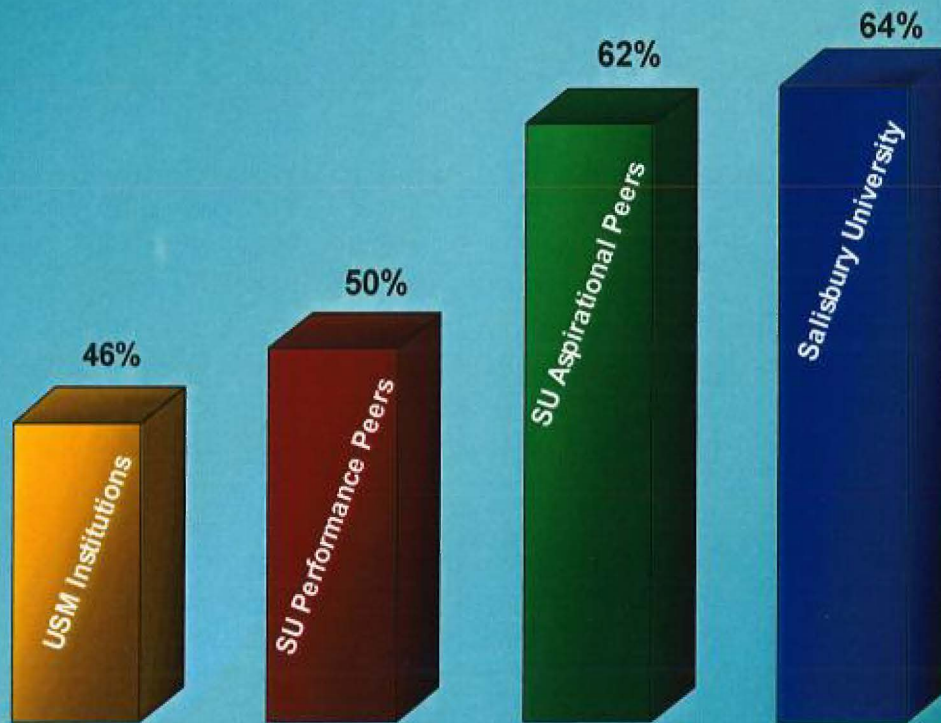


Salisbury University *Fact Book* *2003 - 2004*



Average 6-Year Graduation Rates

Table of Contents

Institutional Planning & Mission

SU Profile, Fall 2003	A-1.0
Summary of Student Characteristics, Fall 2003.....	A-4.0
History of the University.....	A-5.0
University Environment.....	A-6.0
Table 1: Headcount and FTES Enrollments, AY 1977-78 through 2003-04.....	A-7.0
<i>Figure 1: FTES Enrollment: Academic Years 1977-78 through 2003-04</i>	A-7.0
SU Organizational Chart, 2004-2005	A-8.0
Salisbury University Foundation, Inc. Board Members 2003.....	A-9.0
SU Mission Statement	A-10.0
SU Strategic Plan for AY 2004-AY 2008.....	A-11.0
Timeline and Milestones of the SU Strategic Planning Process.....	A-15.0
SU 2002 Institutional Performance Accountability Report to MHEC, July 2003	A-16.0
Managing for Results, Key Goals, and Objectives	A-21.0
SU: Performance Peer Comparisons 2003	A-29.0
Enrollment Projections, SU: FY 2004-FY 2014.....	A-31.0
<i>Figure 2: SU Projected Growth Trends through FY 2014</i>	A-32.0
SU Campus Map.....	A-33.0

Institutional Enrollment & Demographics

Table 1: Total <i>Institutional</i> Enrollment: 1994, 1999-2003	B-1.0
<i>Figure 1: Full-Time and Part-Time Institutional Enrollment: 1994, 1999-2003</i>	B-1.0
<i>Figure 2: Percent Full-Time Institutional Enrollment: 1994, 1999-2003</i>	B-1.0
Table 2: Total <i>Institutional</i> Enrollment by Classification, Race/Ethnicity, and Status: Fall 2003	B-2.0
<i>Figure 3: Total Institutional Enrollment: Headcount, F/T, and P/T Students: 1999-2003</i>	B-3.0
<i>Figure 4: Total Institutional Enrollment Since 1980</i>	B-3.0
Table 3: Total <i>Institutional</i> Enrollment by Race/Ethnicity, Sex, and Status: Fall 2003.....	B-4.0
<i>Figure 5: Total Institutional Enrollment by Race/Ethnicity: Fall 2003</i>	B-4.0
<i>Figure 6: Total Institutional Enrollment by Sex and Status: Fall 2003</i>	B-4.0
Table 4: Total <i>Institutional</i> Demographics: 1994, 1999-2003.....	B-5.0
<i>Figure 7: Total Institutional Enrollment-Percent in-state: 1994, 1999-2003</i>	B-5.0
Table 5: Total <i>Institutional</i> Enrollment by Age and Sex: 1994, 1999-2003.....	B-6.0

Table 6: Total <i>Institutional</i> Enrollment by State: 1994, 1999-2003	B-7.0
<i>Figure 8: Fall 2003 Total Enrollment Residency by Region Map</i>	B-8.0
Table 7: Total <i>Institutional</i> Enrollment by County of Residence: 1994, 1999-2003.....	B-9.0
Table 8: Total Enrollment by Foreign Country, Fall 2003	B-10.0

