b>	<b>12.7%</b>	<b>11.9%</b>	<b>13.6%</b>	<b>12.8%</b>	<b>16.5%</b>
<b>% Unknown</b>	<b>1.6%</b>	<b>2.5%</b>	<b>4.6%</b>	<b>4.7%</b>	<b>6.0%</b>

o:\fb0203\total demographics\enrl by race,sex,status

Figure 1B:

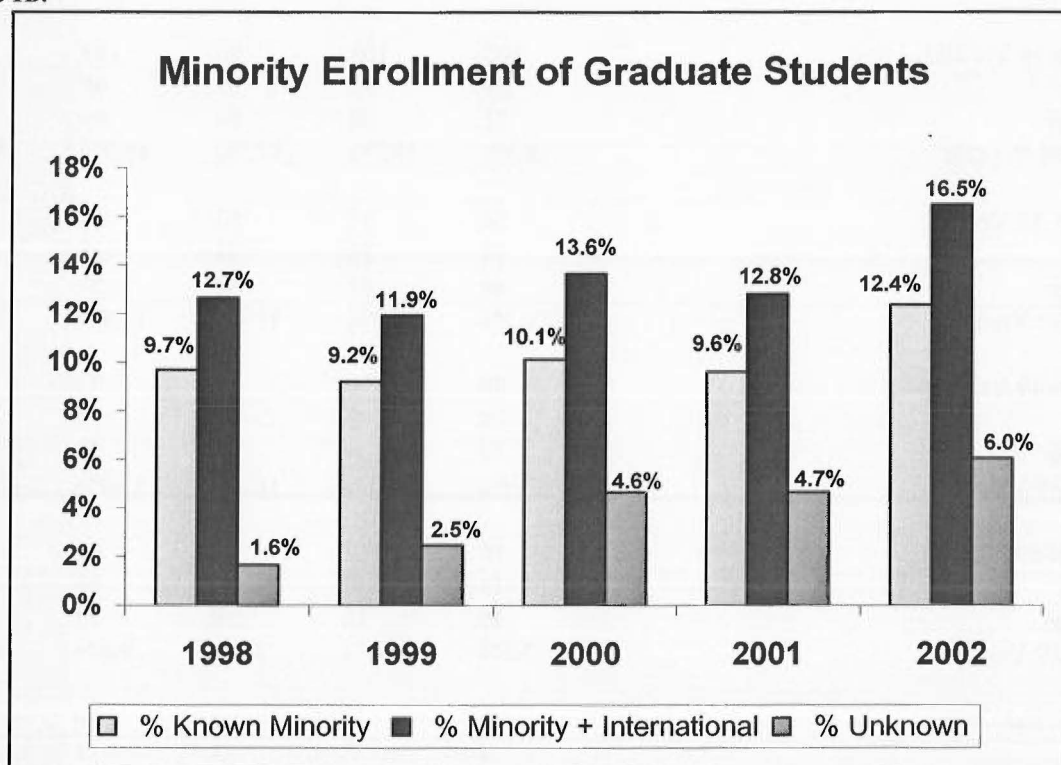


Table 3:

*Total Graduate Enrollments by Age and Sex: 1998-2002*

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>546</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>
Total 20 and Younger	-	-	-	-	-
Men	-	-	-	-	-
Women	-	-	-	-	-
% less than 20 years old	-	-	-	-	-
Total 21-24 Yrs Old	79	74	93	106	143
Men	21	20	36	30	58
Women	58	54	57	76	85
% 20 - 24 yrs old	14.5%	14.1%	17.3%	17.0%	22.2%
Total 25-29 Yrs Old	181	162	167	180	159
Men	46	51	49	48	39
Women	135	111	118	132	120
% 25-29 Yrs Old	33.2%	30.9%	31.0%	28.9%	24.7%
Total 30-34 Yrs Old	100	103	93	124	119
Men	29	35	33	40	29
Women	71	68	60	84	90
% 30-34 Yrs Old	18.3%	19.7%	17.3%	19.9%	18.4%
Total 35-39 Yrs Old	56	57	63	74	66
Men	16	16	21	19	21
Women	40	41	42	55	45
% 35-39 Yrs Old	10.3%	10.9%	11.7%	11.9%	10.2%
Total 40-49 Yrs Old	98	106	91	93	112
Men	24	22	16	18	20
Women	74	84	75	75	92
% 40-49 Yrs Old	17.9%	20.2%	16.9%	15.0%	17.4%
Total 50-59 Yrs Old	30	19	28	41	41
Men	11	7	9	18	15
Women	19	12	19	23	26
% 50-59 Yrs Old	5.5%	3.6%	5.2%	6.6%	6.4%
Total 60 and Older	2	3	3	4	5
Men	1	2	1	1	2
Women	1	1	2	3	3
% 60 and Older	0.4%	0.6%	0.6%	0.6%	0.8%
<b>Average Age<sup>1</sup></b>					
ALL STUDENTS	33.6	33.7	33.5	33.7	33.6
Men	33.9	33.4	32.3	33.7	32.8
Women	33.5	33.9	34.0	33.7	33.9

<sup>1</sup>Data not available for prior year.

Table 4:

## Total GRADUATE Enrollment by State: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002	Top Feeder States
<b>Total Headcount</b>	<b>546</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>	
Alabama	-	-	-	-	-	
Alaska	-	-	-	-	-	
Arizona	-	-	-	-	-	
Arkansas	-	-	-	-	-	
California	-	-	1	2	1	
Colorado	-	-	-	-	-	
Connecticut	-	1	1	1	3	
<b>Delaware</b>	<b>26</b>	<b>27</b>	<b>25</b>	<b>25</b>	<b>53</b>	<b>8.2%</b>
District of Columbia	-	-	-	-	-	
Florida	2	1	1	2	1	
Georgia	-	-	-	-	-	
Hawaii	-	-	-	-	-	
Idaho	-	-	2	1	1	
Illinois	-	-	-	-	-	
Indiana	-	-	-	-	-	
Iowa	-	-	-	-	-	
Kansas	-	-	-	-	-	
Kentucky	-	-	1	1	-	
Louisiana	-	-	-	-	-	
Maine	-	-	-	-	-	
<b>Maryland</b>	<b>453</b>	<b>429</b>	<b>421</b>	<b>518</b>	<b>507</b>	<b>78.6%</b>
Massachusetts	-	1	2	1	1	
Michigan	-	1	1	-	-	
Minnesota	-	-	-	-	-	
Mississippi	-	-	-	-	-	
Missouri	-	-	-	-	-	
Montana	-	-	-	-	-	
Nebraska	-	-	-	-	-	
Nevada	-	-	-	-	-	
New Hampshire	-	-	-	-	-	
<b>New Jersey</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>9</b>	<b>11</b>	<b>1.7%</b>
New Mexico	1	-	-	-	-	
New York	12	11	17	15	7	
North Carolina	2	4	1	-	-	
North Dakota	1	1	5	3	2	
Ohio	2	2	1	1	-	
Oklahoma	-	-	-	-	-	
Oregon	-	-	-	-	-	
<b>Pennsylvania</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>1.6%</b>
Rhode Island	-	-	-	-	-	
South Carolina	-	-	-	-	-	
South Dakota	-	-	-	-	-	
Tennessee	-	-	-	-	-	
Texas	-	-	-	-	-	
Utah	-	-	1	1	2	
Vermont	-	-	1	1	-	
<b>Virginia</b>	<b>16</b>	<b>15</b>	<b>22</b>	<b>14</b>	<b>20</b>	<b>3.1%</b>
Washington	-	-	-	-	-	
West Virginia	3	1	2	1	-	
Wisconsin	-	-	-	-	-	
Wyoming	-	-	-	-	-	
Puerto Rico	-	-	-	-	-	
Virgin Island	-	-	-	-	-	
<b>Foreign Countries</b>	<b>16</b>	<b>14</b>	<b>18</b>	<b>19</b>	<b>25</b>	<b>3.9%</b>
Other	1	2	2	-	1	

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

Figure 2:

## FALL 2002 Graduate Enrollment (645) Residency by Region

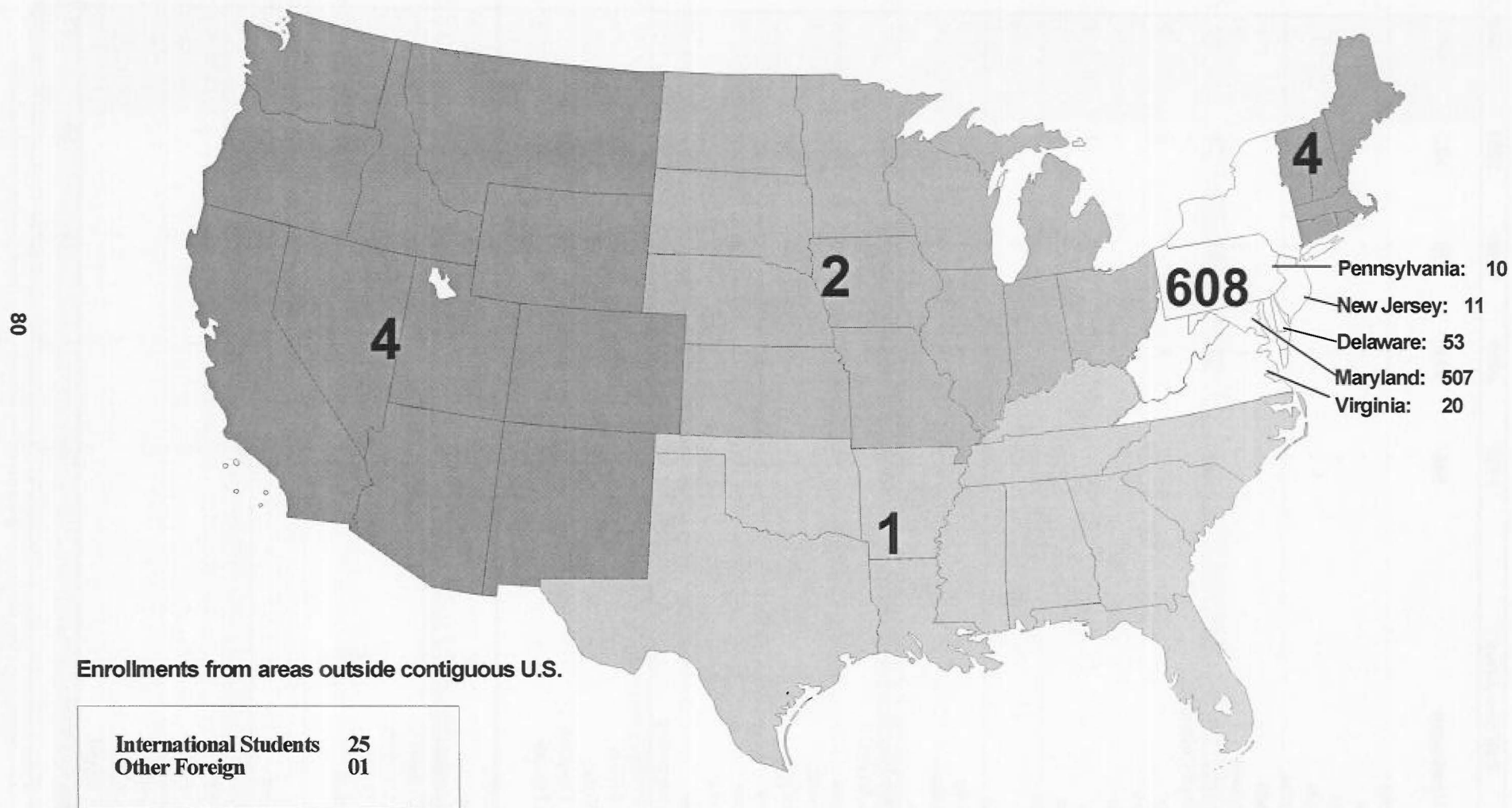


Table 5: Total GRADUATE Enrollment by County of Residence: 1998-2002

Fall Semesters	1998	1999	2000	2001	2002
<b>Total Headcount</b>	<b>546</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>
Allegany	-	1	2	1	1
Anne Arundel	13	13	10	9	17
<b>Baltimore</b>	<b>4</b>	<b>9</b>	<b>14</b>	<b>13</b>	<b>12</b>
Baltimore City	1	1	1	1	1
Calvert	2	2	1	-	1
<b>Caroline</b>	<b>28</b>	<b>28</b>	<b>31</b>	<b>33</b>	<b>25</b>
Carroll	7	3	2	4	6
Cecil	5	3	4	5	4
Charles	-	1	3	2	1
<b>Dorchester</b>	<b>35</b>	<b>35</b>	<b>38</b>	<b>34</b>	<b>28</b>
Frederick	3	2	3	6	6
Garrett	-	-	-	-	-
Harford	3	1	3	2	5
Howard	-	-	-	1	7
Kent	3	2	2	3	3
Montgomery	11	11	6	6	6
Prince George's	11	12	5	6	8
<b>Queen Anne's</b>	<b>14</b>	<b>19</b>	<b>13</b>	<b>16</b>	<b>7</b>
St. Mary's	-	-	2	-	2
<b>Somerset</b>	<b>20</b>	<b>22</b>	<b>22</b>	<b>36</b>	<b>35</b>
<b>Talbot</b>	<b>29</b>	<b>31</b>	<b>25</b>	<b>30</b>	<b>32</b>
Washington	1	-	1	3	4
<b>Wicomico</b>	<b>184</b>	<b>157</b>	<b>164</b>	<b>216</b>	<b>213</b>
<b>Worcester</b>	<b>79</b>	<b>76</b>	<b>69</b>	<b>91</b>	<b>83</b>
Unknown	-	-	-	-	-
<b>Total for MD</b>	<b>453</b>	<b>429</b>	<b>421</b>	<b>518</b>	<b>507</b>
Out-of-State	76	79	97	85	112
International	17	16	20	19	25
Other	-	-	-	-	1

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

See Fact Book page 4 for details.

<b>Primary Counties &amp; Percentages</b>	
Wicomico	33.1%
Worcester	12.9%
Somerset	5.4%
Talbot	5.0%
Dorchester	4.3%
Caroline	3.9%
Baltimore	1.9%
Queen Anne's	1.1%

	1998	2002
Region	% of Total	% of Total
Eastern Shore	72.7%	66.8%
Western Shore	10.3%	12.0%
Out-of-State	13.9%	17.4%
International	3.1%	3.9%

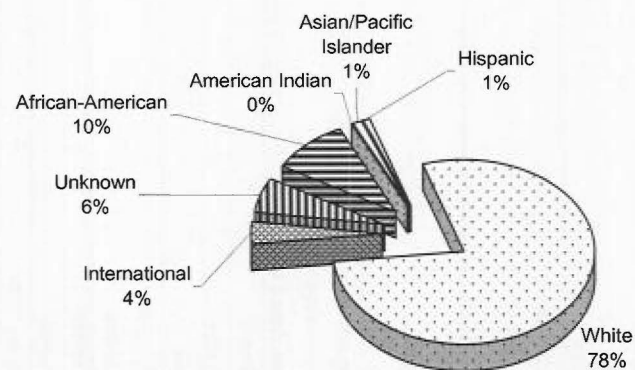


Table 6:

**Graduate Enrollment by Program, Race, and Status: Fall 2002**

Program	African-American		American Indian		Asian/ Pacific Islander		Hispanic		White		International		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	2	-	-	-	-	-	-	-	10	2	2	-	2	-	16	2	18
Business	1	3	-	-	1	1	-	-	30	46	14	3	6	4	52	57	109
Education	1	4	-	-	1	-	-	1	11	103	-	-	1	3	14	111	125
Education, MA in Teaching	-	-	-	-	-	-	-	-	1	7	-	-	-	-	1	7	8
Education, School Administration	-	6	-	-	-	-	-	-	-	13	1	-	-	1	1	20	21
English	-	1	-	-	-	1	-	1	4	20	2	1	2	3	8	27	35
History	1	-	-	-	-	-	-	-	4	11	1	-	1	1	7	12	19
Nursing	-	-	-	-	-	-	-	-	7	19	-	-	2	1	9	20	29
Social Work	8	8	-	-	-	-	-	-	24	26	1	-	2	1	35	35	70
Non-degree seeking	-	28	-	-	-	2	-	4	11	157	-	-	-	9	11	200	211
<b>Total</b>	<b>13</b>	<b>50</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>4</b>	<b>-</b>	<b>6</b>	<b>102</b>	<b>404</b>	<b>21</b>	<b>4</b>	<b>16</b>	<b>23</b>	<b>154</b>	<b>491</b>	<b>645</b>

Figure 3:

**Graduate Stratification by Race  
Fall 2002**

**Table 7: Graduate Student Credit Hours by Department: Fall Enrollment 1998-2002**

Department	1998	1999	2000	2001	2002
Accounting	48	96	96	111	102
Applied Health Physiology	-	-	87	117	138
Art	3	-	2	-	-
Biology	4	18	40	72	42
Business Administration	315	216	309	405	108
Communication Arts	-	-	3	-	-
Economics	69	51	78	45	96
Education, Administration	-	-	198	207	147
Education, Elementary	69	66	-	-	-
Education, General	1,065	1,077	882	936	876
Education, Master of Arts in Teaching	-	-	78	66	66
Education, Reading*	-	-	-	-	135
Education, Secondary	21	18	-	-	-
English	210	244	246	267	192
French	3	-	-	3	3
General Studies	50	12	3	-	-
Geography	3	3	-	-	-
History	117	150	138	93	126
Information Systems Mgmt	-	-	-	-	84
Management	-	-	-	-	246
Marketing	-	-	-	-	105
Mathematics	21	6	12	63	96
Music-Applied	-	-	4	12	6
Nursing	152	168	165	145	167
Philosophy	-	-	3	-	-
Physical Education	6	6	6	9	-
Psychology	180	147	96	24	-
Social Work	3	9	6	333	719
Spanish	-	-	-	3	-
<b>TOTALS</b>	<b>2,339</b>	<b>2,287</b>	<b>2,452</b>	<b>2,911</b>	<b>3,454</b>
<b>Total FTES</b>	<b>195</b>	<b>191</b>	<b>204</b>	<b>243</b>	<b>288</b>

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor,  
Job No. NMIS150, Program No. MISN210. For FTES, divide by 12 for graduate.

\*New MHEC approved program.

**Table 8: Enrollment in Graduate Degree Programs (Full and Part-Time)  
by School, and Discipline: Fall 1998 to Fall 2002**

School and Degree Program	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
<b>Fulton School of Liberal Arts</b>					
English	28	24	25	40	35
History	13	28	21	15	19
Psychology <sup>1</sup>	18	15	12	4	-
<b>Total</b>	<b>59</b>	<b>67</b>	<b>58</b>	<b>59</b>	<b>54</b>
<b>Henson School of Science</b>					
Nursing	35	23	52	38	29
<b>Perdue School of Business</b>					
Business Administration	71	48	70	81	109
<b>Seidel School of Education</b>					
Applied Health Physiology	-	-	10	14	18
Education	114	113	96	134	125
Education, MA in Teaching	11	10	14	11	8
Education, School Administration	27	28	27	29	21
Social Work <sup>2</sup>	-	-	-	29	70
<b>Total</b>	<b>152</b>	<b>151</b>	<b>147</b>	<b>217</b>	<b>242</b>
Non-Degree Seeking	229	235	211	227	211
<b>TOTAL</b>	<b>546</b>	<b>524</b>	<b>538</b>	<b>622</b>	<b>645</b>

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

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

Table 9:

*Graduate Degrees Awarded by Program: 1997-98 through 2001-02*

Fiscal Year	1997-98	1998-99	1999-00	2000-01	2001-02
<b>Total Degrees</b>	<b>168</b>	<b>182</b>	<b>145</b>	<b>145</b>	<b>160</b>
Applied Physiology MS	-	-	-	-	7
Business Administration MBA	37	38	28	35	39
Education MEd	89	74	61	51	49
MAT	6	21	9	11	13
Education, Administration MEd	11	12	9	8	15
English MA	13	16	15	15	23
History MA	-	6	7	8	4
Nursing MS	7	11	13	8	5
Psychology MA	5	4	3	9	5

Figure 4:

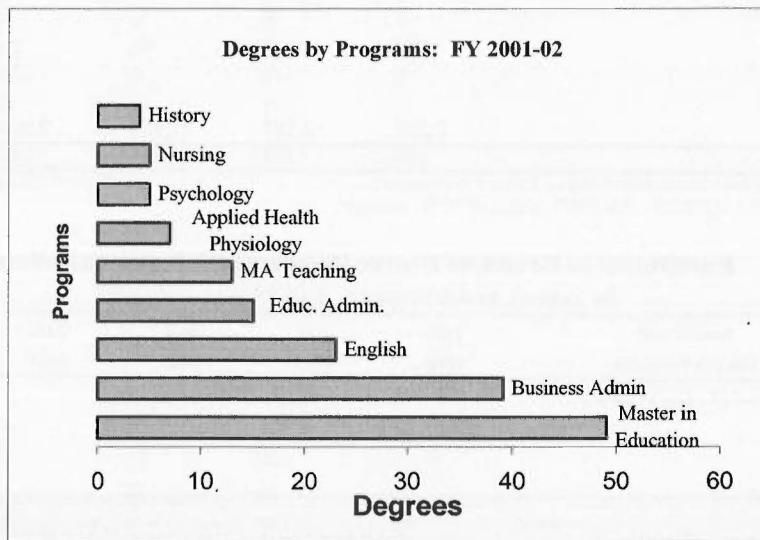


Figure 5:

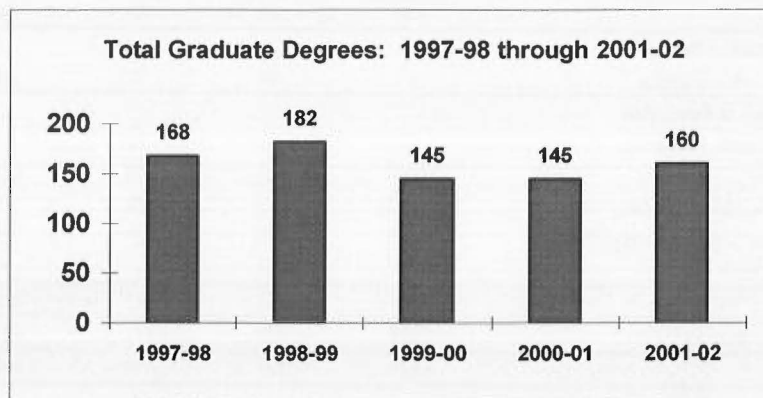


Table 10:

**2001-02 Graduate Degrees Awarded  
By Major and Track**  
(Reports only on those degree programs in which a degree recipient completed track requirements.)

	No track	BUAD	CLSP	ECED	EDUC	ELED	ENGL	ESOL	MATH	MUSC	PMNP	PRAC	PSED	REED	SCIE	TOTAL
<b>Business Admin</b>	37	2														39
<b>Education</b>	19			2		11			2	1			16	9	2	62
<b>Education, School Admin</b>	14				1											15
<b>English</b>	10						1	12								23
<b>History</b>	4															4
<b>Nursing</b>	0		1								1	3				5
<b>Total</b>	84	2	1	2	1	11	1	12	2	1	1	3	16	9	2	148

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

ELED: Elementary Education  
ENGL: English  
ESOL: English as a Second Language

MATH: Mathematics Education  
MUSC: Music Education  
PMNP: Post-master's Family Nursing Practice

PRAC: Family Nurse Practitioner  
PSED: Post-secondary Education  
REED: Reading Education  
SCIE: Science Education

Table 11:

*Graduate Non-Degree Enrollment: 1998-2002*

Fall Semesters	1998	1999	2000	2001	2002
Total Headcount	234	239	216	234	211
% Annual Growth	-1.3%	2.1%	-7.7%	8.3%	-9.8%
Total Men	57	67	58	61	50
% Men	24.4%	28.0%	26.9%	26.1%	23.7%
Total Women	177	172	158	173	161
% Women	75.6%	72.0%	73.1%	73.9%	76.3%
F.T.E. <sup>1</sup>	86.5	92.4	74.2	74.2	66.1
F.T.E. % Annual Growth	-4.0%	6.8%	-19.7%	0.0%	-10.9%
Full Time Students	31	33	21	17	12
Men	11	14	16	7	3
Women	20	19	5	10	9
% Full Time	13.2%	13.8%	9.7%	7.3%	5.7%
Part Time Students	203	206	195	217	199
Men	46	53	42	54	47
Women	157	153	153	163	152
% Part Time	86.8%	86.2%	90.3%	92.7%	94.3%

<sup>1</sup>Source: Enrollment Summary Statistics, NMIS350

Figure 6:

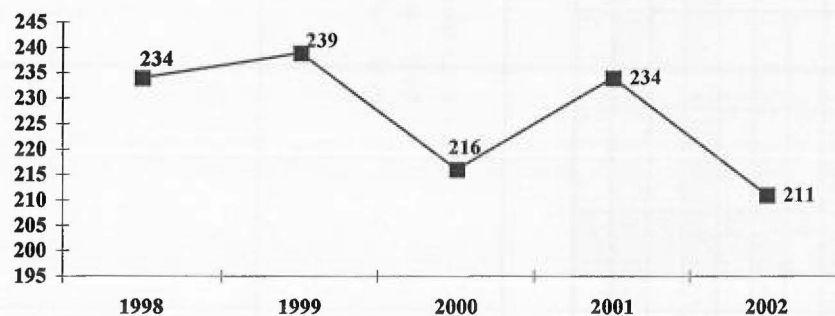
**Total Graduate Non-Degree Headcount Enrollment:  
1998-2002**



Table 12:

*Graduate Grade Distribution : 1997-2001*

Grade	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
A	68%	73%	68%	70%	68%
B	21%	20%	22%	22%	23%
C	3%	1%	2%	3%	2%
D	-	-	-	-	-
F	1%	-	1%	-	-
PS (Pass)	-	-	-	-	-
S (Pass)	-	-	-	-	-
W (Withdrawal)	1%	2%	1%	1%	1%

Source: Grade Distribution by Discipline Job NMIS100.

Figure 7:

**Graduate Grade Distribution: Fall 2001**

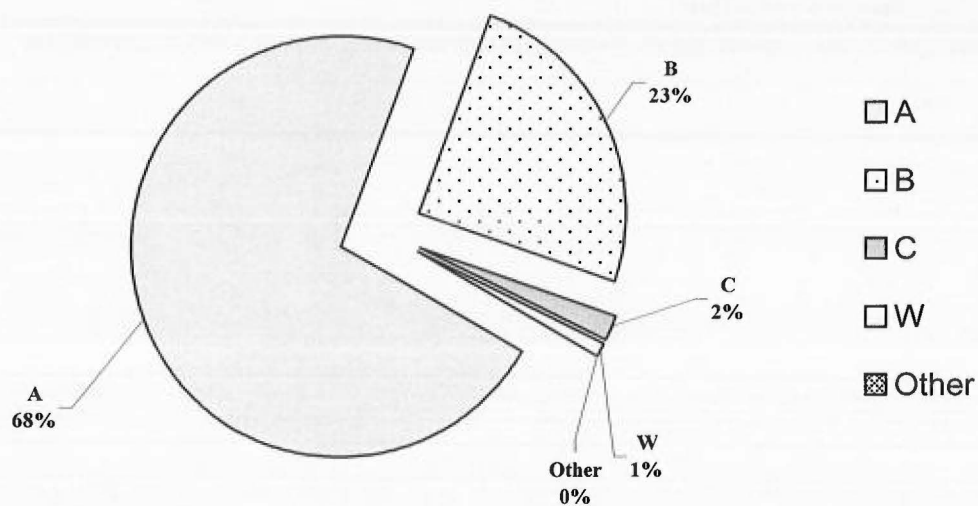


Table 13:

**Graduate Financial Aid Awards Summary**  
Fiscal Year 1998-99 to 2001-02

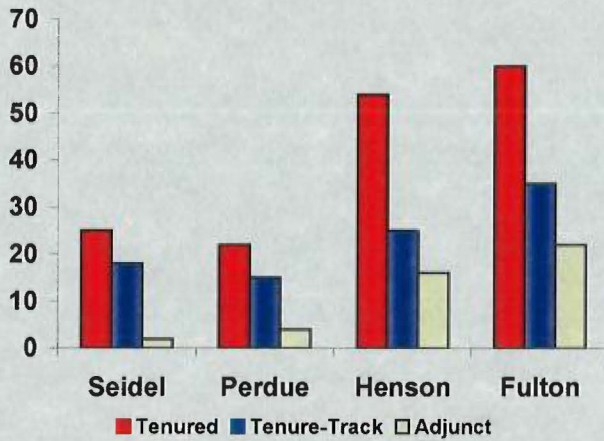
Type	Number of Recipients				% of FY 02
	FY 1998-99	FY 1999-00	FY 2000-01	FY 2001-02	FTES*
<b>GRANTS</b>					
Federal Sources	7	7	8	10	4.1%
Other Race/Desegregation Grants	4	0	3	4	1.6%
State Scholarships from Commission <sup>3</sup>	6	10	17	23	9.4%
Tuition Waivers for Students	7	8	10	7	2.9%
Tuition Waivers for emp/dependents	70	60	54	89	36.5%
Tuition Waivers fro Senior Cit/Disabled	2	5	2	3	1.2%
Institutional Sources	0	23	24	24	9.8%
Private Sources	4	4	7	8	3.3%
<b>LOANS</b>					
Federal Stafford Loans <sup>1</sup>	59	68	82	88	36.1%
Federal PLUS Loans <sup>2</sup>	0	0	0	101	-
Federal SLS & all other Federal <sup>4</sup>	0	0	0	0	-
Private Sources	0	0	0	0	-
<b>STUDENT EMPLOYMENT</b>					
Student Assistantships	36	40	33	36	14.8%
Tuition Waivers to Graduate Assistants	34	42	44	43	17.6%
<b>Tota Unduplicated Number of Recipients for ALL Types of Aid</b>	<b>174</b>	<b>207</b>	<b>217</b>	<b>260</b>	
<b>Total Graduate FTES FY 02= 244</b>					
<b>Total Dollar Amount of Aid</b>	<b>\$769,451</b>	<b>\$916,329</b>	<b>\$1,134,713</b>	<b>\$1,097,777</b>	

<sup>1</sup>Guaranteed student loans.<sup>2</sup>PLUS is a program whereby parents take out loans on behalf of the education of their children.<sup>3</sup>Commission indicates Maryland Higher Education Commission through the State Scholarship Board.<sup>4</sup>SLS is Supplemental Loans to Students

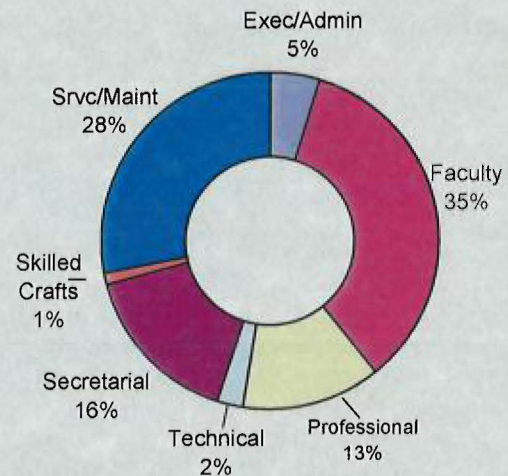
\*Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office o:\FB01-02\ug financial aid.xls

# Faculty and Staff

**Faculty Contract by School:  
Fall 2002**



**All Employees by Category,  
Fall 2002**



**Full-Time Faculty by Rank & Sex: Fall 2002**

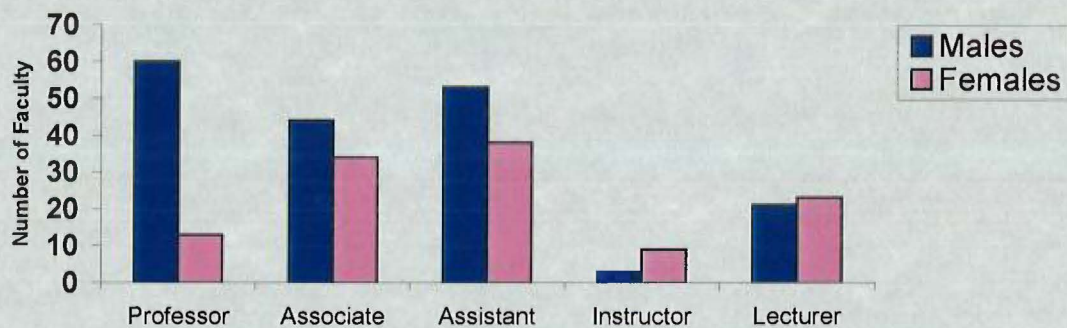






Table 1:

**Summary of Faculty Characteristics**  
*Includes Full-Time Contractual Faculty, Fall 1998 - Fall 2002*

Characteristic	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
<b>HEADCOUNT</b>										
Tenured or Tenure-Track	212	80.6%	215	82.4%	227.5	82.7%	241	82.8%	254	85.2%
Full-Time Contractual	51	19.4%	46	17.6%	47.5	17.3%	50	17.2%	44	14.8%
<b>Total</b>	<b>263</b>	<b>100.0%</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>SCHOOL</b>										
Fulton School of Liberal Arts	97	36.9%	96	36.8%	104	37.8%	113	38.8%	117	39.3%
Henson School of Science & Technology	92	35.0%	91	34.9%	94	34.2%	98	33.7%	95	31.9%
Perdue School of Business	36	13.7%	34	13.0%	37	13.5%	37	12.7%	41	13.8%
Seidel School of Education & Professional Studies	38	14.4%	40	15.3%	40	14.5%	43	14.8%	45	15.1%
<b>Total</b>	<b>263</b>	<b>100.0%</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>RACE/ETHNICITY</b>										
African-American	10	3.8%	8	3.1%	10	3.6%	13	4.5%	13	4.4%
White	243	92.4%	243	93.1%	256	93.1%	266	91.4%	270	90.6%
Other	10	3.8%	10	3.8%	9	3.3%	12	4.1%	15	5.0%
<b>Total</b>	<b>263</b>	<b>100.0%</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>SEX</b>										
Male	164	62.4%	164	62.8%	174	63.3%	179	61.5%	180	60.4%
Female	99	37.6%	97	37.2%	101	36.7%	112	38.5%	118	39.6%
<b>Total</b>	<b>263</b>	<b>100.0%</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>HIGHEST DEGREE</b>										
Doctorate	181	68.8%	191	73.2%	204.5	74.4%	218	74.9%	229	76.8%
Masters	66	25.1%	54	20.7%	50.5	18.4%	54	18.6%	53	17.8%
Bachelors	7	2.7%	8	3.1%	10	3.6%	10	3.4%	6	2.0%
Terminal Masters <sup>1</sup>	9	3.4%	8	3.1%	10	3.6%	9	3.1%	10	3.4%
<b>Total</b>	<b>263</b>	<b>100.0%</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>RANK</b>										
Professor	60	28.3%	67	31.2%	71	31.2%	73	30.3%	73	28.7%
Associate Professor	65	30.7%	66	30.7%	66	29.0%	70	29.0%	78	30.7%
Assistant Professor	79	37.3%	76	35.3%	82	36.0%	87	36.1%	91	35.8%
Instructor	8	3.8%	6	2.8%	8.5	3.7%	11	4.6%	12	4.7%
<b>Total Ranked</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>
Lecturer/Unranked <sup>2</sup>	51	19.4%	46	17.6%	47.5	17.3%	50	17.2%	44	14.8%
<b>TOTAL FACULTY</b>	<b>263</b>	<b>100.0%</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>TENURED BY RANK</b>										
Professor	59	98.3%	66	98.5%	70	98.6%	72	98.6%	72	98.6%
Associate Professor	63	96.9%	64	97.0%	61	92.4%	65	92.9%	71	91.0%
Assistant Professor	31	39.2%	25	32.9%	21	25.6%	19	21.8%	17	18.7%
Instructor	3	37.5%	1	16.7%	1	11.8%	1	9.1%	1	8.3%
<b>Total Tenured</b>	<b>156</b>	<b>73.6%</b>	<b>156</b>	<b>72.6%</b>	<b>153</b>	<b>67.3%</b>	<b>157</b>	<b>65.1%</b>	<b>161</b>	<b>63.4%</b>
Tenure-Track	56	26.4%	59	27.4%	74.5	32.7%	84	34.9%	93	36.6%
<b>Total Tenure/Tenure-Track</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>
Lecturer/Unranked <sup>2</sup>	51		46		47.5		50		44	
<b>TOTAL FACULTY</b>	<b>263</b>		<b>261</b>		<b>275</b>		<b>291</b>		<b>298</b>	

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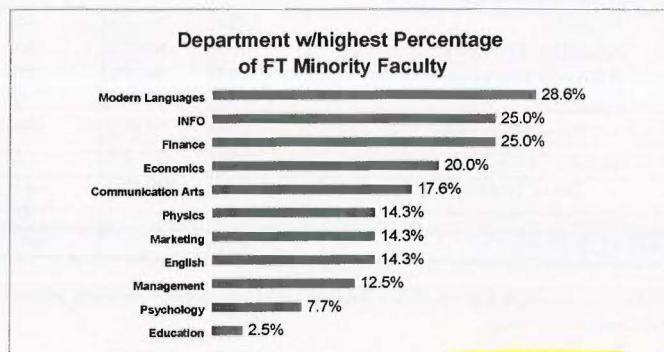
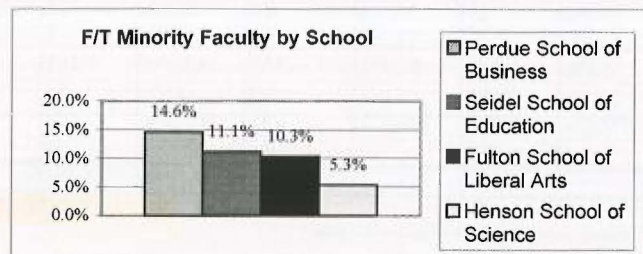
<sup>1</sup>MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.<sup>2</sup>Full-Time Contractual Faculty



**Table 2: Faculty Tenure Status\*\* by Rank, Department, and School, 2002 - 2003**

School & Department	Faculty with Tenure					Tenure-Track Faculty						
	Prof	Assoc	Asst	Instr	SUB TOTAL	Prof	Assoc	Asst	Instr	SUB TOTAL	Total	% Tenured
Fulton School of Liberal Arts												
Art	1	3	1	-	5	-	-	2	-	2	7	71%
Communication Arts	-	7	-	1	8	-	-	6	-	6	14	57%
English	9	4	-	-	13	1	1	4	-	6	19	68%
History	5	5	1	-	11	-	-	7	-	7	18	61%
Modern Language	2	1	-	-	3	-	-	1	1	2	5	60%
Music	3	-	-	-	3	-	-	1	-	1	4	75%
Philosophy	2	2	-	-	4	-	-	-	-	-	4	100%
Political Science	2	1	-	-	3	-	-	2	-	2	5	60%
Psychology	4	2	2	-	8	-	-	5	-	5	13	62%
Sociology	-	1	1	-	2	-	1	3	-	4	6	33%
Subtotal	28	26	5	1	60	1	2	31	1	35	95	63%
Henson School of Science & Technology												
Biology	5	6	-	-	11	-	-	7	-	7	18	61%
Chemistry	5	-	-	-	5	-	-	2	-	2	7	71%
Computer Science	2	2	-	-	4	-	-	2	-	2	6	67%
Geography	2	3	-	-	5	-	-	2	1	3	8	63%
Math Sciences	4	5	-	-	9	-	-	4	-	4	13	69%
Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%
Nursing	3	4	4	-	11	-	-	3	2	5	16	69%
Physics	3	1	-	-	4	-	-	1	-	1	5	80%
Respiratory Therapy	-	2	-	-	2	-	-	1	-	1	3	67%
Subtotal	24	25	5	-	54	-	-	22	3	25	79	68%
Perdue School of Business												
Accounting	5	-	2	-	7	-	-	2	-	2	9	78%
Economics	-	2	-	-	2	-	-	2	-	2	4	50%
Finance	2	-	-	-	2	-	1	2	-	3	5	40%
Info Systems Mngmt	1	-	1	-	2	-	1	2	1	4	6	33%
Management	3	2	-	-	5	-	-	1	1	2	7	71%
Marketing	2	2	-	-	4	-	1	1	-	2	6	67%
Subtotal	13	6	3	-	22	-	3	10	2	15	37	59%
Seidel School of Education & Professional Studies												
Education	5	8	1	-	14	-	-	7	2	9	23	61%
Physical Education	1	4	2	-	7	-	-	3	1	4	11	64%
Social Work	1	2	1	-	4	-	2	1	2	5	9	44%
Subtotal	7	14	4	-	25	-	2	11	5	18	43	58%
Total	72	71	17	1	161	1	7	74	11	93	254	63%

\*\*Excludes the 44 full-time contractual faculty. If included, the "% tenured" for all full-time faculty would be 54% (161 out of 298)



Rev: 4/08/03

Table 1:

**Summary of Faculty Characteristics**  
*Includes Full-Time Contractual Faculty, Fall 1998 - Fall 2002*

Characteristic	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
<b>HEADCOUNT</b>										
Tenured or Tenure-Track	212	80.6%	215	82.4%	227.5	82.7%	241	82.8%	254	85.2%
Full-Time Contractual	51	19.4%	46	17.6%	47.5	17.3%	50	17.2%	44	14.8%
<b>Total</b>	<b>263</b>	<b>100.0%</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>SCHOOL</b>										
Fulton School of Liberal Arts	97	36.9%	96	36.8%	104	37.8%	113	38.8%	117	39.3%
Henson School of Science & Technology	92	35.0%	91	34.9%	94	34.2%	98	33.7%	95	31.9%
Perdue School of Business	36	13.7%	34	13.0%	37	13.5%	37	12.7%	41	13.8%
Seidel School of Education & Professional Studies	38	14.4%	40	15.3%	40	14.5%	43	14.8%	45	15.1%
<b>Total</b>	<b>263</b>	<b>100.0%</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>RACE/ETHNICITY</b>										
African-American	10	3.8%	8	3.1%	10	3.6%	13	4.5%	13	4.4%
White	243	92.4%	243	93.1%	256	93.1%	266	91.4%	270	90.6%
Other	10	3.8%	10	3.8%	9	3.3%	12	4.1%	15	5.0%
<b>Total</b>	<b>263</b>	<b>100.0%</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>SEX</b>										
Male	164	62.4%	164	62.8%	174	63.3%	179	61.5%	180	60.4%
Female	99	37.6%	97	37.2%	101	36.7%	112	38.5%	118	39.6%
<b>Total</b>	<b>263</b>	<b>100.0%</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>HIGHEST DEGREE</b>										
Doctorate	181	68.8%	191	73.2%	204.5	74.4%	218.0	74.9%	219	73.5%
Masters	66	25.1%	54	20.7%	50.5	18.4%	54.0	18.6%	63	21.1%
Bachelors	7	2.7%	8	3.1%	10	3.6%	10	3.4%	6	2.0%
Terminal Masters <sup>1</sup>	9	3.4%	8	3.1%	10	3.6%	9	3.1%	10	3.4%
<b>Total</b>	<b>263</b>	<b>100.0%</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>RANK</b>										
Professor	60	28.3%	67	31.2%	71	31.2%	73	30.3%	73	28.7%
Associate Professor	65	30.7%	66	30.7%	66	29.0%	70	29.0%	78	30.7%
Assistant Professor	79	37.3%	76	35.3%	82	36.0%	87	36.1%	91	35.8%
Instructor	8	3.8%	6	2.8%	8.5	3.7%	11	4.6%	12	4.7%
<b>Total Ranked</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>
Lecturer/Unranked <sup>2</sup>	51		46		47.5		50		44	
<b>TOTAL FACULTY</b>	<b>263</b>		<b>261</b>		<b>275</b>		<b>291</b>		<b>298</b>	
<b>TENURED BY RANK</b>										
Professor	59	98.3%	66	98.5%	70	98.6%	72	98.6%	72	98.6%
Associate Professor	63	96.9%	64	97.0%	61	92.4%	65	92.9%	72	92.3%
Assistant Professor	31	39.2%	25	32.9%	21	25.6%	19	21.8%	17	18.7%
Instructor	3	37.5%	1	16.7%	1	11.8%	1	9.1%	1	8.3%
<b>Total Tenured</b>	<b>156</b>	<b>73.6%</b>	<b>156</b>	<b>72.6%</b>	<b>153</b>	<b>67.3%</b>	<b>157</b>	<b>65.1%</b>	<b>162</b>	<b>63.8%</b>
Tenure-Track	56	26.4%	59	27.4%	74.5	32.7%	84	34.9%	92	36.2%
<b>Total Tenure/Tenure-Track</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>	<b>227.5</b>	<b>100.0%</b>	<b>241</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>
Lecturer/Unranked <sup>2</sup>	51		46		47.5		50		44	
<b>TOTAL FACULTY</b>	<b>263</b>		<b>261</b>		<b>275</b>		<b>291</b>		<b>298</b>	

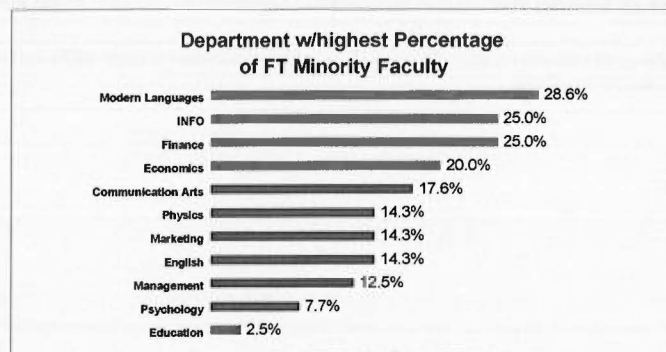
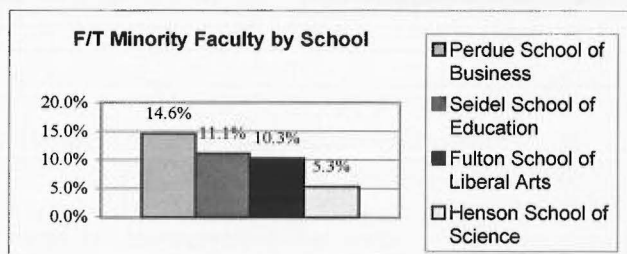
<sup>1</sup>MFA in Art and Communication Arts, MSW in Social Work, and Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

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

**Table 2: Faculty Tenure Status\*\* by Rank, Department, and School, 2002 - 2003**

	Number of Faculty with Tenure						Number of Tenure-Track Faculty						
School & Department	Prof.	Assoc.	Asst.	Instr.	SUB- TOTAL		Prof.	Asso.	Asst.	Instr.	SUB- TOTAL	Total	% Tenured
Fulton School of Liberal Arts													
Art	1	3	1	-	5		-	-	2	-	2	7	71%
Communication Arts	-	7	-	1	8		-	-	6	-	6	14	57%
English	9	4	-	-	13		1	1	4	-	6	19	68%
History	5	5	1	-	11		-	-	7	-	7	18	61%
Modern Language	2	1	-	-	3		-	-	1	1	2	5	60%
Music	3	-	-	-	3		-	-	1	-	1	4	75%
Philosophy	2	2	-	-	4		-	-	-	-	-	4	100%
Political Science	2	1	-	-	3		-	-	2	-	2	5	60%
Psychology	4	2	2	-	8		-	-	5	-	5	13	62%
Sociology	-	1	1	-	2		-	1	3	-	4	6	33%
Subtotal	28	26	5	1	60		1	2	31	1	35	95	63%
Henson School of Science & Technology													
Biology	5	6	-	-	11		-	-	7	-	7	18	61%
Chemistry	5	-	-	-	5		-	-	2	-	2	7	71%
Geography	2	3	-	-	5		-	-	2	1	3	8	63%
Computer Science	2	2	-	-	4		-	-	2	-	2	6	67%
Math Sciences	4	5	-	-	9		-	-	4	-	4	13	69%
Medical Technology	-	2	1	-	3		-	-	-	-	-	3	100%
Respiratory Therapy	-	2	-	-	2		-	-	1	-	1	3	67%
Nursing	3	4	4	-	11		-	-	3	2	5	16	69%
Physics	3	1	-	-	4		-	-	1	-	1	5	80%
Subtotal	24	25	5	-	54		-	-	22	3	25	79	68%
Perdue School of Business													
Accounting	5	-	2	-	7		-	-	2	-	2	9	78%
Economics	-	2	-	-	2		-	-	2	-	2	4	50%
Finance	2	-	-	-	2			1	2		3	5	40%
Management	3	2	-	-	5		-	-	1	1	2	7	71%
Marketing	2	2	-	-	4		-	1	1	-	2	6	67%
Info Systems Mngmt	1	-	1	-	2		-	1	2	1	4	6	33%
Subtotal	13	6	3	-	22		-	3	10	2	15	37	59%
Seidel School of Education & Professional Studies													
Education	5	8	1	-	14		-	-	7	2	9	23	61%
Physical Education	1	4	2	-	7		-	-	3	1	4	11	64%
Social Work	1	2	1	-	4		-	2	1	2	5	9	44%
Subtotal	7	14	4	-	25		-	2	11	5	18	43	58%
Total	72	71	17	1	161		1	7	74	11	93	254	63%

\*\*Excludes the 44 full-time contractual faculty. If included, the "% tenured" for all full-time faculty would be 54% (161 out of 298)





# Full-Time<sup>1</sup> Faculty by Race, Sex, School, and Department, Fall 2002

Table 3:

School & Department	African-American			American Indian			Asian American			Hispanic			White			Total		
	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	M	F	Subtotal	Male	Female	Total
<b>Fulton School of Liberal Arts</b>																		
Art	-	-	-	-	-	-	1	-	1	-	-	-	8	4	12	9	4	13
Communication Arts*	1	-	1	-	-	-	2	-	2	-	-	-	8	6	14	11	6	17
English*	1	1	2	-	-	-	-	1	1	-	-	-	12	6	18	13	8	21
History	-	1	1	-	-	-	-	-	-	-	-	-	17	6	23	17	7	24
Modern Language	-	-	-	-	-	-	-	-	-	-	2	2	3	2	5	3	4	7
Music	-	-	-	-	-	-	-	1	1	-	-	-	4	1	5	4	2	6
Philosophy**	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Political Science**	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	6	6	12	6	7	13
Sociology**	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
<b>Subtotal</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>70</b>	<b>35</b>	<b>105</b>	<b>75</b>	<b>42</b>	<b>117</b>
<b>Henson School of Science &amp; Technology</b>																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	11	10	21	12	10	22
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	6	4	10
Computer Science	-	-	-	-	-	-	-	1	1	-	-	-	4	2	6	4	3	7
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	1	8	7	2	9
Math Sciences	-	-	-	-	-	-	-	-	-	-	-	-	15	2	17	15	2	17
Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	3	3
Nursing**	-	-	-	-	-	-	-	-	-	-	-	-	1	15	16	1	15	16
Physics	-	-	-	-	-	-	1	-	1	-	-	-	5	1	6	6	1	7
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	3	1	4
<b>Subtotal</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>51</b>	<b>39</b>	<b>90</b>	<b>54</b>	<b>41</b>	<b>95</b>
<b>Perdue School of Business</b>																		
Accounting & Legal Studies**	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	8	1	9
Economics	-	-	-	-	-	-	1	-	1	-	-	-	2	1	3	3	1	4
Finance	-	-	-	-	-	-	1	-	1	-	-	-	4	-	4	5	-	5
INFO*	-	-	-	-	-	-	1	1	2	-	-	-	3	3	6	4	4	8
Management	-	-	-	-	-	-	-	-	-	1	-	1	6	1	7	7	1	8
Marketing	1	-	1	-	-	-	-	-	-	-	-	-	3	3	6	4	3	7
<b>Subtotal</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>26</b>	<b>9</b>	<b>35</b>	<b>31</b>	<b>10</b>	<b>41</b>
<b>Seidel School of Education &amp; Professional Studies</b>																		
Education*	1	2	3	-	-	-	-	-	-	-	-	-	9	12	21	10	14	24
Physical Education	1	-	1	-	-	-	-	-	-	-	-	-	6	4	10	7	4	11
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	6	9	3	7	10
<b>Subtotal</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>18</b>	<b>22</b>	<b>40</b>	<b>20</b>	<b>25</b>	<b>45</b>
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>165</b>	<b>105</b>	<b>270</b>	<b>180</b>	<b>118</b>	<b>298</b>

\*Departments with largest percentage of minority F/T faculty: Mod. Languages, INFO, and Finance, Please see chart on page 90. Rev: 4/08/03

<sup>1</sup>Includes -- full-time contractuals

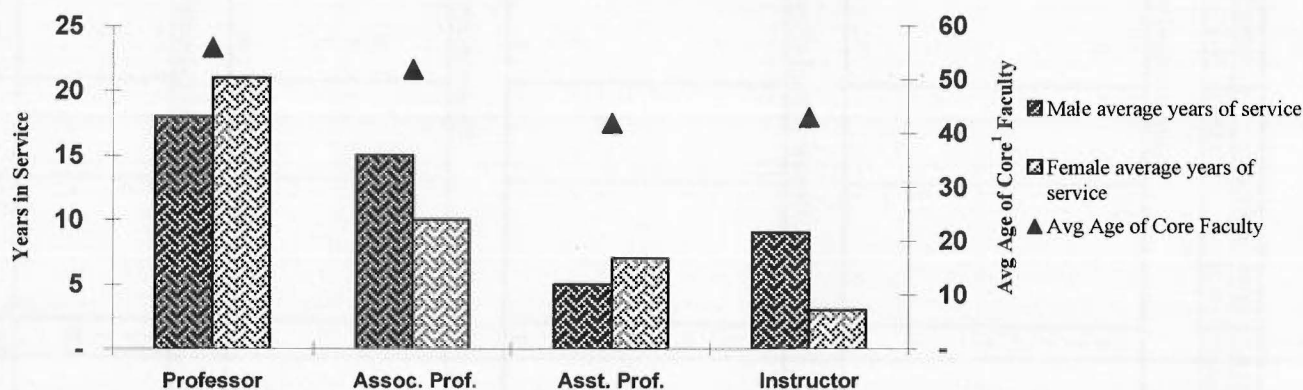
\*\*Departments without any minority F/T faculty: Philosophy, Political Science, Sociology, Med Tech/Resp. Therapy, Nursing, & Accounting

**Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2002**

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer (Contractual)	Total	Percentage of School
<b>Fulton School of Liberal Arts</b>							
Male	23	19	20	1	12	75	64.1%
Female	6	9	16	1	10	42	35.9%
<b>Subtotal</b>	<b>29</b>	<b>28</b>	<b>36</b>	<b>2</b>	<b>22</b>	<b>117</b>	<b>100.0%</b>
<b>Henson School of Science &amp; Technology</b>							
Male	20	13	13	1	7	54	56.8%
Female	4	12	14	2	9	41	43.2%
<b>Subtotal</b>	<b>24</b>	<b>25</b>	<b>27</b>	<b>3</b>	<b>16</b>	<b>95</b>	<b>100.0%</b>
<b>Perdue School of Business</b>							
Male	12	6	10	1	2	31	75.6%
Female	1	3	3	1	2	10	24.4%
<b>Subtotal</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>4</b>	<b>41</b>	<b>100.0%</b>
<b>Seidel School of Education &amp; Professional Studies</b>							
Male	5	6	9	-	-	20	44.4%
Female	2	10	6	5	2	25	55.6%
<b>Subtotal</b>	<b>7</b>	<b>16</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>45</b>	<b>100.0%</b>
<b>GRAND TOTAL</b>							
<b>MALE</b>	<b>60</b>	<b>44</b>	<b>52</b>	<b>3</b>	<b>21</b>	<b>180</b>	<b>60.4%</b>
<b>FEMALE</b>	<b>13</b>	<b>34</b>	<b>39</b>	<b>9</b>	<b>23</b>	<b>118</b>	<b>39.6%</b>
<b>TOTAL</b>	<b>73</b>	<b>78</b>	<b>91</b>	<b>12</b>	<b>44</b>	<b>298</b>	<b>100.0%</b>

Rev: 4/08/03

**Figure 1: Average Years of Faculty Service and Age by Rank, Fall 2002**



**Table 5: Average Years of Service and Age of Core<sup>1</sup> Faculty by Rank<sup>2</sup>**  
(Up to and including Fall 2002 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
<b>Number of Faculty*</b>	<b>73</b>	<b>78</b>	<b>91</b>	<b>12</b>	
Av. Age of core faculty	56	52	42	43	49
Av. Years of service for core faculty at rank	16	13	6	4	11
Male average years of service	18	15	5	9	11
Female average years of service	21	10	7	3	10

<sup>1</sup>Core Faculty consist of tenure/tenure-track faculty.

<sup>2</sup>Excluding FT Contractual (N=44)



# Full-Time<sup>1</sup> Faculty by Race, Sex, School, and Department, Fall 2002

Table 3:

School & Department	African-American			American Indian			Asian American			Hispanic			White			Total		
	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Total
<b>Fulton School of Liberal Arts</b>																		
Art	-	-	-	-	-	-	1	-	1	-	-	-	8	4	12	9	4	13
Communication Arts*	1	-	1	-	-	-	2	-	2	-	-	-	8	6	14	11	6	17
English*	1	1	2	-	-	-	-	1	1	-	-	-	12	6	18	13	8	21
History	-	1	1	-	-	-	-	-	-	-	-	-	17	6	23	17	7	24
Modern Language	-	-	-	-	-	-	-	-	-	-	2	2	3	2	5	3	4	7
Music	-	-	-	-	-	-	-	1	1	-	-	-	4	1	5	4	2	6
Philosophy**	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Political Science**	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	6	6	12	6	7	13
Sociology**	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
<b>Subtotal</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>70</b>	<b>35</b>	<b>105</b>	<b>75</b>	<b>42</b>	<b>117</b>
<b>Henson School of Science &amp; Technology</b>																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	11	10	21	12	10	22
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	6	4	10
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	1	8	7	2	9
Computer Science	-	-	-	-	-	-	1	-	1	-	-	-	4	2	6	5	2	7
Math Sciences	-	-	-	-	-	-	-	-	-	-	-	-	15	2	17	15	2	17
Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	3	3
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	3	1	4
Nursing**	-	-	-	-	-	-	-	-	-	-	-	-	1	15	16	1	15	16
Physics	-	-	-	-	-	-	1	-	1	-	-	-	5	1	6	6	1	7
<b>Subtotal</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>51</b>	<b>39</b>	<b>90</b>	<b>55</b>	<b>40</b>	<b>95</b>
<b>Perdue School of Business</b>																		
Accounting & Legal Studies**	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	8	1	9
Economics	-	-	-	-	-	-	1	-	1	-	-	-	3	1	4	4	1	5
Finance	-	-	-	-	-	-	-	-	-	1	-	1	4	-	4	4	-	4
Management	-	-	-	-	-	-	-	-	-	1	-	1	6	1	7	7	1	8
Marketing	1	-	1	-	-	-	-	-	-	-	-	-	3	3	6	4	3	7
INFO*	-	-	-	-	-	-	1	1	2	-	-	-	3	3	6	4	4	8
<b>Subtotal</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>27</b>	<b>9</b>	<b>36</b>	<b>31</b>	<b>10</b>	<b>41</b>
<b>Seidel School of Education &amp; Professional Studies</b>																		
Education*	1	2	3	-	-	-	-	-	-	-	-	-	9	12	21	10	14	24
Physical Education	1	-	1	-	-	-	-	-	-	-	-	-	6	4	10	7	4	11
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	3	6	9	3	7	10
<b>Subtotal</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>18</b>	<b>22</b>	<b>40</b>	<b>20</b>	<b>25</b>	<b>45</b>
<b>TOTAL</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>166</b>	<b>105</b>	<b>271</b>	<b>181</b>	<b>117</b>	<b>298</b>

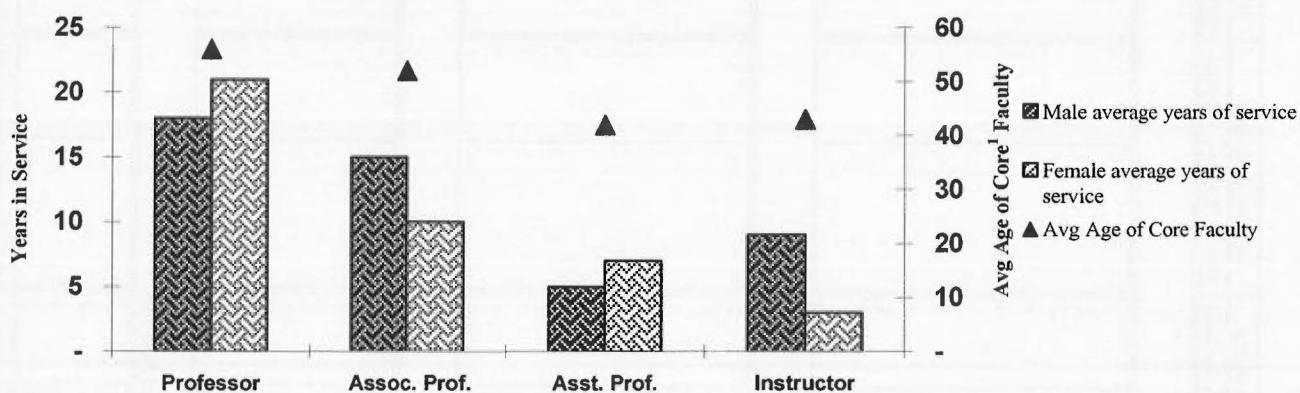
<sup>1</sup>Includes -- full-time contractals

\*\*Departments without any minority F/T faculty: Philosophy, Political Science, Sociology, Med Tech/Resp. Therapy, Nursing, & Accounting

**Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2002**

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer (Contractual)	Total	Percentage of School
<b>Fulton School of Liberal Arts</b>							
Male	23	19	20	1	12	75	64.1%
Female	6	9	16	1	10	42	35.9%
<b>Subtotal</b>	<b>29</b>	<b>28</b>	<b>36</b>	<b>2</b>	<b>22</b>	<b>117</b>	<b>100.0%</b>
<b>Henson School of Science &amp; Technology</b>							
Male	20	13	14	1	7	55	57.9%
Female	4	12	13	2	9	40	42.1%
<b>Subtotal</b>	<b>24</b>	<b>25</b>	<b>27</b>	<b>3</b>	<b>16</b>	<b>95</b>	<b>100.0%</b>
<b>Perdue School of Business</b>							
Male	12	6	10	1	2	31	75.6%
Female	1	3	3	1	2	10	24.4%
<b>Subtotal</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>4</b>	<b>41</b>	<b>100.0%</b>
<b>Seidel School of Education &amp; Professional Studies</b>							
Male	5	6	9	-	-	20	44.4%
Female	2	10	6	5	2	25	55.6%
<b>Subtotal</b>	<b>7</b>	<b>16</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>45</b>	<b>100.0%</b>
<b>GRAND TOTAL</b>							
<b>MALE</b>	<b>60</b>	<b>44</b>	<b>53</b>	<b>3</b>	<b>21</b>	<b>181</b>	<b>60.7%</b>
<b>FEMALE</b>	<b>13</b>	<b>34</b>	<b>38</b>	<b>9</b>	<b>23</b>	<b>117</b>	<b>39.3%</b>
<b>TOTAL</b>	<b>73</b>	<b>78</b>	<b>91</b>	<b>12</b>	<b>44</b>	<b>298</b>	<b>100.0%</b>

**Figure 1: Average Years of Faculty Service and Age by Rank, Fall 2002**



**Table 5: Average Years of Service and Age of Core<sup>1</sup> Faculty by Rank<sup>2</sup>**

(Up to and including Fall 2002 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
<b>Number of Faculty*</b>	<b>73</b>	<b>78</b>	<b>91</b>	<b>12</b>	
Av. Age of core faculty	56	52	42	43	49
Av. Years of service for core faculty at rank	16	13	6	4	11
Male average years of service	18	15	5	9	11
Female average years of service	21	10	7	3	10

<sup>1</sup>Core Faculty consist of tenure/tenure-track faculty.