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

Table 1: <i>Institutional</i> Enrollment by School & Discipline: Fall 1994, Fall 1999 to Fall 2003	C-1.0
Table 2: Enrollment, Student Credit Hours, and FTES Winter Terms and Summer Sessions 1989 to 2003	C-2.0
<i>Figure 1: Student Credit Hours: % Change Summer/Winter 1998-2003</i>	C-3.0
<i>Figure 2: Student Credit Hours: Winter Terms and Summer Sessions 1998-2003</i>	C-3.0

Degrees

Table 1: Number of Minors by School and Program: 2002-2003 Degree Recipients	C-4.0
Table 2: Degrees Awarded by Program and Race: Academic Year 2002-2003	C-5.0
Table 3: Degrees Awarded Alphabetically by Program: AY 1998-99 to 2002-2003	C-6.0
Table 4: Degrees Awarded by Academic Years: AY 1998-99 through 2002-03	C-7.0
<i>Figure 1: Degrees Awarded by Academic Years: AY 1998-99 through 2002-03</i>	C-7.0
Table 5: Degrees Awarded by Race: 1998-99 through 2002-03.....	C-8.0
<i>Figure 2: Percent of Master's Degrees Awarded to Minority Students:</i> 1998-99 through 2002-03	C-8.0

Student Credit Hours

Table 1: CIP and HEGIS Codes.....	C-9.0
Table 2: Total Student Credit Hours and FTES by Discipline & Course Level: Fall 2003	C-10.0
Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES By Discipline and Course Level: Fall 2003	C-11.0
Table 4: NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES By Discipline and Course Level: Fall 2003	C-12.0
Table 5: Courses-Unknown Start Time-Student Credit Hours and FTES By Discipline and Course Level: Fall 2003	C-13.0
Table 6: Total Student Credit Hours by Department: Fall Enrollment, 1999-2003.....	C-14.0
Table 7: Analysis of Annualized FTES, FY 1994 through FY 2004.....	C-15.0
<i>Figure 1: Total Headcount Verses Annual FTES, Fall 1993 to Fall 2003</i>	C-15.0
Table 8: Annual Student Credit Hour Production by School, Discipline, and Level Academic Year 1998-99 to 2002-03	C-16.0

Table 9: Annual SCH Production by School and Discipline, and Semester, 1997-99 through 2002-03	C-18.0
---	--------

Undergraduate Enrollment & Demographics

Table 1: Total Undergraduate Fall Enrollment: 1994, 1999-2003	D-1.0
<i>Figure 1: Percent Full-time and Part-Time UG Enrollment:</i>	
Fall 1994, Fall 1999-Fall 2003	D-1.0
Table 2: Total Undergraduate Demographics: 1994, 1999-2003	D-2.0
<i>Figure 2: Percent In-State: 1994, 1999-2003</i>	D-2.0
Table 3: Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status:	
Fall 2003	D-3.0
<i>Figure 3: Total Undergraduate Enrollment by Race & Ethnicity: Fall 2003</i>	D-3.0
<i>Figure 4: Total Undergraduate Enrollment by Sex and Status: Fall 2003</i>	D-3.0
<i>Figure 5: SU Percentage of Minority Undergraduates, Fall 1994 through Fall 2003</i>	D-4.0
<i>Figure 6: SU Comparison of Non-minority and Minority UG Enrollments</i>	
1994-2003	D-4.0
<i>Figure 7: SU Diversity Comparison among Maryland Public Institutions</i>	
Undergraduate Enrollment, <u>Fall 2002</u>	D-4.0
Table 4: Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2003	D-5.0
Table 5: Total Undergraduates by Age and Sex: 1994, 1999-2003	D-6.0
Table 6: Total Undergraduate Enrollment by County of Residence: 1999-2003	D-7.0
<i>Figure 8: Maryland UG Enrollment by County, Fall 2003 Maryland Map</i>	D-8.0
Table 7: Total Undergraduate Enrollment by State: 1994, 1999-2003	D-9.0
<i>Figure 9: Fall 2003 UG Enrollment Residency by Region Map</i>	D-10.0

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

Table 1: Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2003	E-1.0
Table 2: Undergraduate Enrollment by School & Discipline:	
Fall 1994, Fall 1999 to Fall 2003	E-2.0
Table 3: Secondary Education Track Enrollment by Major and Classification, Fall 2003	E-3.0
<i>Figure 1: Secondary Education Enrollments, Fall 2003</i>	E-3.0
Table 4: Undergraduate Student Credit Hours by Department:	
Fall Enrollment 1999-2003	E-4.0

Degrees

Table 1: <i>Undergraduate</i> Degrees Awarded by School, and Honors 1998-99 through 2002-03	E-5.0
Table 2: <i>Bachelor</i> Degrees Awarded by Academic Years: AY 1998-99 through 2002-2003	E-6.0
Figure 1: <i>Bachelor Degrees Awarded 2002-03</i>	E-6.0
Table 3: Number of <i>Undergraduate</i> Students Graduating with a Secondary Education Track By Major: AY 1998-1999 to AY 2002-2003	E-6.0
Table 4: 2002-03 <i>Undergraduate</i> Degrees Awarded by Major and Track	E-7.0
Table 5: 2002-03 Degrees Awarded by Major and Concentration	E-7.0