<sup>2</sup>Excluding FT Contractual (N=44)

Table 6:

**Highest Degree Awarded to Tenured/Tenure Track Faculty  
by State & Institution, Academic Year 2002 - 2003**

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
University of Arizona	1	-	-	1
<b>ARKANSAS</b>				
University of Arkansas	1	-	-	1
<b>CALIFORNIA</b>				
California Institute of the Arts	-	1	-	1
U of S. California	1	-	-	1
U. of California, Los Angeles	2	-	-	2
University of California, Irvine	1	-	-	1
Alliant International University	1	-	-	1
<b>COLORADO</b>				
University of Denver	1	-	-	1
University of Colorado	3	-	-	3
<b>CONNECTICUT</b>				
University of Connecticut	2	-	-	2
Yale U	1	-	-	1
<b>DELAWARE</b>				
University of Delaware	9	1	-	10
<b>DISTRICT OF COLUMBIA</b>				
Catholic University of America	4	1	-	5
George Washington University	5	-	-	5
Georgetown University	2	-	-	2
<b>FLORIDA</b>				
Florida State University	4	-	-	4
University of Florida	1	-	-	1
University of Tampa	-	1	-	1
<b>GEORGIA</b>				
Emory University	1	1	-	2
Georgia State U.	2	-	-	2
University of Georgia	3	-	-	3
<b>ILLINOIS</b>				
Northwestern University	1	-	-	1
Southern Illinois University	1	2	-	3
University of Chicago	-	1	-	1
University of Illinois	1	-	-	1
<b>INDIANA</b>				
Indiana University	7	-	-	7
Purdue University	1	-	-	1
<b>IOWA</b>				
University of Iowa	4	-	-	4
<b>KANSAS</b>				
Kansas State U	1	-	-	1
University of Kansas	3	-	-	3
<b>KENTUCKY</b>				
U. of Kentucky	1	-	-	1
Murray State University	-	1	-	1
<b>LOUISIANA</b>				
Louisiana Tech	1	-	-	1
Louisiana State U	3	-	-	3
Northwestern State U.	1	-	-	1
<b>MARYLAND</b>				
Catholic U	1	-	-	1
Goucher College	-	1	-	1
Johns Hopkins U.	2	-	-	2
Maryland Institute College of Art	-	1	-	1
Salisbury University	-	6	-	6
UMB	4	1	-	5
UMCP	26	2	-	28
UMES	1	-	-	1

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>MASSACHUSETTS</b>				
Brandeis U	1	-	-	1
Boston College	1	-	-	1
Boston University	1	-	-	1
Clark University	-	-	1	1
Northeastern U. (Boston)	3	-	-	3
U. of Massachusetts	3	-	-	3
Tufts University	1	-	-	1
<b>MICHIGAN</b>				
Eastern Michigan U.	-	1	-	1
Michigan State U.	6	-	-	6
<b>MINNESOTA</b>				
University of Minnesota	1	-	-	1
<b>MISSISSIPPI</b>				
University of S. Mississippi	1	-	-	1
Mississippi State U.	1	-	-	1
<b>MISSOURI</b>				
U of Missouri	2	-	-	2
<b>NEBRASKA</b>				
University of Nebraska	2	-	-	2
<b>NEVADA</b>				
U. of Nevada-Las Vegas	1	-	-	1
<b>NEW HAMPSHIRE</b>				
Dartmouth College	1	-	-	1
<b>NEW JERSEY</b>				
Princeton University	-	1	-	1
Rutgers University	1	-	-	1
<b>NEW MEXICO</b>				
New Mexico State U	1	-	-	1
U of NM	1	-	-	1
<b>NEW YORK</b>				
Columbia U	3	-	-	3
Cornell University	1	-	-	1
SUNY, Albany	2	-	-	2
SUNY at Buffalo	2	-	-	2
SUNY at Stony Brook	1	-	-	1
Syracuse University	5	-	-	5
SUNY, Binghamton	1	-	-	1
<b>NORTH CAROLINA</b>				
Appalachian St. U.	-	1	-	1
North Carolina St. U.	1	-	-	1
University of NC, Greensboro	1	-	-	1
<b>OHIO</b>				
Bowling Green State U.	1	-	-	1
Kent State University	-	1	-	1
Ohio State University	4	-	-	4
Ohio University	2	-	-	2
Case Western Reserve Univ.	1	-	-	1
Union Institute	1	-	-	1
U of Cincinnati	1	-	-	1
<b>OKLAHOMA</b>				
Oklahoma State U.	2	-	-	2
University of Oklahoma	1	-	-	1
<b>OREGON</b>				
University of Oregon	2	-	-	2
<b>PENNSYLVANIA</b>				
Clarion University	-	1	-	1
Lehigh University	3	-	-	3
Penn State University	6	1	-	7
University of Pennsylvania	2	-	-	2
University of Pittsburgh	1	-	-	1
Carnegie Mellon University	1	-	-	1
Temple University	4	-	-	4

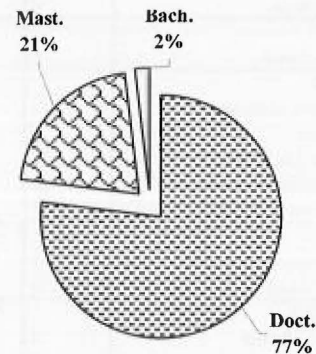
Table 6 cont.

**Highest Degrees Awarded to Tenured/Tenure-Track Faculty**  
Academic Year 2002-2003 (cont.)

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>RHODE ISLAND</b>				
Brown University	1	-	-	1
<b>SOUTH CAROLINA</b>				
Clemson University	-	1	-	1
University of South Carolina	2	-	-	2
<b>TENNESSEE</b>				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
University of Tennessee	4	1	-	5
<b>TEXAS</b>				
Texan Christian University	1	-	-	1
University of Houston	2	-	-	2
University of North Texas	1	-	-	1
University of Texas	3	-	-	3
<b>UTAH</b>				
University of Utah	2	-	-	2
<b>VERMONT</b>				
Goddard College	-	1	-	1
<b>VIRGINIA</b>				
College of William & Mary	2	-	-	2
George Mason University	1	-	-	1
University of Virginia	3	-	-	3
Va. Polytechnic Inst. & St. Univ.	3	-	-	3
<b>WEST VIRGINIA</b>				
West Virginia U.	-	1	-	1
<b>WISCONSIN</b>				
University of Wisconsin-Madison	4	-	-	4
<b>FOREIGN COUNTRIES</b>				
Sejong U., Republic of Korea	-	1	-	1
University of Toronto	2	-	-	2
University of Guelph, Canada	1	-	-	1
University of Calgary, Canada	1	-	-	1
University of British Columbia, Canada	1	-	-	1
University of Victoria, B.C., Canada	1	-	-	1
<b>Tenured/Tenure-Track Faculty</b>				
<b>Subtotal</b>	<b>221</b>	<b>32</b>	<b>1</b>	<b>254</b>

Figure 2:

**All Full-Time Faculty**  
Percentage of Highest Degree: Fall 2002



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

**Highest Degree Awarded to Full-Time Contractual Faculty**  
*By State & Institution*  
Academic Year 2002-2003

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>ARIZONA</b>				
University of Arizona	-	1	-	1
<b>DELAWARE</b>				
University of Delaware	1	1	-	2
Wilmington College	-	2	-	2
<b>DISTRICT OF COLUMBIA</b>				
George Washington U	-	3	-	3
<b>ILLINOIS</b>				
Loyola U. of Chicago	1	-	-	1
S. Illinois U	1	-	-	1
<b>INDIANA</b>				
Indiana U - Bloomington	1	1	-	2
<b>KANSAS</b>				
University of Kansas	-	1	-	1
<b>MAINE</b>				
U of Maine	-	-	1	1
<b>MARYLAND</b>				
Salisbury U	-	11	1	12
UMB	-	1	-	1
Washington College	-	1	-	1
UMBC	-	1	-	1
UMCP	1	-	1	2

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>MISSOURI</b>				
Cranbrook Academy of Art	-	1	-	1
<b>NEW JERSEY</b>				
Rider University *	-	1	-	1
<b>NORTH CAROLINA</b>				
Appalachian State U	-	1	-	1
East Carolina U	-	1	-	1
<b>OHIO</b>				
Ohio State U	1	-	-	1
<b>OKLAHOMA</b>				
U. of Oklahoma	-	-	1	1
<b>PENNSYLVANIA</b>				
Lehigh U	-	1	-	1
Temple U	-	1	-	1
Villanova	-	-	1	1
Penn State U	1	1	-	2
<b>VIRGINIA</b>				
George Mason U	1	-	-	1
<b>WASHINGTON</b>				
University of Washington *	-	1	-	1
<b>Total Full-Time Contractual Faculty*</b>	<b>8</b>	<b>31</b>	<b>5</b>	<b>44</b>
<b>GRAND TOTAL FOR ALL FACULTY</b>	<b>229</b>	<b>63</b>	<b>6</b>	<b>298</b>

\*Includes 2 MFAs (considered to be terminal in their field).

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Tenured/Tenure-Track Faculty: 41 states, the District of Columbia and 2 foreign countries represented;  
87% with doctoral degrees, 90% with terminal degrees.

All Full-Time Faculty (298): 43 states, the District of Columbia and 2 foreign countries represented;  
77% with doctoral degrees; 80% with terminal degrees

Terminal Degrees represent 105 institutions of higher education in 41 states, the District of Columbia and 2 foreign countries.



Table 8:

**Salisbury University**  
**Faculty Salary Comparison**  
 AY 2002-2003

	Assistant Professors Excluding Perdue School							All Assistant Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>
Female faculty salaries	36	2	\$ 42,120	\$ 46,535	\$ 61,500	\$ 48,296	0.0%	39	2	\$ 42,120	\$ 47,110	\$ 74,328	\$ 49,836	0.0%
Male faculty salaries	42	2	\$ 42,100	\$ 46,649	\$ 61,500	\$ 47,732	0.0%	52	3	\$ 42,100	\$ 47,519	\$ 81,000	\$ 51,638	0.1%
All Faculty Salaries	78	2	\$ 42,100	\$ 46,649	\$ 61,500	\$ 47,993	0.0%	91	2	\$ 42,100	\$ 47,401	\$ 81,000	\$ 50,865	0.1%
2001-2002 AAUP 85th percentile <sup>1</sup>				\$ 51,875							\$ 51,875			
Median salary above/(below) AAUP 85th percentile from Fall, 2001 survey				\$ (5,226)							\$ (4,474)			
								36	2	\$ 42,100	\$ 44,680	\$ 57,046	\$ 45,771	0.0%
								27	2	\$ 42,120	\$ 48,880	\$ 61,500	\$ 49,379	0.0%
								13	3	\$ 56,635	\$ 67,024	\$ 81,000	\$ 68,103	0.5%
								15	3	\$ 42,120	\$ 50,985	\$ 59,916	\$ 50,829	0.0%

	Associate Professors Excluding Perdue School							All Associate Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>
Female faculty salaries	31	3	\$ 50,552	\$ 54,915	\$ 61,608	\$ 55,117	0.0%	34	3	\$ 50,552	\$ 55,903	\$ 74,000	\$ 56,704	0.0%
Male faculty salaries	38	5	\$ 48,344	\$ 55,569	\$ 71,002	\$ 56,790	0.0%	44	5	\$ 48,344	\$ 56,653	\$ 90,241	\$ 59,117	0.2%
All Faculty Salaries	69	4	\$ 48,344	\$ 55,425	\$ 71,002	\$ 56,038	0.0%	78	4	\$ 48,344	\$ 56,184	\$ 90,241	\$ 58,065	0.1%
2001-2002 AAUP 85th percentile <sup>1</sup>				\$ 64,054							\$ 64,054			
Median salary above/(below) AAUP 85th percentile from Fall, 2001 survey				\$ (8,629)							\$ (7,871)			
								28	6	\$ 48,344	\$ 55,042	\$ 64,561	\$ 55,800	0.1%
								25	4	\$ 49,846	\$ 54,266	\$ 69,930	\$ 55,371	0.0%
								9	1	\$ 59,011	\$ 73,447	\$ 90,241	\$ 73,609	0.5%
								16	3	\$ 50,845	\$ 56,356	\$ 71,002	\$ 57,496	0.0%

	Full Professors Excluding Perdue School							All Full Professors						
	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>	Headcount	Median Yrs in Rank	Minimum Salary	Median Salary	Maximum Salary	Mean Salary	Average % Increase <sup>2</sup>
Female faculty salaries	12	5	\$ 55,845	\$ 66,314	\$ 73,222	\$ 66,218	0.0%	13	5	\$ 55,845	\$ 67,185	\$ 75,384	\$ 66,923	0.0%
Male faculty salaries	48	8	\$ 56,271	\$ 68,910	\$ 114,834	\$ 70,481	0.0%	60	8	\$ 56,271	\$ 71,993	\$ 118,352	\$ 74,697	0.0%
All Faculty Salaries	60	8	\$ 55,845	\$ 68,852	\$ 114,834	\$ 69,628	0.0%	73	7	\$ 55,845	\$ 70,205	\$ 118,352	\$ 73,312	0.0%
2001-2002 AAUP 85th percentile <sup>1</sup>				\$ 79,653							\$ 79,653			
Median salary above/(below) AAUP 85th percentile from Fall, 2001				\$ (10,801)							\$ (9,448)			
								29	8	\$ 55,845	\$ 69,025	\$ 81,331	\$ 68,926	0.0%
								24	7	\$ 56,934	\$ 67,574	\$ 88,214	\$ 69,161	0.0%
								13	4	\$ 73,774	\$ 84,951	\$ 118,352	\$ 90,317	0.0%
								7	8	\$ 56,291	\$ 69,398	\$ 114,834	\$ 74,140	0.1%

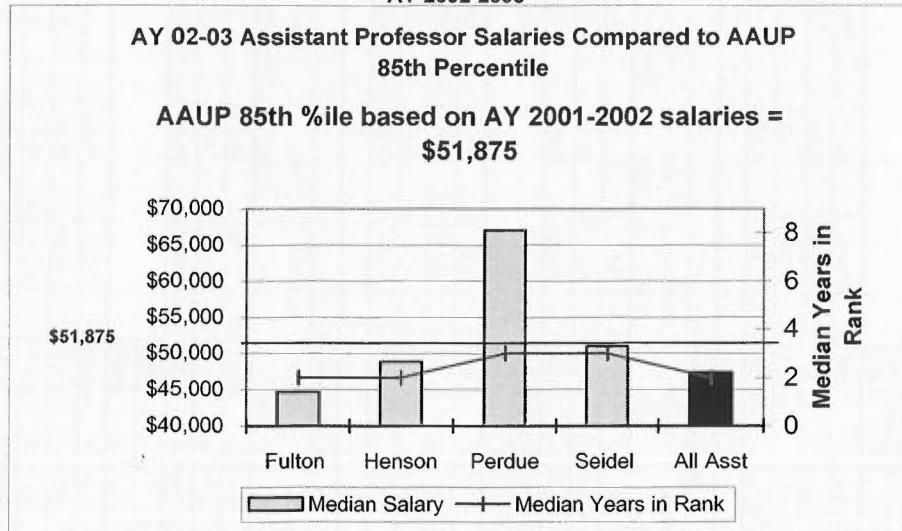
Source: <sup>1</sup>2001-2002 AAUP percentile information from Faculty Salaries, Percentiles of USM Institutions. USM, Office of the Chancellor, 5/2002.

Note: <sup>2</sup>Percentage represents the average increase in salaries between 1/1/2002 and 11/8/2002. Salary increases due to promotion in rank have been excluded from "Average % Increase".

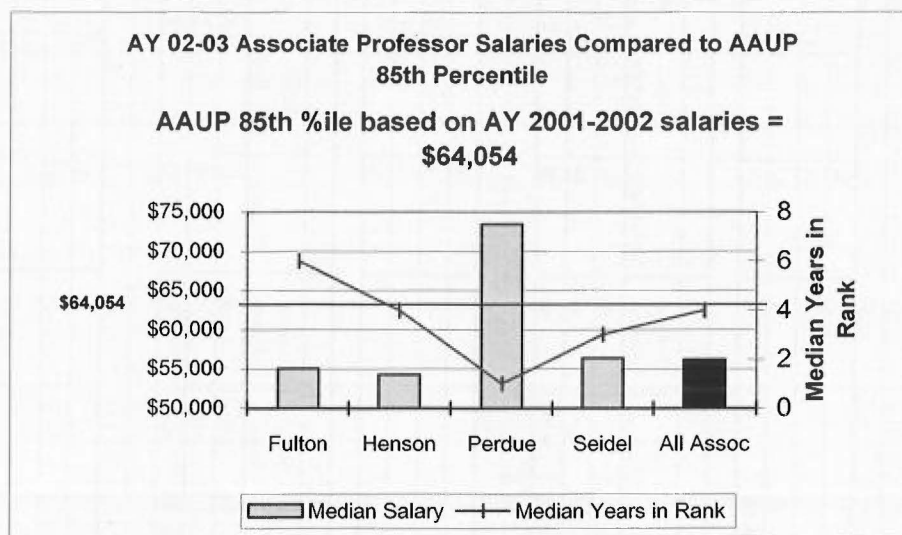


**Salisbury University**  
**Median Salary Comparison by Rank**  
**AY 2002-2003**

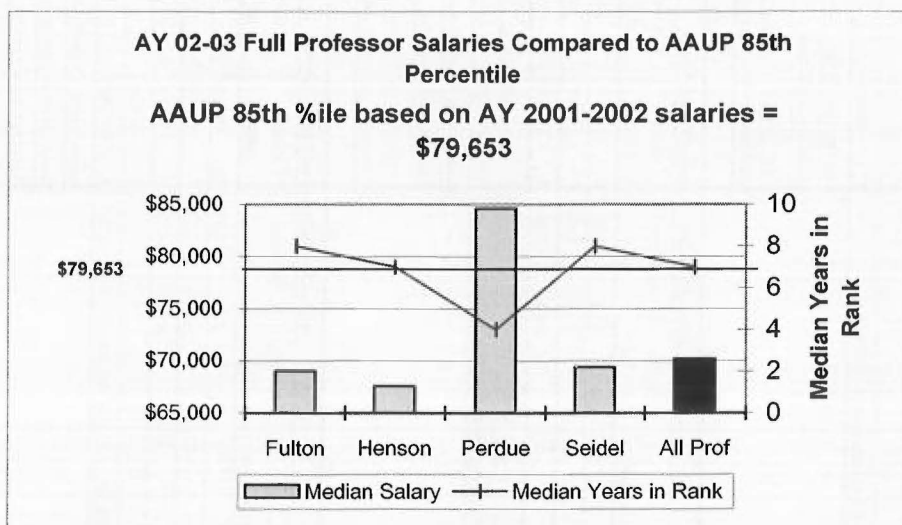
**Figure 3:**



**Figure 4:**



**Figure 5:**



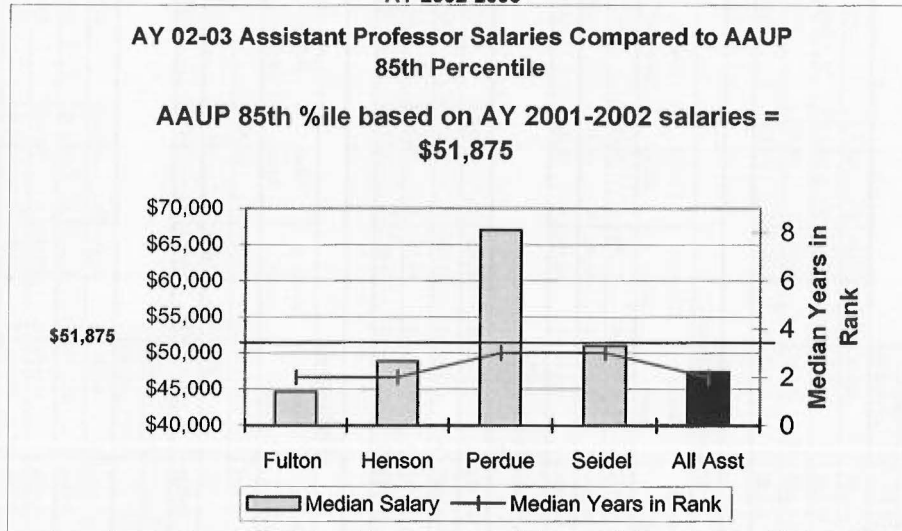
**Salisbury University**  
**Faculty Salary Comparison**  
**AY 2002-2003**

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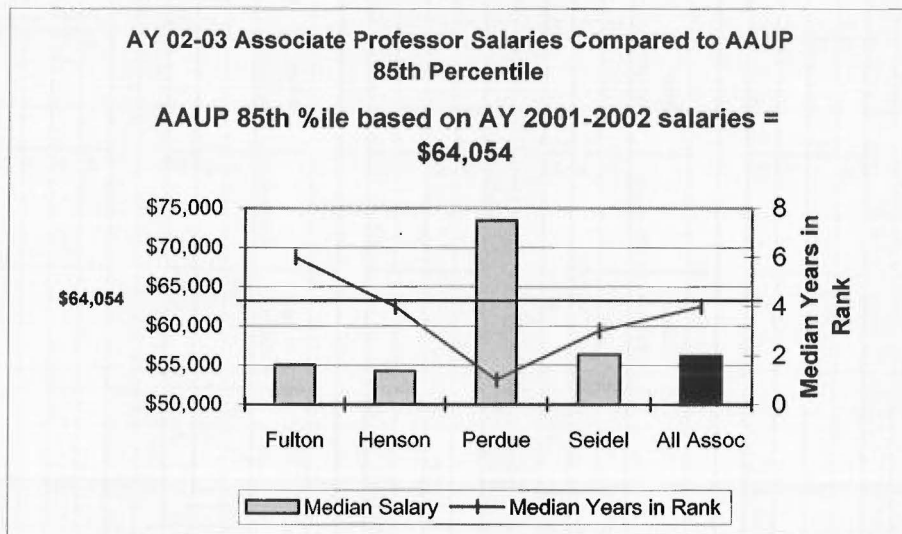
**Note:** <sup>2</sup>Percentage represents the average increase in salaries between 1/1/2002 and 11/8/2002. Salary increases due to promotion in rank have been excluded from "Average % Increase".

**Salisbury University**  
**Median Salary Comparison by Rank**  
**AY 2002-2003**

**Figure 3:**



**Figure 4:**



**Figure 5:**

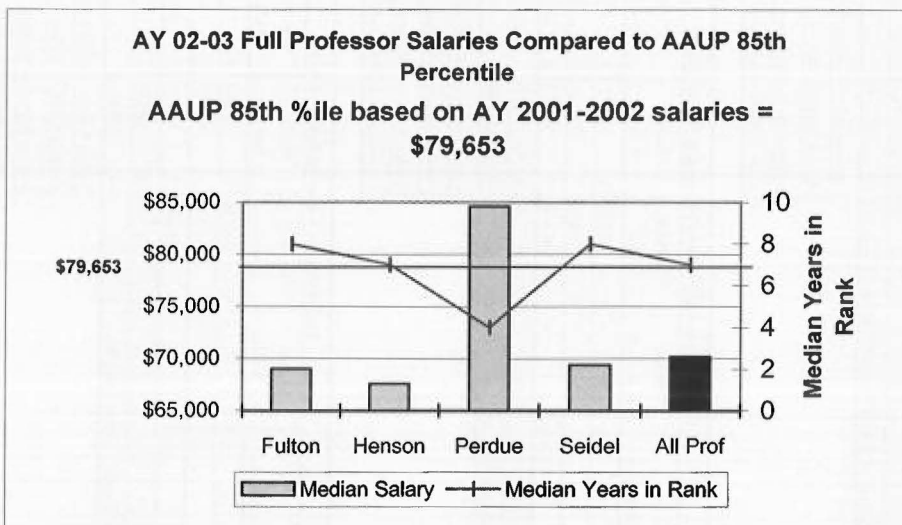


Table 9:

**Faculty Salaries**  
**AAUP Percentiles of USM Institutions**  
**Compared to respective Carnegie Classifications**  
**FY98-FY02**

Comparison Group	Campus	Faculty Rank	FY98 %ile	FY99 %ile	FY00 %ile	FY01 %ile	FY02 %ile
Master's I & II	BSU	Prof.	30	66	68	73	76
	BSU	Assoc.	46	67	49	72	81
	BSU	Asst.	62	78	73	85	93
Master's I & II	CSC	Prof.	61	65	62	73	73
	CSC	Assoc.	57	53	57	71	69
	CSC	Asst.	73	73	74	86	90
Master's I & II	FSU	Prof.	53	56	55	63	66
	FSU	Assoc.	48	57	62	72	74
	FSU	Asst.	62	65	55	74	74
Master's I & II	SU	Prof.	66	65	65	68	72
	SU	Assoc.	49	53	53	60	65
	SU	Asst.	56	68	72	80	83
Master's I & II	TU	Prof.	58	58	61	70	72
	TU	Assoc.	59	60	68	75	79
	TU	Asst.	67	68	62	68	75
Master's I & II	UB <sup>1</sup>	Prof.	80	83	77	89	95
	UB <sup>1</sup>	Assoc.	82	83	78	85	93
	UB <sup>1</sup>	Asst.	74	50	81	81	81
Master's I & II	UMES	Prof.	13	30	44	66	61
	UMES	Assoc.	69	74	75	88	80
	UMES	Asst.	74	82	66	90	84
Research II	UMBC	Prof.	74	80	80	84	88
	UMBC	Assoc.	52	64	76	80	84
	UMBC	Asst.	78	80	76	88	88
Research I	UMCP	Prof.	66	60	64	82	87
	UMCP	Assoc.	52	58	68	84	94
	UMCP	Asst.	79	90	92	98	99
Average USM %ile <sup>2</sup> (Weighted by number of faculty)		Prof.	63	62	65	78	82
		Assoc.	55	61	67	79	85
		Asst.	71	77	75	85	87
Average USM %ile, all ranks <sup>2</sup> (Weighted by number of faculty)			62	66	69	81	85

NOTES: <sup>1</sup>Weighted according to TU proportions of business and liberal arts in FY02. Excludes law faculty.

<sup>2</sup>Excludes UMB and UMUC and UB's law faculty

SOURCE: Data provided by USM from data obtained electronically from AAUP, 4-12-2002.

Table 10:

**Faculty Salaries at the 85th %ile**  
**Master's, Research I & Research II Universities**

Comparison Group	Faculty Rank	Faculty Salary at 85th Percentile (Thousands of \$)				
		FY98	FY99	FY2000	FY2001	FY2002
Master's I & II	Prof.	67.6	\$68.3	\$73.0	\$75.7	\$79.7
	Assoc.	54.5	\$54.6	\$58.6	\$60.6	\$64.1
	Asst.	44.2	\$45.0	\$47.4	\$49.1	\$51.9
Research II	Prof.	78.3	\$80.5	\$82.7	\$86.4	\$90.5
	Assoc.	55.2	\$56.6	\$58.3	\$61.6	\$64.3
	Asst.	46.0	\$47.6	\$49.7	\$52.2	\$54.5
Research I	Prof.	87.1	\$92.1	\$95.1	\$100.7	\$104.1
	Assoc.	60.9	\$65.1	\$67.0	\$69.3	\$71.9
	Asst.	49.9	\$52.2	\$54.6	\$58.3	\$59.9

SOURCE: Data provided by USM from data obtained electronically from AAUP, 4-12-2002.

Table 11:

**FACULTY SALARIES:**  
**University System of Maryland Comprehensive Institutions**  
**AY 2001-2002**

University	Average Salary by Rank (Thousands of \$)					Number of Full-Time Faculty				
	Professors	Associates	Assistants	Instructors	All Ranks	Professors	Associates	Assistants	Instructors	All Ranks
Bowie State U.	\$ 76.2	\$ 63.1	\$ 53.8	\$ 47.0	\$ 56.3	20	21	73	18	132
Coppin State C.	\$ 74.6	\$ 59.0	\$ 53.5	\$ 45.3	\$ 59.3	19	27	44	2	92
Frostburg State U.	\$ 71.7	\$ 59.5	\$ 49.1	\$ 44.5	\$ 57.0	70	70	70	15	225
Salisbury U.	\$ 74.6	\$ 57.5	\$ 51.1	\$ 50.8	\$ 56.3	73	70	87	11	241
Towson U.	\$ 67.2	\$ 55.8	\$ 45.2	\$ 45.9	\$ 53.1	176	124	173	14	487
Baltimore, U. of	\$ 84.8	\$ 67.1	\$ 50.8		\$ 66.1	31	35	40		106
Maryland, U. of, Eastern Shore	\$ 69.9	\$ 62.6	\$ 51.5	\$ 46.1	\$ 57.2	15	35	56	5	111

NOTE: Figures for UB include only business and liberal arts faculty and are weighted in the same proportion that business and other faculty are found at TU in FY2001.

SOURCE: AAUP, ACADEME, "The Economic Status of the Profession, 2000-2001", May 2001 from data obtained from AAUP electronically. This table was provided by the University System of Maryland, and represents the status of salaries for academic year 2000-2001.

Figure 6:

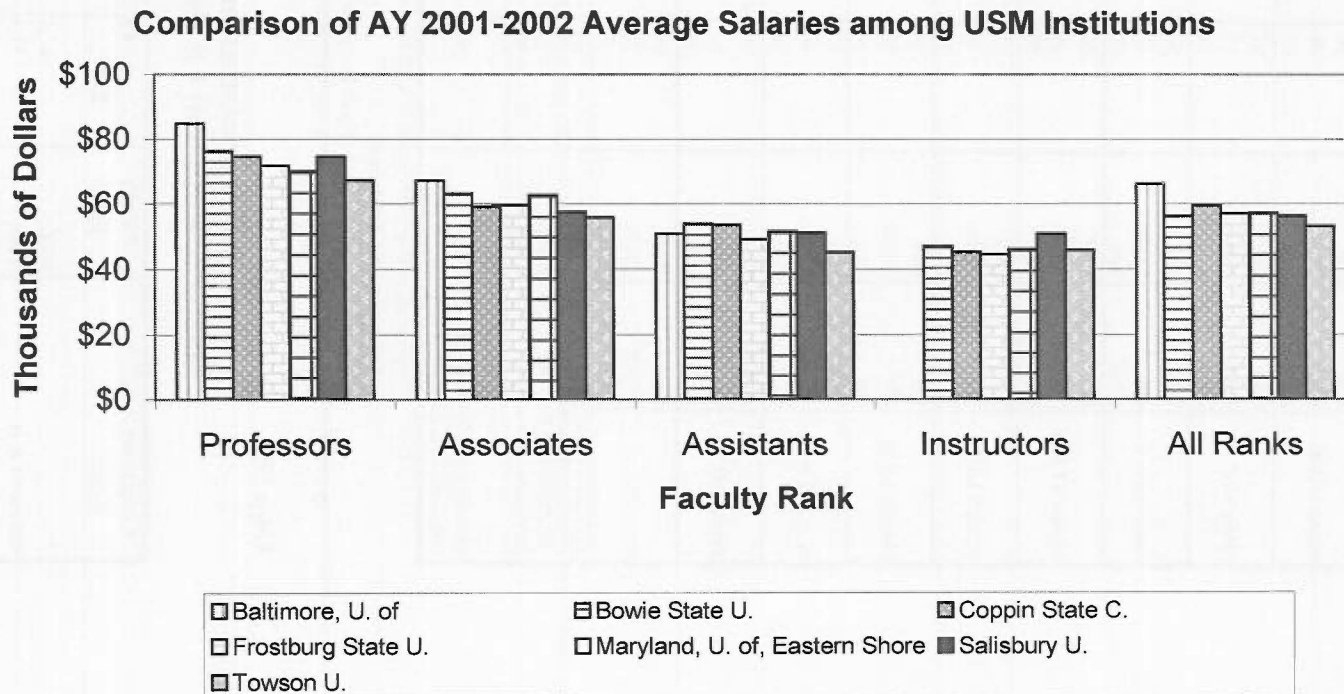




Table 12:

	AY 1997-1998			AY 1998-1999			AY 1999-2000			AY 2000-2001			AY 2001-2002		
	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio
<b>Fulton School of Liberal Arts</b>															
ART	4,420	11.56	382.27	4,598	11.24	409.06	5,088	12.21	416.66	5,614	14.08	398.72	5,802	14.29	406.02
CMAT	8,599	16.33	526.47	9,053	17.24	525.01	9,557	19.02	502.55	10,044	19.36	518.71	10,623	21.37	497.10
ENGL	9,307	17.20	541.10	9,425	18.45	510.74	12,263	19.82	618.68	13,186	20.49	643.61	13,052	21.69	601.75
HIST	13,179	24.08	547.36	14,010	23.84	587.79	13,734	24.86	552.56	15,354	23.55	652.08	15,096	23.02	655.78
MDFL	2,357	6.71	351.19	2,512	6.67	376.82	2,854	7.95	358.96	3,023	8.49	355.94	2,979	8.56	348.01
MUSC	2,339	9.65	242.39	2,365	10.62	222.60	2,480	10.97	226.16	2,246	10.10	222.39	2,009	9.08	221.26
PHIL	3,019	4.69	643.12	2,884	4.33	665.54	2,831	4.22	670.14	3,144	4.20	748.19	3,887	5.19	748.94
POSC	2,683	5.30	505.81	3,063	5.20	589.32	2,946	5.04	584.33	3,120	5.26	593.25	2,809	4.94	568.62
PSYC	8,301	12.08	687.43	8,323	13.16	632.65	9,318	13.87	671.93	10,372	14.77	702.37	10,455	12.68	824.53
SOCI	2,905	4.72	615.24	2,827	4.80	589.16	2,977	5.34	557.19	3,454	6.38	541.38	3,909	6.25	625.44
Totals/Ave	57,109	112.33	504.24	59,060	115.55	510.87	64,048	123.30	515.92	69,557	126.68	537.66	70,621	127.07	549.74
<b>Henson School of Science &amp; Technology</b>															
BIOL	12,653	26.02	486.37	12,053	26.38	456.86	11,599	27.36	423.95	12,204	26.89	453.86	12,921	26.46	488.32
CHEM	5,134	12.70	404.16	5,200	12.47	417.02	5,321	12.56	423.79	5,168	12.65	408.44	5,544	12.72	435.85
GEOG	5,295	8.42	628.70	5,318	8.84	601.87	5,870	9.14	642.03	5,583	7.66	728.57	6,018	8.88	677.70
HLSC	1,755	8.15	215.41	1,269	8.37	151.64	986	7.76	127.02	1,035	7.60	136.13	1,043	7.68	135.81
MATH	9,393	18.07	519.69	10,092	19.23	524.68	10,330	20.41	506.06	11,352	21.24	534.55	12,379	23.68	522.76
NURS	2,785	19.90	139.93	2,655	19.50	136.14	2,933	20.23	145.01	3,318	20.72	160.15	3,223	19.59	164.52
PHYS	2,516	6.49	387.90	2,359	6.62	356.32	2,392	6.43	372.25	2,757	7.45	370.15	2,702	7.44	363.17
Totals/Ave	39,531	99.75	397.45	38,946	101.41	377.79	39,431	103.89	377.16	41,417	104.21	398.84	43,830	106.45	398.31
<b>Perdue School of Business</b>															
ACCT	3,195	8.38	381.49	3,441	9.03	380.89	3,633	10.27	353.75	3,330	10.44	318.97	3,249	10.30	315.44
BUAD	12,357	13.75	898.69	11,963	14.67	815.64	12,876	15.27	843.36	14,163	16.33	867.45	15,017	14.91	1,007.18
ECON	2,280	7.75	294.19	2,679	7.79	343.83	3,084	9.78	315.26	3,030	11.00	275.54	3,042	10.13	300.30
ISMN	2,080	8.67	240.00	2,423	9.69	250.05	2,602	9.25	281.42	3,044	12.19	249.63	3,023	10.98	275.32
Totals/Ave	19,912	38.54	453.59	20,506	41.18	447.60	22,195	44.57	448.45	23,567	49.96	427.90	24,331	46.32	474.56
<b>Seidel School of Professional Studies</b>															
ELED	13,901	30.92	449.65	13,084	28.00	467.36	13,110	28.01	468.10	13,775	30.27	455.01	14,131	31.82	444.09
PHEC	8,339	16.11	517.75	9,142	17.13	533.69	9,443	15.38	614.17	9,736	17.47	557.18	10,438	19.09	546.78
SOWK	3,358	5.83	575.66	2,907	6.82	426.53	2,878	5.80	496.49	3,231	6.73	480.12	3,701	8.21	450.79
Totals/Ave	25,598	52.85	514.35	25,133	51.94	475.86	25,431	49.18	526.25	26,742	54.48	497.43	28,270	59.12	480.55
Totals/Ave	142,150	303.48	467.41	143,645	310.09	453.03	151,105	320.93	466.94	161,283	335.32	465.46	167,052	338.96	475.79

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

In the Seidel School, 400-500 SCH are generated by General Studies, Leisure Studies and Military Science. These also were not assigned to any of the departments above.

(2) In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, and ISMN faculty are included under BUAD. This problem will be eliminated in AY 2002-2003 with improved discipline coding.

Sources: SCH is from Annual Credit Hour Production, Fall, 2002 Fact Book. SCH generated by teaching assistants in ENGL, ELED, HIST, and PHEC have been excluded since they were excluded from the FTEF calculation.  
FTEF is derived from the 2001-2002 Faculty Workload Report.

Table 13:

**Salisbury University**  
Student to Faculty Ratio  
Academic Years 1997-1998 through 2001-2002

	AY 1997-1998			AY 1998-1999			AY 1999-2000			AY 2000-2001			AY 2001-2002		
	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio
<b>Fulton School of Liberal Arts</b>															
ART	295	11.56	12.74	309	11.24	13.76	339	12.21	13.89	374	14.08	13.29	387	14.29	13.53
CMAT	573	16.33	17.55	604	17.24	17.50	637	19.02	16.75	670	19.36	17.29	708	21.37	16.57
ENGL	770	23.20	16.60	833	24.45	17.04	826	24.82	16.63	888	25.86	17.16	879	21.69	20.25
HIST	881	24.08	18.29	949	23.84	19.92	921	24.86	18.52	1,028	23.55	21.83	1,009	23.02	21.92
MDFL	157	6.71	11.71	168	6.67	12.58	190	7.95	11.97	202	8.49	11.86	199	8.56	11.61
MUSC	156	9.65	8.11	157	10.62	7.38	166	10.97	7.55	150	10.10	7.42	134	9.08	7.39
PHIL	201	4.69	21.44	195	4.33	22.49	189	4.22	22.34	210	4.20	24.95	259	5.19	24.96
POSC	179	5.30	16.86	206	5.20	19.86	196	5.04	19.48	208	5.26	19.77	187	4.94	18.97
PSYC	559	12.08	23.16	567	13.16	21.54	625	13.87	22.55	694	14.77	23.50	697	12.68	27.50
SOCI	194	4.72	20.51	190	4.80	19.83	198	5.34	18.57	230	6.38	18.05	261	6.25	20.85
Average			16.76			17.19			16.71			17.62			18.36
<b>Henson School of Science &amp; Technology</b>															
BIOL	845	26.02	16.23	810	26.38	15.36	774	27.36	14.14	814	26.89	15.14	863	26.46	16.30
CHEM	342	12.70	13.47	351	12.47	14.06	355	12.56	14.13	345	12.65	13.61	370	12.72	14.53
GEOG	353	8.42	20.96	357	8.84	20.21	391	9.14	21.41	372	7.66	24.29	401	8.88	22.59
HLSC	117	8.15	7.18	87	8.37	5.21	66	7.76	4.23	69	7.60	4.54	70	7.68	4.53
MATH	627	18.07	17.35	687	19.23	17.86	689	20.41	16.88	758	21.24	17.84	828	23.68	17.49
NURS	192	19.90	4.82	183	19.50	4.70	201	20.23	4.97	227	20.72	5.47	220	19.59	5.62
PHYS	168	6.49	12.93	160	6.62	12.08	159	6.43	12.41	184	7.45	12.34	180	7.44	12.11
Average			13.25			12.99			12.68			13.28			13.31
<b>Perdue School of Business</b>															
ACCT	213	8.38	12.72	235	9.03	13.01	244	10.27	11.90	225	10.44	10.75	220	10.30	10.69
BUAD	841	13.75	30.59	826	14.67	28.16	866	15.27	28.37	956	16.33	29.29	1,015	14.91	34.05
ECON	152	7.75	9.81	182	7.79	11.67	208	9.78	10.62	204	11.00	9.28	205	10.13	10.11
ISMN	139	8.67	8.00	164	9.69	8.46	173	9.25	9.38	203	12.19	8.32	202	10.98	9.18
Average			17.45			17.08			16.74			15.89			16.01
<b>Seidel School of Professional Studies</b>															
ELED	976	31.21	15.64	935	28.25	16.54	912	28.29	16.11	957	30.61	15.63	982	31.82	15.43
PHEC	581	16.82	17.28	644	17.92	17.97	630	16.29	19.33	652	18.99	17.18	701	19.09	18.35
SOWK	224	5.83	19.21	198	6.82	14.52	192	5.80	16.56	216	6.73	16.01	257	8.21	15.68
Average			16.54			16.77			17.21			16.20			16.49

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

Sources: FTES derived from SCH is from Annual Credit Hour Production, Fall 2001 Fact Book. SCH generated by teaching assistants in ENGL, ELED, and PHEC have been included in the FTEF calculation.