Retention and Graduation Rates, Freshmen and Transfer Summaries

Retention and Graduation

Table 1: SU Retention and Graduation Statistics for Freshman Class Cohorts, Fall 1985 to Fall 2002	F-1.0
Table 2: SU Retention and Graduation Statistics for Freshman Class Cohorts- BY RACE/ETHNICITY; Fall 1993 through Fall 2002	F-2.0
Table 3: SU Retention and Graduation Statistics for Freshman Class Cohorts- BY GENDER, Fall 1993 through Fall 2002	F-4.0
Figure 1: <i>SU Six-Year Graduation Rate Comparison Among MD Public Institutions – ALL STUDENTS</i>	F-6.0
Figure 2: <i>SU Six-Year Graduation Rate Comparison Among MD Public Institutions – White, non-Hispanic Students at HBCUs and African-American Students At non-HBCUs</i>	F-6.0
Figure 3: <i>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</i>	F-7.0
Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions First-time, Full-time, Degree-seeking Freshmen Average of 1994, 1995, and 1996 Cohort	F-7.0

Freshmen and Transfers

Table 1: Enrollment by Residence and Race/Ethnicity, (Full and Part-Time) <i>New Undergraduate</i> Students, Fall 2003	F-8.0
Table 2: Applications/Acceptances/Enrollment, First-Time Freshmen, Fall 1999 to Fall 2003	F-9.0
Table 3: Applications/Acceptances/Enrollment, Transfer Students, Fall 1999 to Fall 2003	F-10.0

Table 4: Applications/Acceptances/Enrollment by Race/Ethnicity, First-Time Freshmen, Fall 2003.....	F-11.0
Table 5: Applications/Acceptances/Enrollment by Race/Ethnicity, Transfer Students, Fall 2003	F-11.0
Table 6: SAT Score Ranges, New Freshmen, Fall 1999 – Fall 2003	F-12.0
Table 7: Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally: Fall 1999 – 2003	F-13.0
<i>Figure 1: SU First-Time Freshman MEAN SAT Scores, 1999-2003</i>	F-13.0
<i>Figure 2: 2003 SAT Mean Scores, National, State, & SU</i>	F-13.0
Table 8: Comparison of 2003 SAT Scores by Percentiles for SU, State, and National.....	F-13.0

Undergraduate Financial Aid

Table 1: <i>Undergraduate</i> Financial Aid Awards Summary, 1999-00 to 2002-03	F-14.0
Table 2: SU Financial AID Comparisons Among Maryland Public Institutions, FY 2002.....	F-15.0
<i>Figure 1: SU Select Financial Aid Comparisons Among Select Maryland Public Institutions by Type of Aid in FY 2002</i>	F-16.0
<i>Figure 2: Financial Aid Comparison Among MD Public Institutions by Type of Aid in FY 2002</i>	F-17.0

Graduate Enrollment & Demographics

Table 1: Total Graduate Enrollment: 1994, 1999-2003	G-1.0
<i>Figure 1: Full-Time and Part-Time Graduate Enrollment: 1994, 1999-2003</i>	G-1.0
Table 2: Total Graduate Enrollment by Race/Ethnicity, Sex, & Status, Fall 2003	G-2.0
<i>Figure 2: Fall 2003 Graduate Enrollment by Known Race/Ethnicity</i>	G-2.0
<i>Figure 3: Graduate Enrollment by Sex and Status: Fall 2003</i>	G-2.0
Table 3: Total Graduate Demographics: 1994, 1999-2003	G-3.0
<i>Figure 4: Graduate Student Minority Enrollment, 1994-2003</i>	G-3.0
Table 4: Total Graduate Enrollments by Age and Sex: 1994, 1999-2003	G-4.0
Table 5: Graduate Enrollment by State: 1994, 1999-2003.....	G-5.0
<i>Figure 5: Total Graduate Enrollment and Maryland Residency</i>	G-5.0
<i>Figure 6: Fall 2003 Graduate Enrollment by Residency by Region Map</i>	G-6.0
Table 6: Total Graduate Enrollment by County of Residence: 1999-2003	G-7.0
Table 7: Graduate Enrollment by Program, Race, and Status: Fall 2003.....	G-8.0
<i>Figure 7: Graduate Stratification by Race, Fall 2003</i>	G-8.0
Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1994, 1999-2003	G-9.0

Table 9: Enrollment in <i>Graduate Degree Programs by School, Discipline:</i>	
Fall 1994, Fall 1999 to Fall 2003	G-9.0
Table 10: <i>Graduate Degrees Awarded by Program: 1993-94, 1998-99 through 2002-03</i>	G-10.0
<i>Figure 8: Degrees by Programs: FY 2002-03</i>	G-10.0
<i>Figure 9: Total Graduate Degrees: 1998-99 through 2002-03</i>	G-10.0
Table 11: 2002-03 <i>Graduate Degrees Awarded by Major and Track</i>	G-11.0
Table 12: <i>Graduate Non-Degree Enrollment: 1999-2003</i>	G-12.0
<i>Figure 10: Total Graduate Non-Degree Headcount Enrollment: 1999-2003</i>	G-12.0
Table 13: <i>Graduate Financial Aid Awards Summary, Fiscal Year 1999-00 to 2002-03</i>	G-13.0
<i>Figure 11: Graduate Financial Aid, FY 1999-00 through FY 2002-03</i>	G-13.0