FTEF derived from courses taught is from the annual Faculty Workload Reports. Courses taught by teaching assistants have been excluded.

**Table 1: Number of Employees by Occupational Category, Race/Ethnicity, and Status  
Fall 2002**

Category/Sex							Total	
	White		African-American		Other¹			
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	34	-	4	-	1	-	39	-
Female	25	-	2	-	-	-	27	-
Subtotal	59	-	6	-	1	-	66	-
Faculty²								
Male	165	55	7	2	8	7	180	64
Female	105	95	6	2	7	12	118	109
Subtotal	270	150	13	4	15	19	298	173
Professional								
Male	68	14	6	2	-	-	74	16
Female	67	14	7	1	2	-	76	15
Subtotal	135	28	13	3	2	-	150	31
Teaching & Research Assistants								
Male	-	-	-	-	-	-	-	-
Female	-	1	-	-	-	-	-	1
Subtotal	-	1	-	-	-	-	-	1
Technical/Paraprofessional								
Male	20	-	1	-	-	-	21	-
Female	11	1	1	-	-	-	12	1
Subtotal	31	1	2	-	-	-	33	1
Secretary/Clerical								
Male	7	8	3	2	-	-	10	10
Female	130	39	19	2	2	4	151	45
Subtotal	137	47	22	4	2	4	161	55
Skilled Crafts								
Male	12	-	3	-	-	-	15	-
Female	-	-	-	-	-	-	-	-
Subtotal	12	-	3	-	-	-	15	-
Service/Maintenance								
Male	46	38	55	38	3	1	104	77
Female	26	52	61	61	2	1	89	114
Subtotal	72	90	116	99	5	2	193	191
TOTALS								
Male	352	115	79	44	12	8	443	167
Female	364	202	96	66	13	17	473	285
Grand Total	716	317	175	110	25	25	916	452

Source: MHEC Employees in Institutions of Higher Education as of October 22, 2002.

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

<sup>2</sup>Includes 44 Full-time contractual faculty.



Table 2:

**Number of Employees by Occupational Category and Status  
Fall 1998 - Fall 2002**

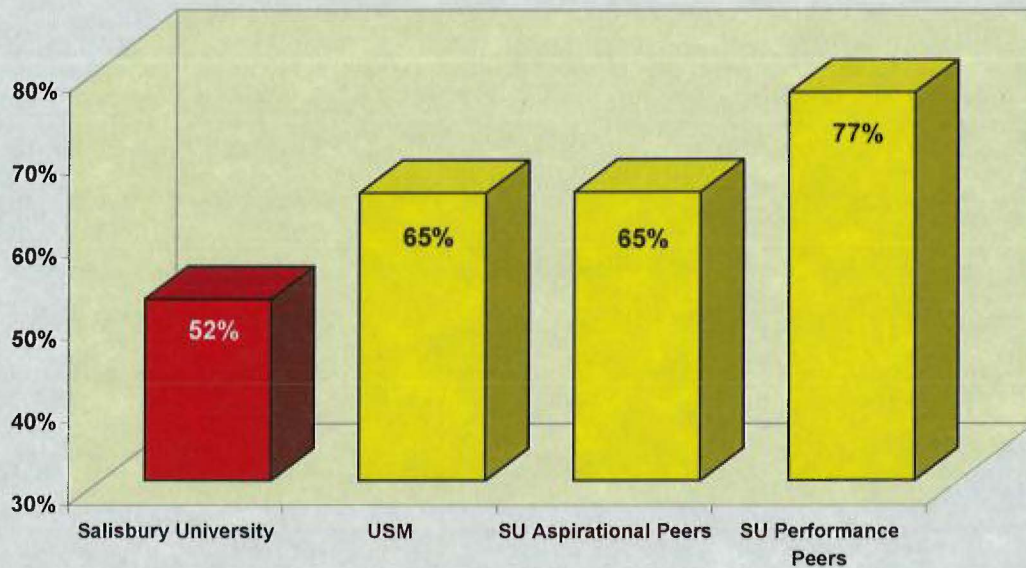
Category/Status	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	% Change 1998 - 2002
Executive/Administrative						
Full-Time	78	63	69	69	66	-15.4%
Part-Time	2	2	2	-	-	-100.0%
Subtotal	80	65	71	69	66	-17.5%
Faculty						
Full-Time						
Permanent	212	215	227	241	254	19.8%
Temporary	51	46	48	50	44	-13.7%
Subtotal	263	261	275	291	298	13.3%
Part-Time	108	133	151	163	173	60.2%
Subtotal	371	394	426	454	471	27.0%
Professional						
Full-Time	106	123	135	154	150	41.5%
Part-Time	16	16	33	45	31	93.8%
Subtotal	122	139	168	199	181	48.4%
Teaching & Research Assistants						
Full-Time	-	-	-	-	-	-
Part-Time	4	3	1	-	1	-75.0%
Subtotal	4	3	1	-	1	-75.0%
Technical/Paraprofessional						
Full-Time	33	30	35	33	33	0.0%
Part-Time	1	-	1	-	1	-
Subtotal	34	30	36	33	34	0.0%
Secretary/Clerical						
Full-Time	174	169	177	143	161	-7.5%
Part-Time	66	43	54	56	55	-16.7%
Subtotal	240	212	231	199	216	-10.0%
Skilled Crafts						
Full-Time	16	16	15	15	15	-6.3%
Part-Time	-	-	3	-	-	-
Subtotal	16	16	18	15	15	-6.3%
Service/Maintenance						
Full-Time	225	214	191	243	193	-14.2%
Part-Time	44	85	150	113	191	334.1%
Subtotal	269	299	341	356	384	42.8%
<b>TOTALS</b>						
Full-Time	895	876	897	948	916	2.3%
Part-Time	241	282	395	377	452	87.6%
<b>GRAND TOTAL</b>	<b>1,136</b>	<b>1,158</b>	<b>1,292</b>	<b>1,325</b>	<b>1,368</b>	<b>20.4%</b>

Source: MHEC Employees in Institutions of Higher Education

Note: A review of these vital State and Federal reporting categories revealed a significant number of erroneous personnel classifications. The Office of Human Resources corrected 2001 data, but prior year errors remain. All faculty data, which was maintained separately by Institutional Research, is accurate regardless of year. Excepting faculty data, comparison between 2001 and previous years should be done with caution.

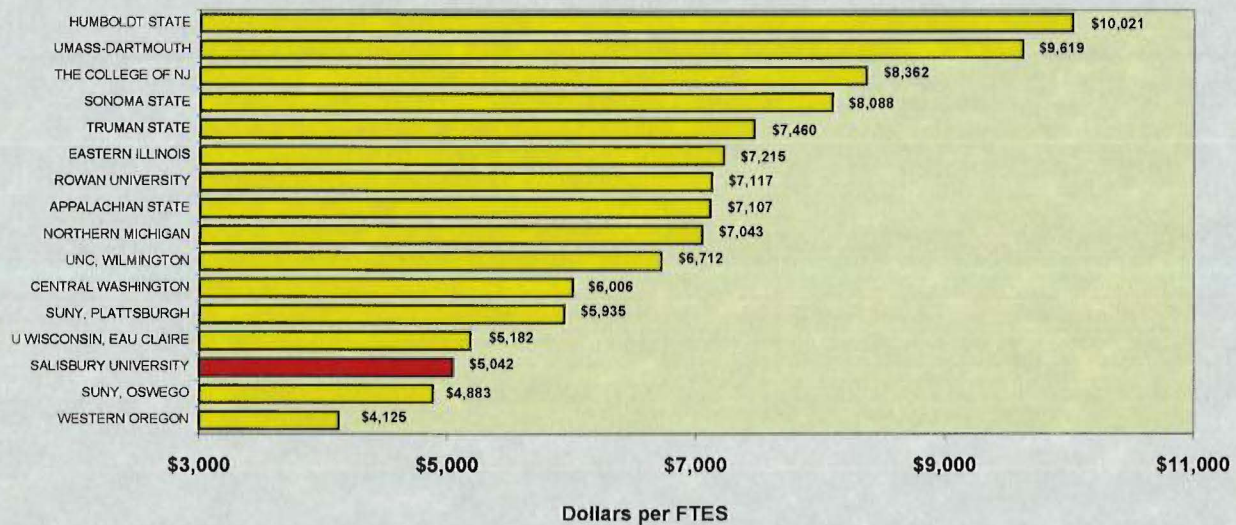
## Institutional Mission and Planning

**Average Acceptance Rates: SU, Peers, and USM**



Source: U.S. News Report, 2003 Edition

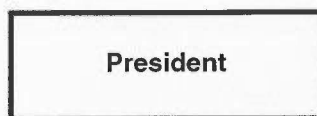
**State Allocation per Full-Time Equivalent Student  
for SU Aspirational and Performance Peers**



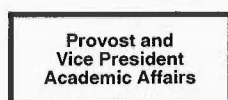
Source: IPEDS Fall 2000 Enrollment, FY 01 Finance







Assistant to the President  
Special Assistant, Diversity Initiatives/Affirmative Action



Grants and Sponsored Research  
International Education  
Director SU/UMES Collaboration  
Ward Museum  
Center for Conflict Resolution  
Institutional Research, Assessment and Accountability

Office of Cultural Affairs and Museum Programs  
Cultural Affairs  
SU Galleries



Graduate Studies  
Articulation/Collaborative Programs  
Academic Program Reviews  
Emergency Procedures  
Center for Professional Development



Undergraduate Curriculum  
Academic Advising  
Student Academic Issues  
Academic Policies and Standards  
Bellavance Honors Program  
Writing Across the Curriculum  
Special Academic Events



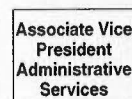
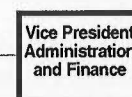
Athletics  
Campus Recreation  
New Student Experience/Guerrieri University Center



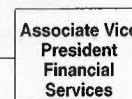
Commuter Services  
Multiethnic and International Student Services  
Residence Life  
Residence Life Judicial Boards  
Student Leadership, Activities and Organizations



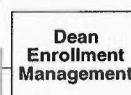
Career Services/Work Experience  
Disabled Student Services  
Service Learning  
Student Counseling Services  
Student Health Services  
University Judicial Board/Student Campus Life Grievance Committee



SU Bookstore  
Central Stores and Vending  
Conference Services  
Dining Services  
Environmental Safety  
Housing (Physical Facilities)  
Mail Services  
Motor Pool  
Physical Plant



Accounting  
Budgets  
Payroll  
Purchasing  
Accounts Payable  
Accounts Receivable  
Campus Card  
Residency  
Inventory Control  
Grants-Post Award



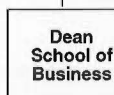
Financial Aid



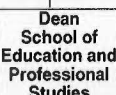
Veterans Affairs



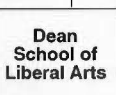
Information Technology  
Administrative Computing  
Telecommunications and Data Infrastructure  
PC/Network Support Helpdesk, Computer Labs, Networking  
Web Development  
TV Services  
LESSEN  
SU TV Studio  
Access 26  
Tech Purchasing and Inventory



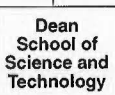
Accounting/Legal Studies  
Economics/Finance  
Information/Decision Sciences  
Marketing/Management  
Outreach Programs  
Business Resource Center  
B.E.A.C.O.N.



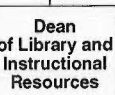
Center for Technology in Education  
Education  
May Literacy Lab  
Physical Education  
Athletic Training  
Social Work  
Lower Shore Child Care Resource Center



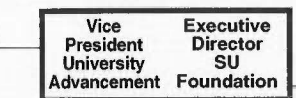
Art  
Communication & Theatre Arts  
English  
History  
Interdisciplinary Studies  
Modern Languages  
Music  
Outreach Programs  
Salisbury Symphony Orchestra  
Center for Public Affairs and Civic Engagement  
Cultural Affairs Council  
Shore Corps/PALS  
ESOL  
Literature/Film Quarterly  
Maryland Summer Center for the Arts  
Philosophy  
Political Science  
Psychology  
Sociology  
Conflict Analysis and Dispute Resolution



Biological Sciences  
Chemistry  
Environmental Health Sciences  
Geography and Geosciences  
Health Sciences  
Medical Technology  
Respiratory Therapy  
Mathematics and Computer Science  
Nursing  
Physics



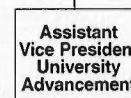
Nabb Research Center for Delmarva History and Culture  
Faculty Development/TLN



Alumni Affairs  
Corporate and Foundation Relations  
WSCL  
Annual Fund



Foundation Accounting



Public Relations  
Publications  
Copy Center  
Sports Information

# Salisbury University Organizational Chart 2002-2003

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## Board of Regents University System of Maryland

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

### Chairperson

Clifford M. Kendall  
Montgomery County

### Members:

Lance W. Billingsley  
Prince George's County

Orlan M. Johnson  
Prince George's County

J. Andrew Canter  
Student Regent\*

Leronia A. Josey  
Baltimore County

Nathan A. Chapman, Jr.  
Howard County

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

Thomas B. Finan, Jr.  
*Treasurer*  
Allegany County

Bruce L. Marcus  
Montgomery County

Patricia S. Florestano  
Anne Arundel County

David H. Nevins  
Baltimore County

Nina Rodale Houghton  
Queen Anne's County

The Honorable James C. Rosapepe  
Prince George's County

The Honorable Steny H. Hoyer  
*Secretary*  
St. Mary's County

The Honorable Joseph D. Tydings  
Baltimore County

William T. Wood  
*Assistant Secretary*  
Montgomery County

\*Term expires 6/30/2003  
O:\Factbook\2002-03\regents

# Salisbury University Mission (1996) & The Strategic Plan, 1998-2003 (February 1998)

## 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.

## 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.

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

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

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

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

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

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

## VISION

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

## GOALS AND OBJECTIVES

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

### Objectives

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

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

**2. The general education component of the curriculum will be integral to major programs of study and elective courses to enhance academic community, and to contribute substantially to educational excellence.**

- The general education component of the curriculum will be reviewed by the faculty and recommendations made for any proposed changes.
- The role and importance of interdisciplinary courses will be considered in the general education review.
- A comprehensive assessment of the outcomes of general education will be undertaken.

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

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

**4. Students will actively engage in service learning opportunities provided by structured community involvement experiences.**

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



**5. Students will actively engage in international learning opportunities provided by an array of international learning experiences.**

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

**6. The University will clearly express the shared civic principles used to guide interactions in the campus community.**

- The principles presently guiding community life that are articulated either directly or indirectly in various campus documents and processes will be refined to provide comprehensive direction for community living.
- Faculty, students, and staff will identify, refine, articulate, and determine application of these principles.

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

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

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

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

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

**Objectives**

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

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

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

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

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

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

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

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

**5. The development of leadership and teamwork skills will be emphasized.**

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

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

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

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

**Objectives**

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

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

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

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

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

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

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

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

**5. The educational mission of the university will be supported with well-rounded cultural and academic resource programs.**

- Cultural/academic resource programs will be used to complement the University's academic objectives.
- A plan will be developed and implemented for increasing community, faculty, staff and student involvement in and support of cultural/academic resource programming.

**6. The University will develop an integrated mechanism for the community to access the services and expertise of the University.**

- The University will support entrepreneurial activity with the community.
- The University will support faculty, staff, and students engaging in outreach activities.

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

**Objectives**

**1. The University will recruit students and faculty reflective of our desire for a diverse and culturally rich community.**

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

**2. An inclusive shared governance structure will be developed.**

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

**3. Communication at all levels of the campus community will be improved.**

- The various units of the administrative and governance structures will be used as vehicles for communication.
- Satisfaction with communications within the University community will be monitored on an on-going basis.

**4. The budget process will be more open and participatory.**

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

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

**Objectives**

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

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

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

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

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

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

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

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

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

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

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

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

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

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





# Salisbury University Managing For Results (2002)

## 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.

## 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 2000 to 90% by 2004.

Quality:	Performance Measure	1999	2000	2001	2002	2003	2004
		Actual	Actual	Actual	Actual	Est.	Est.
	Nursing (NCLEX) exam pass rate	87%	79%	88%	79%	77%	77%

**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.

Quality:	Performance Measure	1999	2000	2001	2002	2003	2004
		Actual	Actual	Actual	Actual	Est.	Est.
	Teaching (NTE or PRAXIS II) pass rate	96%	96%	96%	91%	91%	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.

Quality:	Performance Measure	1999	2000	2001	2002	2003	2004
		Survey Actual	Survey Actual	Survey Actual	Survey Actual	Survey Est.	Survey Est.
	Satisfaction w/preparation for graduate school	95%	98%	100%	98%	98%	98%

## Salisbury University Managing For Results (2002)

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Survey Actual	Survey Actual	Survey Actual	Survey Actual	Survey Est.	Survey Est.
Quality:	Satisfaction w/preparation for employment	92%	93%	93%	92%	93%	93%

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Survey Actual	Survey Actual	Survey Actual	Survey Actual	Survey Est.	Survey Est.
Quality:	Undergraduate satisfaction w/educational quality	N/A	98%	96%	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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
Quality:	Percent of lower-division student credit hours taught by core faculty	50%	53%	50%	56%	53%	50%

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
Outcome:	Employer satisfaction w/SU grads	N/A	N/A	97.8%	N/A	97.8%	98%

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
Outcome:	Ratio of the median salary of SU graduates (one year after graduation) to the average salary of the civilian workforce w/bachelor's degrees	.74	.73	.74	.79	.74	.74

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

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
Output:	Number of IT graduates	48	44	78	88	95	104

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

## Salisbury University Managing For Results (2002)

<b>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	Number of Teacher Education graduates	233	197	229	235	250	260

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

<b>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	Number of Nursing graduates	48	37	55	54	58	60

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

<b>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	Number of baccalaureate recipients	1,169	1,056	1,285	1,281	1,295	1,310

### 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.

<b>Outcome:</b>	<b>Performance Measure</b>	<b>1999 Survey Actual</b>	<b>2000 Survey Actual</b>	<b>2001 Survey Actual</b>	<b>2002 Survey Actual</b>	<b>2003 Survey Est.</b>	<b>2004 Survey Est.</b>
	Estimated number of Teacher Education graduates employed in MD as teachers	145	121	141	176	175	175

**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.

<b>Outcome:</b>	<b>Performance Measure</b>	<b>1999 Survey Actual</b>	<b>2000 Survey Actual</b>	<b>2001 Survey Actual</b>	<b>2002 Survey Actual</b>	<b>2003 Survey Est.</b>	<b>2004 Survey Est.</b>
	Estimated number of IT graduates employed in MD in an IT field	26	21	17	37	45	48

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

<b>Outcome:</b>	<b>Performance Measure</b>	<b>1999 Survey Actual</b>	<b>2000 Survey Actual</b>	<b>2001 Survey Actual</b>	<b>2002 Survey Actual</b>	<b>2003 Survey Est.</b>	<b>2004 Survey Est.</b>
	Estimated number employed in in MD one-year after graduation	785	746	729	872	860	880

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

## Salisbury University Managing For Results (2002)

		1999 Survey Actual	2000 Survey Actual	2001 Survey Actual	2002 Survey Actual	2003 Survey Est.	2004 Survey Est.
<b>Outcome:</b>	<b>Performance Measure</b> Percent employed one-year after graduation	95%	94%	96%	96%	95%	95%

**Objective 3.5** Increase the estimated number of Nursing graduates employed as nurses in Maryland from 36 in 1999 to 43 in 2004.

		1999 Survey Actual	2000 Survey Actual	2001 Survey Actual	2002 Survey Actual	2003 Survey Est.	2004 Survey Est.
<b>Outcome:</b>	<b>Performance Measure</b> Estimated number of Nursing graduates employed in MD as nurses	36	35	27	34	38	38

**Objective 3.6** Increase the percentage of economically disadvantaged students attending SU from 52.1% in 2000 to 55.0% in 2004.