Employees

Faculty

Table 1: Summary of Faculty Characteristics, Includes Full-Time Non-Tenure Track	
Faculty, Fall 1999-Fall 2003	H-1.0
<i>Figure 1: % of Total F/T Faculty Who Are Tenure/Tenure-Track, 1999-2003</i>	H-2.0
<i>Figure 2: % of Total F/T Faculty With Terminal Degrees, 1999-2003</i>	H-2.0
<i>Figure 3: Total Faculty Rank by Sex, 2003-04</i>	H-2.0
<i>Figure 4: % of Total F/T Faculty by School, Fall 2003</i>	H-2.0
<i>Figure 5: % of Total SCHs by School, Fall 2003</i>	H-2.0
Table 2: Faculty Tenure Status by Rank, Department, and School, 2003-2004	H-3.0
<i>Figure 6: F/T Minority Faculty by School</i>	H-3.0
<i>Figure 7: Department w/highest Percentage of FT Minority Faculty</i>	H-3.0
Table 3: Full-Time Faculty by Race, Sex, School, and Department, Fall 2003	H-4.0
Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2003	H-5.0
<i>Figure 8: Average Years of Faculty Service and Age by Rank, Fall 2003</i>	H-5.0
Table 5: Average Years of Service and Age of Faculty by Rank, Fall 2003	H-5.0
Table 6: Highest Degree Awarded to Tenured/Tenure Track Faculty by	
State and Institution, Academic Year 2003-2004	H-6.0
<i>Figure 9: All Full-Time Faculty Percentage of Highest Degree, Fall 2003</i>	H-7.0
Table 7: Highest Degrees Awarded to Full-time Non-Tenure Faculty by State and	
Institution, Academic Year 2003-2004	H-7.0
Table 8: SU SCH to FTEF Ratio, AY 1998-1999 through 2002-2003	H-8.0
Table 9: SU Students to Faculty Ratio, AY 1998-1999 – AY 2002-2003	H-9.0

Staff

Table 1: Number of Employees by Occupational Category, Race/Ethnicity, and	
Status, Fall 2003	H-10.0

Table 2: Number of Employees by Occupational Category and Status, Fall 1999 – Fall 2003.....	H-11.0
---	--------

Resources

Table 1: Tuition and Fees, 1999-00 through 2003-04	I-1.0
<i>Figure 1: 2003-2004 USM In-State Tuition and Fees</i>	I-1.0
<i>Figure 2: 2003-2004 USM Out-of-State Tuition and Fees</i>	I-1.0
Table 2: Operating Revenue by <i>Source</i> : Fiscal Year 1998-Fiscal Year 2002.....	I-2.0
Table 3: Operating Revenue, <i>Expenditures</i> : Fiscal Year 1998-Fiscal Year 2002	I-3.0
Table 4: Office of Grants and Sponsored Research Funding Report – FACT BOOK, FY 2003, Cumulative 1999-2003	I-4.0
Table 5: Library Collections and Transactions, Fall 1999 through Fall 2003	I-5.0
Table 6: Physical Facilities Inventory, 2003-04.....	I-6.0

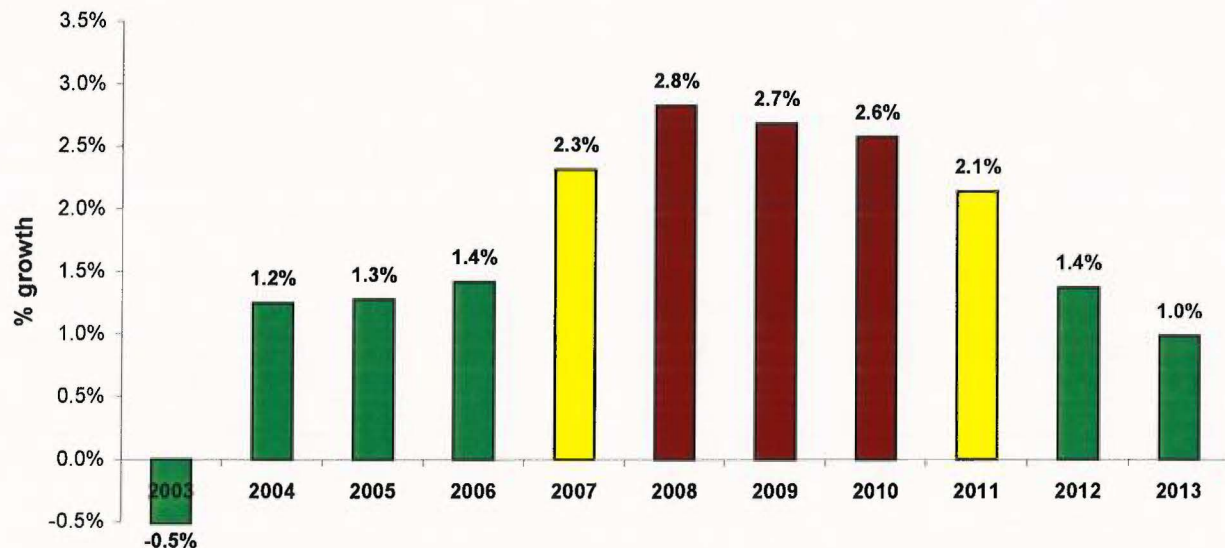
<i>Glossary</i>	J-1.0
------------------------------	-------

Institutional Planning and Mission

Salisbury University Strategic Goals for AY 2004-AY 2008

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

Salisbury University
Projected Headcount Growth through Fall 2013



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

Salisbury University Profile

FALL 2003

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

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

Carnegie Classification: Master's I

Accreditations/Societies:

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

Total Headcount Enrollment:

6816	Total
-.5%	decrease from Fall 2002 (6851)
12.1%	increase from Fall 1998 (6080)
14.4%	increase from Fall 1993 (5956)

Headcount Demographics:

	Undergraduate	Graduate	Total
Full-Time	5434	154	5588
Part-Time	765	463	1228
Total Enrollment	6199	617	6816
Female	57%	72%	59%
Male	43%	28%	41%
Ethnicity			
African-American	8.8%	9.0%	8.8%
American Indian	0.3%	0.2%	0.3%
Asian/Pacific Islander	2.8%	0.5%	2.6%
Hispanic	2.1%	0.9%	2.0%
International	0.9%	2.3%	1.0%
Total Minority & International	14.9%	12.9%	14.8%
% In State	84.7%	78.6%	84.9%
% Out of State (including Int'l)	15.2%	21.4%	15.1%
Countries Represented	32	10	37
States Represented	28	10	28

% F/T = 82.0%

% UG F/T = 87.7%

% UG = 90.9%

Student/Faculty Ratio	16.1:1 (FTES/FTEF)		
Average credit hours per undergraduate student:	13.72 (All)	14.89 (F/T)	5.57 (P/T)
Average credit hours per graduate student:	5.44 (All)	10.56 (F/T)	4.09 (P/T)
Lecture courses w/ < 20 students: 33%	Lecture courses w/ 20-40 students: 58%		
Lecture courses w/ > 40 students: 9%	Average class size: 24		
1,571 course sections between 8 a.m. & 10 p.m. (including labs and independent sections)			

Undergraduate Degree Programs: 41 (offering the B.A., B.S., B.A.S.W., B.F.A.)

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

Graduate Programs: 11

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

Certificate of Advanced Study: 2

Middle School Mathematics	Teaching & Learning with Technology
---------------------------	-------------------------------------

Enrollment in Most Popular UG Majors:

675 (10.9%) Business Administration	341 (5.5%) Nursing
623 (10.1%) Elementary Education	289 (4.7%) Psychology
446 (7.2%) Communication Arts	267 (4.3%) History
386 (6.2%) Biology	196 (3.2%) Accounting

Degrees Conferred AY 2002-03: 1,364 Bachelors, 196 Master's

Resident Population on Campus: 1,669 (31% of full-time undergraduates)

National & International Honor Societies: 20

Average Age of all students = 23.2	
90.1% of all undergraduates are age 24 and younger	15.9% of the total student body is age 25 and older
Average Age of all undergraduates = 22.2	Average Age of all graduate students = 33

Freshman to Sophomore Retention Rate: 79.8%

Six-year Completion Rate: 70.8% (MHEC rates for SU—includes transfer-out completers)

66.7% (Salisbury University students only)

Freshman Admissions: Fall 2003

Financial Aid Recipients for FY 2003

5,549 applied	2,884 accepted	950 enrolled	4,555 UG recipients	\$32,597,969
	52% acceptance rate	33% enrollment yield	379 graduate recipients	\$ 1,610,022
Undergraduate Tuition & Fees AY 2003-04				
Annual In-state:		\$ 5,564		
Annual Out-of-state:		\$12,452		

Fall 2003 Comparison of SAT Scores by Percentile: Salisbury University, Maryland, and the Nation

	Salisbury University			Maryland ¹			Nation ¹		
	Verbal	Math	Comb	Verbal	Math	Comb	Verbal	Math	Comb
25 th	510	530	1070	430	430	860	430	440	870
50 th	550	580	1130	510	520	1030	510	520	1030
75 th	600	620	1220	590	600	1190	580	600	1180

¹Source: College Board

Mean SAT: 1,133

Faculty Demographics:

Full-Time	299
Tenured/Tenured Track	258
Average length of service	12
% with Terminal Degree*	91%
% with Ph.D.	88%
Full-Time Non-Tenured	41
% with Terminal Degree	24%
% with Ph.D.	19%
Part-Time Non-Tenured	199
Total Faculty	498
Female	251
Male	247

* Terminal degrees representing 122 institutions of higher education in 43 states, the District of Columbia, and 3 foreign countries.

Grants and Sponsored Research Awards:

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

Source: Office of Grants & Sponsored Research

Private Support

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

Source: SU Foundation, Inc.

Operating Budget: FY 03 Actual	\$90,005,713	Physical Plant: 145.47 acres
Working Budget: FY 04	\$92,643,537	51 buildings, including 10 residence halls
Source: Office of Administration & Finance		Total Gross Square Footage: 1,444,989

Blackwell Library: 253,168 bound volumes; 240,958 government documents; 752,088 microforms
4,535 audiovisual items; 1,711 current periodical subscriptions, special collections of maps, art prints, etc.