		1999 Actual	2000 Actual	2001 Actual	2002 Actual	2003 Est.	2004 Est.
<b>Input:</b>	<b>Performance Measure</b> Percentage of economically dis- advantaged students attending SU	N/A	52.1%	50.5%	39.8%	50.0%	50.0%

**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.

		1999 Actual	2000 Actual	2001 Actual	2002 Actual	2003 Est.	2004 Est.
<b>Input:</b>	<b>Performance Measure</b> Full-time, tenured/tenure-track faculty: percent women	35%	34%	34%	36%	37%	38%

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

		1999 Actual	2000 Actual	2001 Actual	2002 Actual	2003 Est.	2004 Est.
<b>Input:</b>	<b>Performance Measure</b> Full-time executive/managerial staff: percent women	28%	33%	38%	39%	39%	39%

**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.

		1999 Actual	2000 Actual	2001 Actual	2002 Actual	2003 Est.	2004 Est.
	<b>Performance Measure</b>						



## Salisbury University Managing For Results (2002)

<b>Input:</b>	Full-time, tenured/tenure-track faculty: percent African-American	3.8%	3.7%	4.4%	5.4%	5.8%	6.0%
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**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>Input:</b>	<b>Performance Measure</b> Full-time executive/managerial staff: percent African-American	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		6.4%	7.9%	8.7%	8.7%	9.0%	9.0%

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

<b>Input:</b>	<b>Performance Measure</b> Percentage of African-American undergraduates	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		8.6%	8.0%	7.4%	7.8%	8.4%	9.1%

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

<b>Input:</b>	<b>Performance Measure</b> Percentage of minority undergraduates	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		11.4%	10.8%	10.6%	11.6%	12.6%	13.2%

**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>Outcome:</b>	<b>Performance Measure</b> Dollars (millions) raised in Campaign for MD	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		\$12.73	\$15.48	\$14.68	\$12.33	N/A	N/A

**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>Outcome:</b>	<b>Performance Measure</b> Private, State, and Federal dollar awards for grants and sponsored research (millions)	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		\$2.37	\$3.22	\$5.07	\$5.36	\$4.50	\$4.50

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

<b>Efficiency:</b>	<b>Performance Measure</b> Annual operating budget savings rate	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
		2.0%	2.0%	1.1%	2.0%	2.0%	2.0%

## Salisbury University Managing For Results (2002)

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

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Efficiency:</b>	Percentage of annual state appropriation spent on facility renewal	.8%	.9%	1.0%	.8%	.8%	.8%

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

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Outcome:</b>	Annual giving (millions)	\$2.04	\$1.34	\$2.27	\$1.84	\$1.70	\$1.90

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Input:</b>	Faculty salary as a %ile of AAUP peers						
	Assistant	68 <sup>th</sup>	72 <sup>nd</sup>	80 <sup>th</sup>	83 <sup>rd</sup>	83 <sup>rd</sup>	80 <sup>th</sup>
	Associate	53 <sup>rd</sup>	53 <sup>rd</sup>	60 <sup>th</sup>	65 <sup>th</sup>	65 <sup>th</sup>	63 <sup>rd</sup>
	Professor	65 <sup>th</sup>	65 <sup>th</sup>	69 <sup>th</sup>	72 <sup>nd</sup>	72 <sup>nd</sup>	69 <sup>th</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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Input:</b>	Proportion of administrative staff salaries at or above 60 <sup>th</sup> %ile of CUPA peers	N/A	33%	38%	53%	40%	40%

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Output:</b>	2 <sup>nd</sup> year first-time, full-time retention rate: all students	84.9%	84.0%	84.4%	86.0%	86.5%	87%

**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.

		1999	2000	2001	2002	2003	2004
	Performance Measure	Actual	Actual	Actual	Actual	Est.	Est.
<b>Output:</b>	2 <sup>nd</sup> year first-time, full-time retention rate: African-American students	68.8%	78.0%	65.8%	87.5%	78.0%	78.0%

## Salisbury University Managing For Results (2002)

**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>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	2 <sup>nd</sup> year first-time, full-time retention rate: minority students	70.3%	77.4%	74.2%	78.4%	79.0%	80.0%

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

<b>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	6-year graduation rate of first-time, full-time freshmen: all students	68.6%	65.6%	70.6%	73.9%	74.0%	74.0%

**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>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	6-year graduation rate of first-time, full-time freshmen: African-American students	60.8%	51.9%	60.4%	60.6%	55.0%	58.0%

**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>Output:</b>	<b>Performance Measure</b>	<b>1999 Actual</b>	<b>2000 Actual</b>	<b>2001 Actual</b>	<b>2002 Actual</b>	<b>2003 Est.</b>	<b>2004 Est.</b>
	6-year graduation rate of first-time, full-time freshmen: minority students	59.7%	52.8%	60.6%	57.1%	58.0%	61.0%

Statistical Information for 1964

1. The following table shows the number of persons employed in the various industries in 1964.

Industry	1964	1963	1962	1961	1960
Manufacturing	1,234,567	1,234,567	1,234,567	1,234,567	1,234,567
Construction	123,456	123,456	123,456	123,456	123,456
Transportation	98,765	98,765	98,765	98,765	98,765
Wholesale Trade	87,654	87,654	87,654	87,654	87,654
Retail Trade	76,543	76,543	76,543	76,543	76,543

2. The following table shows the number of persons employed in the various industries in 1965.

Industry	1965	1964	1963	1962	1961
Manufacturing	1,345,678	1,234,567	1,234,567	1,234,567	1,234,567
Construction	134,567	123,456	123,456	123,456	123,456
Transportation	109,876	98,765	98,765	98,765	98,765
Wholesale Trade	98,765	87,654	87,654	87,654	87,654
Retail Trade	87,654	76,543	76,543	76,543	76,543

3. The following table shows the number of persons employed in the various industries in 1966.

Industry	1966	1965	1964	1963	1962
Manufacturing	1,456,789	1,345,678	1,234,567	1,234,567	1,234,567
Construction	145,678	134,567	123,456	123,456	123,456
Transportation	120,987	109,876	98,765	98,765	98,765
Wholesale Trade	109,876	98,765	87,654	87,654	87,654
Retail Trade	98,765	87,654	76,543	76,543	76,543

4. The following table shows the number of persons employed in the various industries in 1967.

Industry	1967	1966	1965	1964	1963
Manufacturing	1,567,890	1,456,789	1,345,678	1,234,567	1,234,567
Construction	156,789	145,678	134,567	123,456	123,456
Transportation	131,098	120,987	109,876	98,765	98,765
Wholesale Trade	120,987	109,876	98,765	87,654	87,654
Retail Trade	109,876	98,765	87,654	76,543	76,543



# STUDENT LEARNING GOALS

August 21, 2000

Building on the foundation provided by the University's Mission Statement and the "Attributes Document" accepted by the Faculty, the General Education Task Force proposes the following principles and goals for General Education at Salisbury University. The principles and goals represent the concepts embedded in the Mission Statement and the Attributes Document. They will help guide the development of the general education program.

## *Learning Principles*

The general education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles.

### **The liberally educated person:**

- communicates effectively in diverse situations;
- uses multiple strategies, resources, and technologies for inquiry and problem solving,
- demonstrates qualities related to personal, social and professional integrity,
- integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,
- reasons quantitatively and qualitatively,
- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed by the following set of student learning goals.

## *Student Learning Goals*

### *A. Skills*

*Acquire the personal and intellectual skills necessary for productive membership in contemporary society.*

- |                                 |  |
|---------------------------------|--|
| 1. Critical Thinking:           | Acquire abilities to engage in independent and creative thinking and solve problems effectively. |
| 2. Command of Language:         | Acquire abilities to communicate effectively—including reading, writing, listening and speaking. |
| 3. Quantitative Literacy:       | Acquire abilities to reason mathematically.  |
| 4. Information Literacy:        | Acquire abilities to use libraries, computer applications and emerging technologies.             |
| 5. Interpersonal Communication: | Acquire abilities to relate to and work effectively with diverse groups of people.               |

## STUDENT LEARNING GOALS

August 21, 2000 (continued)

### **B. Knowledge**

*Possess knowledge and understanding commensurate with that of a well-educated person.*

1. Breadth of Knowledge: Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
  - a. Visual and performing arts (art, music, dance, theatre)
  - b. Literature (English, foreign language-based)
  - c. Civilization: cultural and historical perspectives
  - d. Contemporary global issues (peoples, cultures, institutions)
  - e. Second language or culture
  - f. Mathematics
  - g. Social and behavioral sciences
  - h. Biological and Physical Sciences
2. Interdependence Among Disciplines: Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

### **C. Dispositions**

*Examine qualities that contribute to personal well being and social and professional integrity.*

1. Social Responsibility: Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
2. Humane Values: An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
3. Intellectual Curiosity: A propensity for reflection and life-long learning.
4. Aesthetic Values: An awareness of and appreciation for aesthetics.
5. Wellness: Issues of personal well-being.

**Salisbury University**  
**Peer Performance Data**

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities <sup>2</sup>	Six-year graduation rate African Americans <sup>2</sup>	Passing rate on Praxis II exam <sup>1</sup>	Passing rate in nursing licensing exam <sup>2</sup>
Salisbury U.	1030-1200	11.1%	7.4%	83%	61%	56%	57%	96%	79%
Central Washington U.	870-1110	12.5%	1.8%	74%	47%	40%	35%	N/A	no program
Eastern Illinois U.	20-24	10.0%	6.9%	81%	65%	44%	45%	97%	no program
Humboldt State U.	940-1170	16.3%	2.7%	75%	41%	N/A	N/A	99%	N/A
Massachusetts, U. of, Dartmouth	970-1170	9.8%	5.1%	79%	N/A	N/A	21%	61%	98%
North Carolina, U. of, Wilmington	1010-1180	7.8%	4.6%	80%	60%	51%	53%	98%	91%
Northern Michigan U.	18-24	4.6%	1.3%	70%	39%	7%	0%	100%	84%
Sonoma State U.	910-1130	18.2%	2.2%	78%	45%	32%	17%	97%	N/A
SUNY, C. at Oswego	940-1130	9.1%	4.0%	80%	60%	50%	61%	94%	no program
SUNY, C. at Plattsburgh	960-1140	8.3%	3.1%	79%	56%	N/A	N/A	98%	N/A
Western Oregon U.	870-1090	10.8%	1.5%	75%	41%	N/A	N/A	100%	no program
<b>Average of Peers</b>	<b>934-1140</b>	<b>10.7%</b>	<b>3.3%</b>	<b>77.1%</b>	<b>50%</b>	<b>37.3%</b>	<b>33.2%</b>	<b>94%</b>	<b>91%</b>

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University	Alumni giving rate	SU institution-specific indicators				
		Acceptance rate	% of faculty with terminal degrees	Ratio of FTES to FTEF	Average HS GPA	Total state appropriation/FTES
Salisbury U.	18.8%	57%	75%	16.9	3.40	\$5,042
Central Washington U.	N/A	85%	81%	20.2	3.20	\$6,006
Eastern Illinois U.	22.7%	73%	74%	15.7	N/A	\$7,215
Humboldt State U.	9.0%	73%	100%	17.1	3.20	\$10,021
Massachusetts, U. of, Dartmouth	N/A	73%	87%	15.5	3.00	\$9,619
North Carolina, U. of, Wilmington	13.2%	61%	84%	21.3	3.53	\$6,712
Northern Michigan U.	15.4%	85%	86%	22.6	3.01	\$7,043
Sonoma State U.	N/A	92%	94%	19.2	3.20	\$8,088
SUNY, C. at Oswego	16.5%	57%	80%	19.3	3.20	\$4,883
SUNY, C. at Plattsburgh	N/A	63%	85%	17.0	3.10	\$5,935
Western Oregon U.	N/A	93%	83%	15.7	3.30	\$4,125
<b>Average of Peers</b>	<b>15.4%</b>	<b>76%</b>	<b>85%</b>	<b>18.4</b>	<b>3.19</b>	<b>\$6,965</b>

**N/A - Data not available**

<sup>1</sup> Comparison of Praxis II scores across institutions is not advisable. Depending upon institutional requirements, the exam may be required at different times in a student's education.

At some institutions (in this case, institutions in the states of Michigan and Oregon), Praxis II is a graduation requirement and therefore pass rates will always be 100%; at other institutions (those in the state of Washington) it is not required at all. Because of these institutional differences, comparison of Praxis II pass rates across institutions may not be valid.

<sup>2</sup> Comparative data for African-American and minority graduation rates, and pass rates on the NCLEX-RN exam are not readily available. The data provided was obtained through an e-mail solicitation of peer institutional research offices, and accuracy is not guaranteed.

8/26/2002

**UNIVERSITY SYSTEM OF MARYLAND  
ENROLLMENT PROJECTIONS  
SALISBURY UNIVERSITY**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2002 to Fall 2012	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Number	Percent
Headcount Total	6,851	7,055	7,169	7,270	7,357	7,520	7,750	7,987	8,230	8,467	8,670	1,819	26.6%
Undergraduate Total	6,206	6,392	6,477	6,545	6,595	6,720	6,920	7,122	7,330	7,532	7,700	1,494	24.1%
Full-time	5,439	5,642	5,732	5,800	5,850	5,975	6,175	6,377	6,585	6,787	6,955	1,516	27.9%
Part-time	767	750	745	745	745	745	745	745	745	745	745	(22)	-2.9%
Grad./First Prof. Total	645	663	692	725	762	800	830	865	900	935	970	325	50.4%
Full-time	154	158	162	165	167	165	160	160	160	160	160	6	3.9%
Part-time	491	505	530	560	595	635	670	705	740	775	810	319	65.0%
FTDE Students	4,895	4,948	5,018	5,081	5,135	5,266	5,501	5,687	5,860	6,003	6,134	1,239	25.3%

**Fiscal Year Full-Time Equivalent Data**

FTE Students	FISCAL YEAR											Change From	
	Est.	Projections										FY 2003 to FY 2013	
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Number	Percent
FTE Students	5,898	6,075	6,242	6,382	6,494	6,624	6,806	6,993	7,168	7,276	7,385	1,487	25.2%

Comments: H/C growth rate increases dramatically beginning in 2007 in anticipation of a new instructional building to accommodate additional students; FTE growth outpaces H/C the next few years since a greater number of F/T Undergraduates are taking higher course loads. Growth continues to assume capital construction and funding enhancements to employ and retain quality faculty, and keep one of our performance indicators, i.e. student:faculty ratio, competitive. A deliberate growth in graduate students is planned in order to maximize our full-time night equivalency.

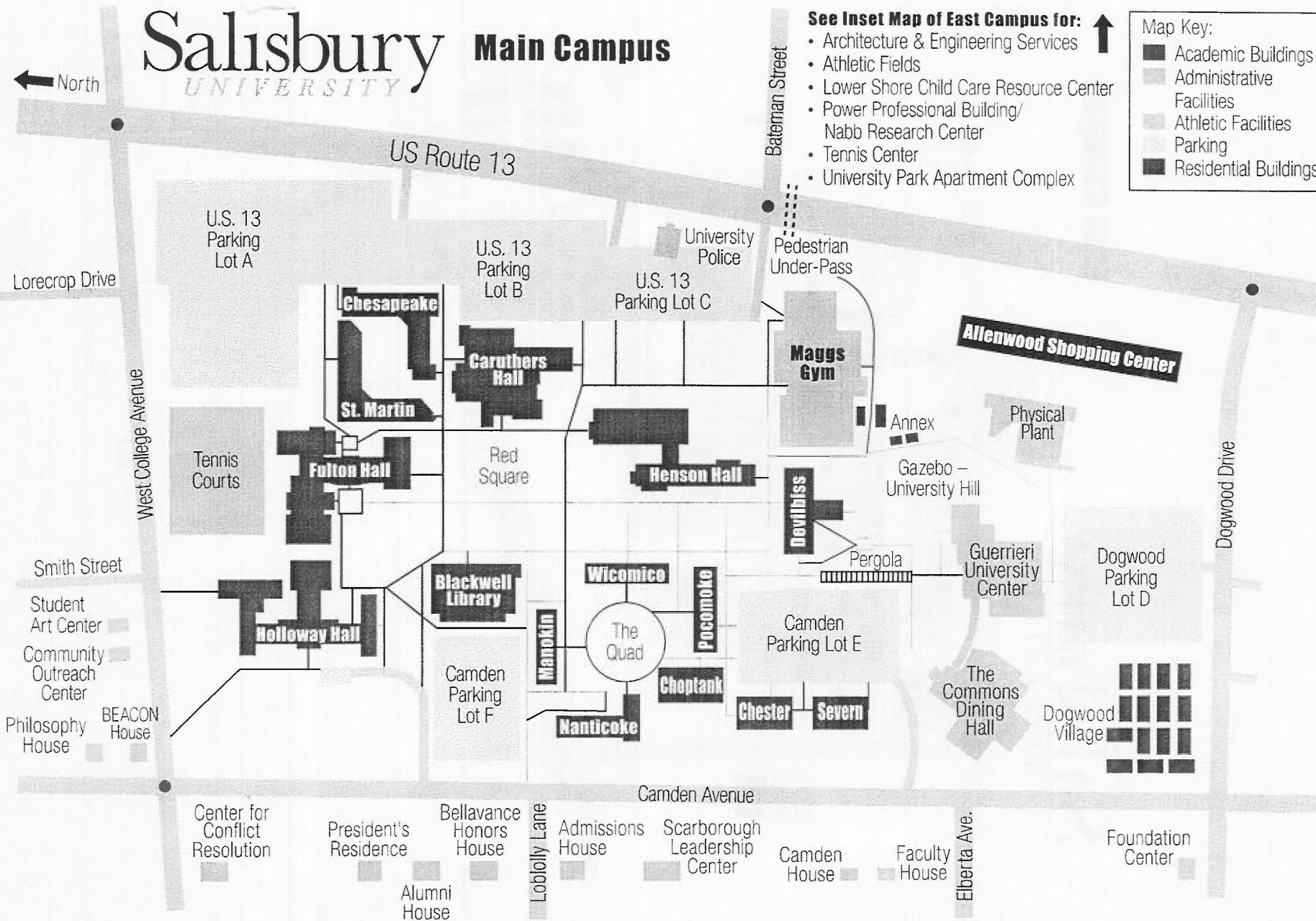
Completed by: Bryan Price, Director: Institutional Research, Assessment, Accountability; Consultation--Enrollment Management Committee 2-11-2003

Phone: 410-543-6023

E-Mail: rbprice@salisbury.edu



# Salisbury Main Campus



## See Inset Map of East Campus for:

- Architecture & Engineering Services
- Athletic Fields
- Lower Shore Child Care Resource Center
- Power Professional Building/  
Nabb Research Center
- Tennis Center
- University Park Apartment Complex

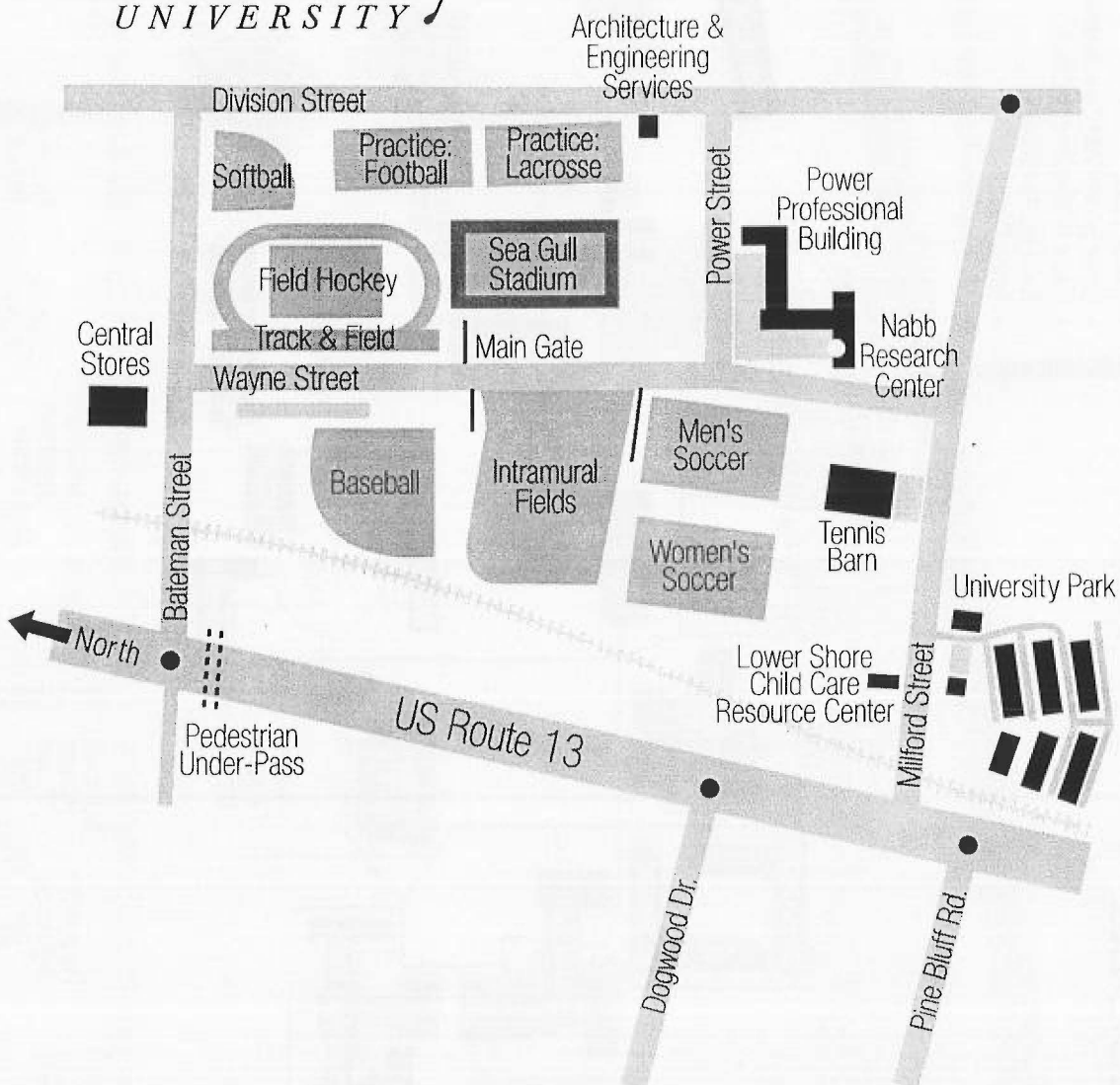
## Map Key:

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

# Salisbury

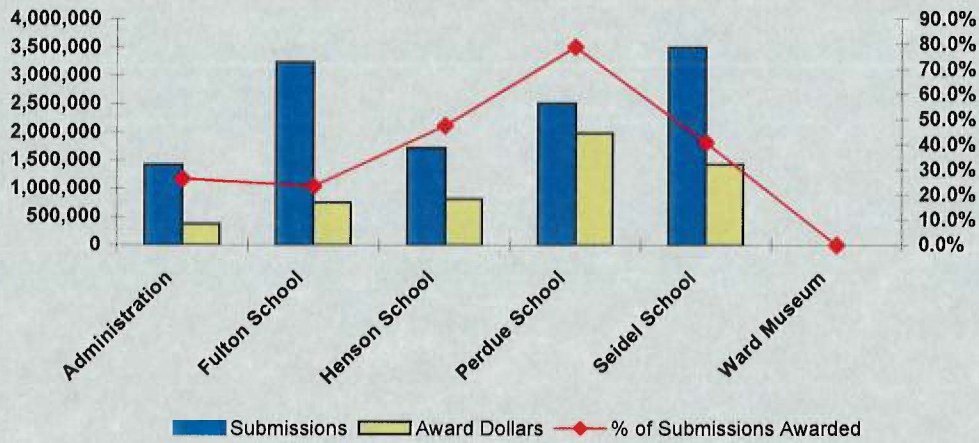
UNIVERSITY

## East Campus

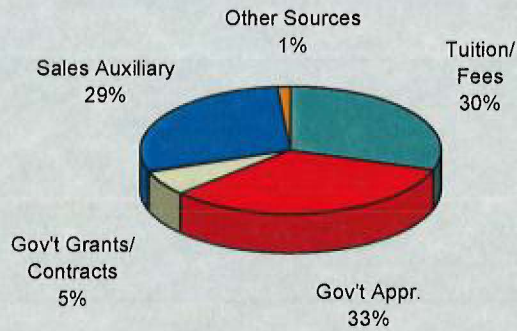


## Miscellaneous

**External Grants: FY 2002**  
**Submissions and Total Dollars Awarded**  
**by School/Group**



**Operating Revenues by Source: FY 2001**



**Library Collections as of Fall 2002**

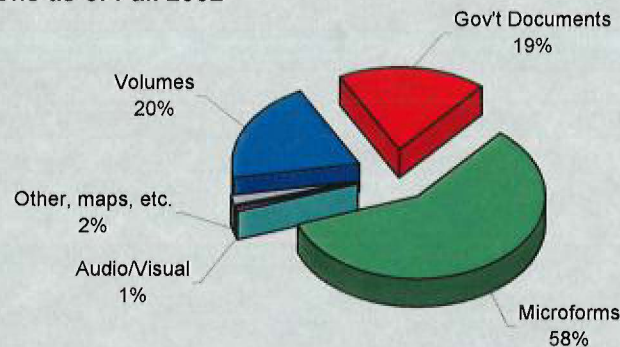








Table 1 :

## Tuition and Fees

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Undergraduate Program</b>						
<b>Tuition and Fees</b>						
Resident (per credit)	\$116	\$121	\$125	\$130	\$135	\$142
Resident	\$3,842	\$4,002	\$4,156	\$4,312	\$4,486	\$4,804
% Increase	11.7%	4.2%	3.8%	3.8%	4.0%	7.1%
Non-Resident (per credit)	\$245	\$296	\$308	\$326	\$345	\$370
Non-Resident	\$7,594	\$8,212	\$8,550	\$9,048	\$9,942	\$10,568
% Increase	15.9%	8.1%	4.1%	5.8%	9.9%	6.3%
<b>Room (double occupancy)</b>	<b>\$2,650</b>	<b>\$2,800</b>	<b>\$2,900</b>	<b>\$3,000</b>	<b>\$3,150</b>	<b>\$3,300</b>
% Room Increase	6.0%	5.7%	3.6%	3.4%	5.0%	4.8%
<b>Board (19-meal plan)</b>	<b>\$2,490</b>	<b>\$2,590</b>	<b>\$2,690</b>	<b>\$2,790</b>	<b>\$2,940</b>	<b>\$3,050</b>
% Board Increase	8.7%	4.0%	3.9%	3.7%	5.4%	3.7%
<b>Total Tuition, Room &amp; Board</b>						
Resident	\$8,982	\$9,392	\$9,746	\$10,102	\$10,576	\$11,154
% Increase	9.1%	4.6%	3.8%	3.7%	4.7%	5.5%
Non-Resident	\$12,734	\$13,602	\$14,140	\$14,838	\$16,032	\$16,918
% Increase	12.3%	6.8%	4.0%	4.9%	8.0%	5.5%
<b>Graduate Program</b>						
<b>Tuition and Fees</b>						
Resident (per credit)	\$152	\$158	\$162	\$168	\$174	\$184
% Increase	17.8%	3.9%	2.5%	3.7%	3.6%	5.7%
Non-Resident (per credit) *	\$250	\$310	\$318	\$336	\$355	\$380
% Increase	42.9%	24.0%	2.6%	5.7%	5.7%	7.0%
Facilities Fee (per credit)	\$3	\$4	\$4	\$4	\$4	\$4
Technology Fee (per credit)						\$3

o:\ftbook total enr\tuition and fees

Figure 1:

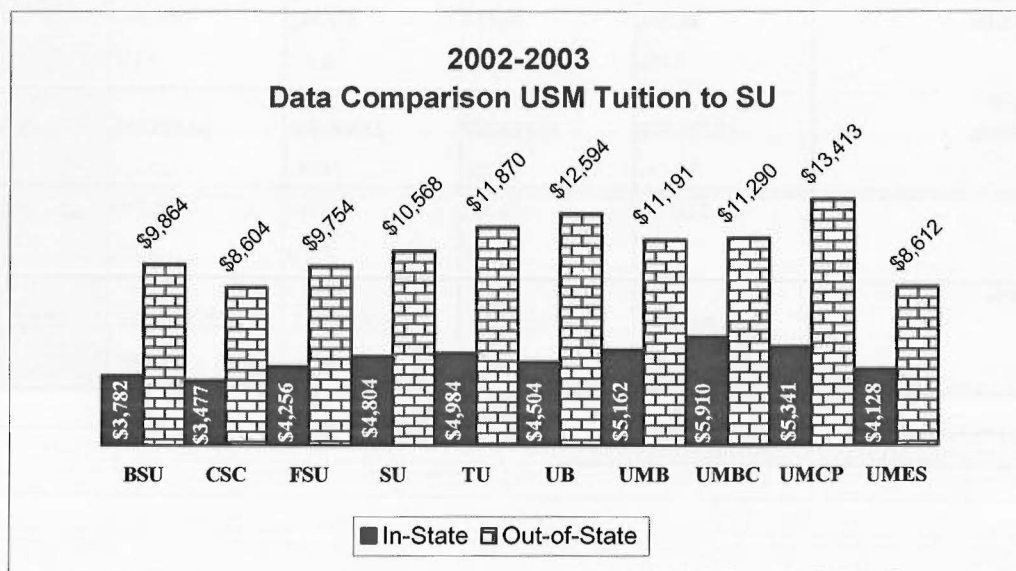


Table 2:

**Operating Revenues by Source: Fiscal Year 1997 - Fiscal 2001<sup>1</sup>**

<b>Revenues by Source</b>	<b>FY 1997 % of FY Total</b>	<b>FY 1998 % of FY Total</b>	<b>FY 1999 % of FY Total</b>	<b>FY 2000 % of FY Total</b>	<b>FY 2001 % of FY Total</b>
<b>Tuition and Fees</b>	\$18,538,853 28.5%	\$20,548,619 29.5%	\$21,831,911 29.0%	\$22,856,888 27.0%	\$25,290,486 29.9%
<b>Government Appropriations</b>					
Federal	-	-	-	-	-
State	20,163,774 31.0%	20,939,693 30.1%	22,178,854 29.4%	24,476,838 28.9%	28,100,148 33.2%
<b>Government Grants &amp; Contracts</b>					
<b>Federal-Restricted</b>	1,718,169 2.6%	1,922,759 2.8%	2,093,971 2.8%	2,248,473 2.7%	2,896,846 3.4%
<b>Federal-Unrestricted</b>	44,191 0.1%	63,795 0.1%	- 0.0%	- 0.0%	- 0.0%
<b>State-Restricted</b>	1,189,563 1.8%	545,121 0.8%	1,185,434 1.6%	1,181,775 1.4%	2,179,778 2.6%
<b>State-Unrestricted</b>	69,644 0.1%	52,544 0.1%	- 0.0%	- 0.0%	- 0.0%
<b>Private Gifts, Grants     and Contracts-     Restricted</b>	68,345 0.1%	678,022 1.0%	128,454 0.2%	335,148 0.4%	441,587 0.5%
<b>Unrestricted</b>	22,010 0.0%	10,434 0.0%	- 0.0%	- 0.0%	- 0.0%
<b>Sales and Services of Educational Activities</b>	18,746 0.0%	70,822 0.1%	172,982 0.2%	203,954 0.2%	140,427 0.2%
<b>Sales and Services of Auxiliary Enterprises</b>	18,251,720 28.1%	19,614,267 28.2%	21,455,360 28.5%	23,039,358 27.2%	24,399,699 28.8%
<b>Other Sources</b>	523,714 0.8%	576,707 0.8%	567,076 0.8%	1,051,770 1.2%	1,215,551 1.4%
<b>Total Current Funds Revenues</b>	\$60,608,729 93.2%	\$65,022,783 93.4%	\$69,614,042 92.3%	\$75,394,204 89.1%	\$84,664,522 100.0%

Source: IPEDS Finance Report

<sup>1</sup>This report runs a year behind because of the January reporting date.

**Table 3: Operating Expenditures: Fiscal Year 1997 - Fiscal Year 2001<sup>1</sup>**

<b>Expenditures</b>	<b>FY 1997 % of FY Total</b>	<b>FY 1998 % of FY Total</b>	<b>FY 1999 % of FY Total</b>	<b>FY 2000 % of FY Total</b>	<b>FY 2001 % of FY Total</b>
<b>Educational &amp; General Instruction</b>	\$18,027,744 27.1%	\$18,958,765 28.9%	\$20,279,792 27.2%	\$21,783,626 26.0%	\$24,328,066 29.0%
<b>Research</b>	1,570,087 2.4%	1,562,643 2.4%	1,774,513 2.4%	2,262,218 2.7%	3,726,600 4.4%
<b>Academic Support</b>	4,352,983 6.6%	4,632,965 7.1%	5,030,993 6.8%	5,508,846 6.6%	6,097,788 7.3%
<b>Student Services</b>	3,518,340 5.3%	3,414,367 5.2%	3,684,565 4.9%	3,957,079 4.7%	4,465,540 5.3%
<b>Instructional Support</b>	6,432,721 9.7%	6,981,106 10.6%	7,917,469 10.6%	8,485,863 10.1%	9,956,601 11.9%
<b>Operation and Maintenance of Plant</b>	5,193,778 7.8%	4,805,247 7.3%	5,184,193 7.0%	5,271,908 6.3%	6,343,166 7.6%
<b>Scholarships &amp; Fellowships<sup>2</sup></b>				2,756,048	3,109,055
Restricted Funds	1,460,441 2.2%	1,622,329 2.5%	1,693,095 2.3%	n/a	n/a
Unrestricted Funds	980,278 1.5%	1,067,619 1.6%	1,250,365 1.7%	n/a	n/a
<b>Total Percentage</b>				3.3%	3.7%
<b>Transfers</b>					
Mandatory	2,465,401 3.7%	2,091,865 3.2%	2,432,921 3.3%	2,355,922 2.8%	2,388,162 2.8%
Non-mandatory	-849,264 -1.3%	45,221 0.1%	247,081 0.3%	500,701 0.6%	71,471 0.1%
<b>Auxiliary Enterprises</b>	17,997,504 27.1%	21,221,091 32.3%	16,205,338 21.7%	21,647,472 25.8%	23,365,891 27.9%
<b>Total Current Funds Expenditures &amp; Transfers</b>	\$61,150,013 92.1%	\$66,403,218 101.1%	\$65,700,325 88.2%	\$74,529,683 88.9%	\$83,852,340 100.0%

Source: IPEDS Finance Report

<sup>1</sup>This report runs a year behind because of the January reporting date.

<sup>2</sup>Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2001

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

<b>EXTERNAL GRANTS - FY 2002</b>	<b>Total Submissions</b>	<b>Total Award Dollars</b>	<b>Total Cost Share</b>	<b>Total Annual Dollars</b>	<b>FY 02 Indirect Amount</b>
Administration	\$1,418,348	\$374,540	\$628,407	\$374,540	\$73,448
Fulton	\$3,235,136	\$758,175	\$458,182	\$758,175	\$39,468
Henson	\$1,717,881	\$817,335	\$144,123	\$671,597	\$88,065
Perdue	\$2,508,567	\$1,979,582	\$470,981	\$1,979,582	\$44,984
Seidel	\$3,500,475	\$1,429,238	\$170,732	\$890,337	\$63,368
Ward Museum	\$0	\$0	\$0	\$0	-
<b>FY 2001 Totals</b>	<b>\$12,380,407</b>	<b>\$5,358,870</b>	<b>\$1,872,425</b>	<b>\$4,674,231</b>	<b>\$309,333</b>
<b>Pending</b>					

<b>EXTERNAL GRANTS Cumulative 1997-2001</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>
<b>Proposals Submitted in Dollar Amounts</b>	\$5,387,571	\$7,223,563	\$9,137,717	\$10,437,567	\$12,380,407
<b>Total Award Dollars</b>	\$2,002,611	\$2,370,532	\$3,222,511	\$5,065,542	\$5,358,870
<b>Total Annual Dollars</b>	\$2,185,519	\$1,342,305	\$2,536,169	\$4,560,017	\$4,674,231
<b>Percent of Dollars Awarded</b>	37%	38%	35%	49%	43%
<b>Proposals Submitted</b>					
Administration	11	5	17	18	13
Fulton	12	10	13	17	11
Henson	21	30	32	31	27
Perdue	13	10	8	9	10
Seidel	5	18	21	25	24
Ward Museum	N/A	N/A	N/A	3	0
<b>Total Submitted</b>	<b>62</b>	<b>73</b>	<b>91</b>	<b>103</b>	<b>85</b>
<b>Total Awarded</b>	<b>37</b>	<b>37</b>	<b>48</b>	<b>55</b>	<b>47</b>
<b>Percent Awarded</b>	<b>59%</b>	<b>50%</b>	<b>52%</b>	<b>53%</b>	<b>53%</b>
<b>Principal Investigators* *unduplicated count</b>					
Administration	6	4	10	11	11
Fulton	5	6	11	13	7
Henson	12	15	19	21	21
Perdue	5	7	4	5	4
Seidel	3	8	12	13	10
Ward Museum	N/A	N/A	N/A	1	0
<b>Total</b>	<b>31</b>	<b>40</b>	<b>56</b>	<b>64</b>	<b>53</b>
<b>% of FT Faculty</b>	<b>12%</b>	<b>15%</b>	<b>21%</b>	<b>23%</b>	<b>17%</b>
<b>Cost Share Committed on Total Awards</b>	<b>\$631,179</b>	<b>\$1,253,424</b>	<b>\$1,823,988</b>	<b>\$833,645</b>	<b>\$782,766</b>

Source: SU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2002

Table 5:

**LIBRARY COLLECTIONS AND TRANSACTIONS**  
**Fall 1998 through Fall 2002**

	1998	1999	2000	2001	2002
<b>COLLECTIONS</b>					
<b>Number of volumes</b>	243,698	246,294	249,710	251,991	253,958
<b>Separate government documents collections</b>	209,277	217,687	225,901	232,267	236,741
<b>Microforms</b>	668,593	686,751	700,446	720,426	738,503
<b>Current periodical subscriptions</b>	1,661	1,662	1,674	1,678	1,711
<b>Audio-visual materials</b>	29,604	10,638	10,638	10,674	10,690
<b>All other library materials (maps, etc.)</b>	23,467	23,467	23,467	23,467	23,467
<b>TRANSACTIONS</b>					
<b>Total hours open per typical week</b>	101	101	101	100	100
<b>General Loans (Circulation)</b>	38,109	33,536	32,687	30,179	27,674
<b>Reserve Loans</b>	17,481	15,979	14,911	15,863	16,844
<b>Directional Transactions</b>	17,907	10,397	9,933	3,521	3,160
<b>Informational Transactions</b>	22,317	20,320	17,480	11,007	10,072
<b>Bibliographic Instruction</b>					
a. Population served	1,737	1,586	2,021	1,466	1,664
b. Number of Classes	128	70	103	67	87
<b>Orientations</b>					
a. Population served	868	1,171	579	1,195	162
b. Number of Groups	47	39	31	59	7

Source: SU's Library Office



Table 6 :

## Physical Facilities Inventory: 2002-03

Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Admissions Center	Offices	1930	1998	4,337	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,724	1,863
Allenwood Center (Unit 400)	Offices	Est. 1972	1999	1,158	1,863
Allenwood Center (Unit 500)	Offices	Est. 1972	2002	2,208	2,911
Allenwood Center (Unit 600)	Offices/Labs	Est. 1972	2001	3,063	4,042
Allenwood Center (Unit 700)	Lab	Est. 1972	2000	815	939
Architectural & Engineering Ctr	Offices	Est. 1950	--	1,073	1,535
Alumni House	Alumni Support	1996	--	3,490	7,818
Athletic Storage Building	Storage	1999	--	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
BEACON House	Offices	1943	1995	1,241	2,559
Blackwell Library	Library	1958	1975	40,025	67,125
Camden House	Offices	Est. 1940	2002	2,055	2,680
Caruthers Hall	Classrooms/Offices	1955	1979	33,446	53,523
Center for Conflict Resolution	Offices	1934	1994	1,315	2,917
Central Stores Warehouse	Office/Warehouse	Est. 1960	2002	14,074	15,200
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
Community Outreach	Offices	1935	1993	1,839	2,000
Devilbiss Science Hall	Classrooms/Offices	1967	2003	40,277	59,886
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	--	82,154	144,723
Holloway Hall	Classrooms/Offices	1924	1976	64,193	118,127
Honors House	Classrooms/Offices	1956	1994	3,590	3,946
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
Philosophy House	Classrooms/Offices	1942	--	1,984	3,340
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Power Professional Building	Classrooms/Offices	1989	--	25,129	30,695
President's Residence	Residential	Est. 1930	1994	4,474	5,264
Regents Retreat	Residential	Est. 1965	1996	1,080	1,080
Scarborough Leadership Center	Student Organizations	2001	--	5,124	8,400
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	1,680	4,800
Student Art Center	Offices	1942	--	1,535	2,457
Tennis Barn	Sports	1975	--	19,500	20,000
Theatre Web Development	Offices	Est. 1940	--	1,657	2,368
University Center	Student Act.	1988	--	36,126	72,718
University Center Annex B	Offices	1951	1980	695	768
University Police	Offices	1965	1992	4,451	6,050
Visitors Center	Residential	1930	--	1,181	1,409
Ward Museum	Museum	1992	--	21,000	30,000
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
<b>Total Footage</b>				<b>914,540</b>	<b>1,444,989</b>
Total square footage consisting of:					
1) Auxiliary Enterprises (dormitories, student union, dining hall)				391,435	613,410
2) Other				523,105	831,579

Acres of Land Maintained

145.47

Source: Physical Plant Department

o:\fb0203\physical facilities inventory.xls

# **THE OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, & ACCOUNTABILITY**

Mr. Bryan Price, Director  
Ms. Maureen Belich, Research Analyst  
Ms. June Dysart, Institutional Research Specialist  
Ms. Elaine Fansler, Analyst  
Miss Kelly Brock, Undergraduate Assistant  
Miss Claudia Obeng, Undergraduate Assistant

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The Office of Institutional Research, Assessment, & Accountability: 1) provides management information and analysis for planning, decision-making, accreditation, academic program review, assessment, and accountability, and 2) directs multiple institutional planning, assessment, research and accountability projects.

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**The following individuals or offices performed an  
essential role in contributing to the 2002-03 Fact Book:**

Mr. Bryan Price, Editor  
Ms. June Dysart, Project Coordinator  
Ms. Maureen Belich, Research and Data Coordinator  
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Miss Kelly Brock  
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The following information is provided for the University of North Carolina at Chapel Hill.

1. The University of North Carolina at Chapel Hill is a public institution of higher education.  
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