Summary of Student Characteristics: Fall 2003

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	5434	765	6199	90.9%
Graduate	154	463	617	9.1%
Total	5588	1228	6816	100%
GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2332	311	2643	42.6%
Undergraduate Females	3102	454	3556	57.4%
Subtotal Undergraduates	5434	765	6199	100%
Graduate Males	58	113	171	27.7%
Graduate Females	96	350	446	72.3%
Subtotal Graduates	154	463	617	100%
Total Males	2390	424	2814	41.3%
Total Females	3198	804	4002	58.7%
Total Enrollment	5588	1228	6816	100%
RACE/ETHNICITY*	Full-Time	Part-Time	TOTAL	% of Total
First-time Freshmen				
African-American	79	1	80	9.0%
White	713	2	715	80.4%
Other	82	1	83	9.3%
International	11	-	11	1.2%
Unknown	61	-	61	-
Subtotal First-time Freshmen	946	4	950	100%
Undergraduate African-American	368	139	507	8.8%
Undergraduate White	4447	475	4922	85.1%
Undergraduate Other	276	29	305	5.3%
Undergraduate International	44	8	52	0.9%
Undergraduate Unknown	299	114	413	-
Subtotal Undergraduate	5434	765	6199	100%
Graduate African-American	18	33	51	9.0%
Graduate White	108	385	493	87.1%
Graduate Other	3	6	9	1.6%
Graduate International	11	2	13	2.3%
Graduate Unknown	14	37	51	-
Subtotal Graduates	154	463	617	100%
Total African-American	386	172	558	8.8%
Total White	4555	860	5415	85.2%
Total Other	279	35	314	4.9%
Total International	55	10	65	1.0%
Total Unknown	313	151	464	-
TOTAL ENROLLMENT	5588	1228	6816	100%
*Percentage proportions are based on KNOWN population.				
AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	5140	448	5588	90.1%
Undergraduate 25 & over	294	317	611	9.9%
Subtotal Undergraduates	5434	765	6199	100%
Graduates 24 & under	84	62	146	23.7%
Graduates 25 & over	70	401	471	76.3%
Subtotal Graduates	154	463	617	100%
Total 24 & under	5224	510	5734	84.1%
Total 25 & over	364	718	1082	15.9%
Total Enrollment	5588	1228	6816	100%
RESIDENCE (of Origin)	TOTAL		% of Total	
Total Undergraduates				
Eastern Shore, MD	1974		31.8%	
Western Shore, MD	3281		52.9%	
Out-of-State	891		14.4%	
International students, int'l address	52		0.8%	
Permanent resident visa students, int'l address	1		0.0%	
Subtotal	6199		100%	
Total Enrollment				
Eastern Shore, MD	2434		35.7%	
Western Shore, MD	3350		49.1%	
Out-of-State	966		14.2%	
International students, int'l address	65		1.0%	
Permanent resident visa students, int'l address	1		0.0%	
US students, int'l address	-		0.0%	
TOTAL	6816		100%	

History of the University

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

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

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

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

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

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

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

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

University Environment

Salisbury University is the largest higher education institution on the Eastern Shore of Maryland with a Fall 2003 headcount enrollment of 6,816 students and 5950 FTES (Full-time Equivalent Students).

The University is located in Salisbury, which is centrally located on the Eastern Shore of Maryland. The Eastern Shore of Maryland is that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west and the Atlantic Ocean on the east; the State of Delaware borders portions of the region to the north and the east, while the State of Virginia's Eastern Shore lies to the south.

First explored by Captain John Smith, the Shore retains much of its historical charm and natural beauty. Because of its miles of shoreline and many rivers, the Eastern Shore has become known for its recreational appeal. Tourism and both recreational and commercial fishing remain important sources of income. Agriculture has continued as an important industry since European settlers first arrived in the early 1600's. The Atlantic beaches, relatively mild winter temperatures, and leisurely lifestyle attract both summer vacationers and permanent residents. As the population has increased and the economy diversified, more people have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Department of Planning, the 2000 nine county population of the Eastern Shore was 395,890. This figure represents a 33.5% increase from the 1980 census (296,620) and 15.2% from the 1990 census (343,769). The population is projected to increase by approximately 5% between 2000 and 2005.

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

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

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

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

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

Table 1:

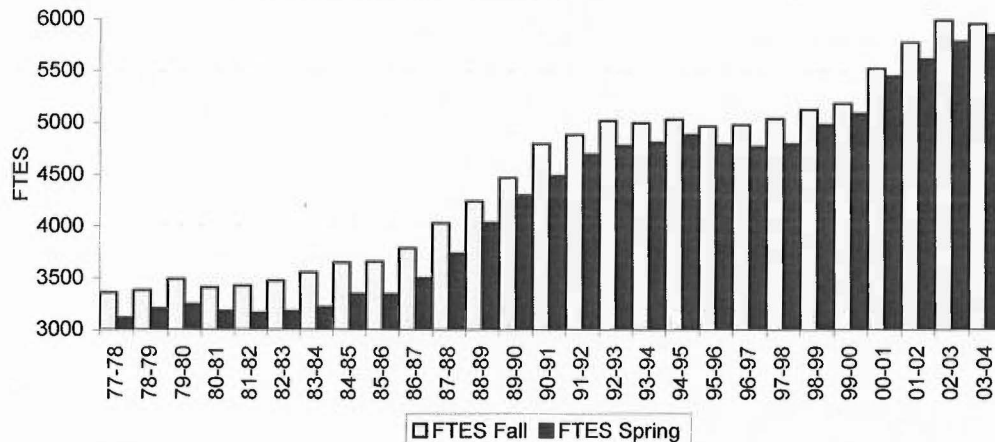
Headcount and FTES Enrollments
Academic Years 1977-78 through 2003-04

Academic Year	New Full-Time Freshmen	HEADCOUNT		FTES		FY Budget FTES*
		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
03-04	946	6816	6626	5950	5848	5899

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

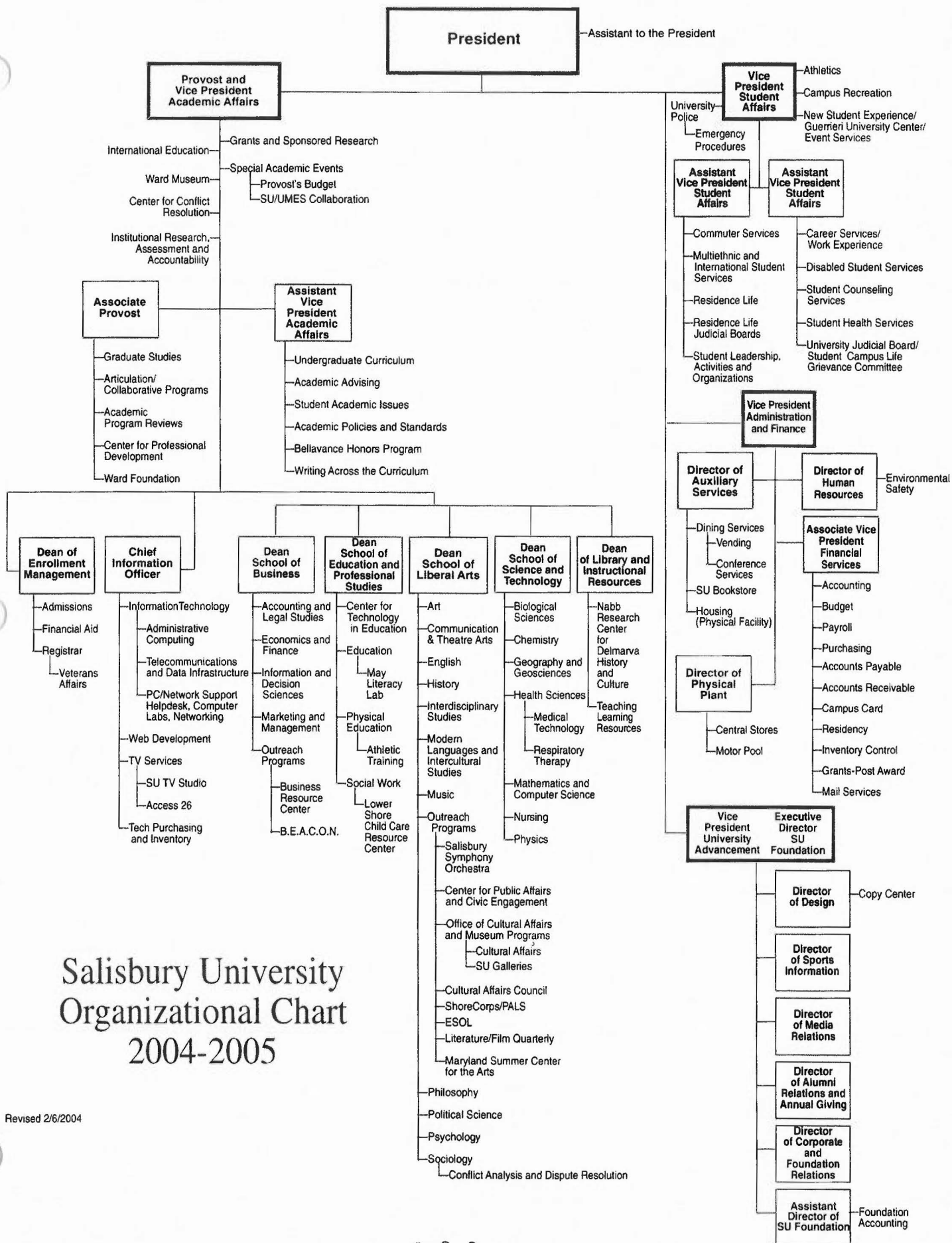
Source: Enrollment File/o:\factbook03-04\headcount & FTE enrollments

Figure 1: FTES Enrollment: Academic Years 1977-78 through 2003-04



Salisbury University Organizational Chart 2004-2005

Revised 2/6/2004



Salisbury University Foundation, Inc.

Board Members 2003

Henry Hanna III
1987
Realtor
CHAIR

Deborah Abbott
1996
Peninsula Bank

Lloyd Beatty
1988
Beatty, Satchell & Co.

Bruce W. Cort
1994
Cort & Associates, Inc.

D. Page Elmore
1999
Waste Management

Charles Emery
2002
Cable Testing Associates

Wanda Ferrier
2000
Retired

Ellen I. Fretterd
1990
Community Activist

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

Richard Givens
2002
State of Delaware

Michael S. Guerrieri
1998
Guerrieri Venture Partnership

Edward Henry
2002
Retired

Marianna Holloway
1980
Holloway Funeral

Wayne A. Judkins
2002
Goldman Sachs

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

Klein G. Leister
1979
Leister & Wilkinson

Ann Showell Mariner
1993
Castle in the Sand

Anne Miller
1998
Hallowell Foundation

Marshall W. Moore
1973
Retired Banker

Ronnie T. Moore
2002
J.A. Moore Construction

John E. Moseman
2002
Fidelity Insurance

James A. Perdue
2003
Perdue Farms, Inc.

Emilie Wood Robinson
2000
Retired

Diane Savage
1985
Community Activist

Billye Sarbanes
2001
Retired

J. Michael Scarborough
1998
The Scarborough Group

Marilyn A. Seidel
2002
Retired

Dr. Irving J. Shen
1996
Dentist

Dr. John Shenasky II
1982
Physician

Edward M. Thomas
1999
Bank of Delmarva

Rosemary M. Thomas
2003
Salisbury University Foundation,
Inc.

Kathryn C. Washburn
1998
Department of the Interior

Board of Directors Emeritus

Charles R. Fulton
Franklin P. Perdue
Dick Young

Salisbury University Mission Statement

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

VALUES

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

VISION

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

Preamble to the Strategic Plan

Derived from the Salisbury University mission and reflecting institutional values, the core goals and primary objectives of the *Salisbury University Strategic Plan 2004-08* guide the University's priorities. The plan affirms that students are central, with academic excellence the defining attribute.

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

Salisbury University Strategic Plan for AY 2004-AY 2008

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

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

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

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

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

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

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

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

Timeline and Milestones of the SU Strategic Planning Process

- Fall 2001: Preliminary discussions occur between the President, Provost, & Long Range Planning Committee regarding the next strategic planning effort.
- April 2002: The Long Range Planning Committee and invited participants (also known as the “expanded” LRAPC) are charged with actively engaging the campus in a process that culminates in the development of a revised/new strategic plan through 2008.
- Aug. 2002: The “expanded” Long Range Academic Planning Committee (LRAPC) reconvenes and forms an ad hoc Strategic Planning Team (SPT). Additional individuals representing primary administrative divisions are to be invited to participate in leading the strategic planning effort. The charge for the SPT is the same as for the LRAPC except it is expected that the SPT will deliver the draft strategic plan to both the LRAPC and the Provost.
- Fall 2002: The Strategic Planning Team engages in a comprehensive and lengthy process of environmental scanning.
- Dec. 2002: The Strategic Planning Team conducts a SWOT analysis.
- Jan. 2002: Seven potential themes are identified to help frame the discussions for the January 24, 2003 strategic planning workshop. Strategic linkages are identified from the SWOT results. These linkages are organized under the seven themes.
- Jan. 24, 2003: A campus-wide strategic planning workshop is held in the Guerreiri University Center. Breakout groups examine, comment upon, and prioritize the linkages and any identified issues
- March 2003: The SPT begins to discuss potential strategic goals.
- April 2003: Four draft strategic goals are identified.
- May 2003: Draft strategic objectives are identified in support of each strategic goal.
A draft preamble to the strategic plan is written.
- June 6, 2003: The first iteration of the draft strategic plan is presented to the campus.
First Strategic Planning Congress is held. Fifty participants representing faculty, the Faculty Senate, academic department chairs, the academic deans, the incoming Long Range Academic Planning Committee members, students, staff, SU Foundation Board members, the Executive Officers, and the Strategic Planning Team convene to discuss goals I and II of the strategic plan. Three breakout groups meet separately and jointly to debate key institutional objectives associated with each goal. Their comments are distilled into the next draft of the strategic plan.
- Aug 22, 2003: A second Strategic Planning Congress is held. The same participants are invited, with 35 attending. Goal III and IV are discussed. Comments are distilled into the next draft of the strategic plan.
- Sept. 9, 2003: The 7th iteration of the draft strategic plan is forwarded to the Strategic Planning Team.
- Sept. 17, 2003: The Strategic Planning Team meets. Final wording revisions are suggested. The SPT notes that its members will be available to provide any clarification regarding the draft document and the planning process.
- Sept. 22, 2003: The SPT forwards the 8th iteration of the SU Strategic Plan AY 2004-AY 2008 to the Provost and the LRAPC.
- Sept. 30, 2003: The Provost formally submits the draft SU Strategic Plan AY 2004-AY 2008 to the Faculty Senate, Staff Senate, Student Government Association, University Forum, and other groups and individuals. They are asked to respond formally by November 15, 2003.
- Nov. 15, 2003: Opportunity for campus and governance group feedback closes.
- Dec. 2003: The President and Executive Staff meet regarding the strategic plan. Informed by the constituent groups, they discuss priorities and finalize the document.
- Mar. 2004: The final SU Strategic Plan for AY 2004-AY 2008 is presented to the SU community.

SALISBURY UNIVERSITY

2002 Institutional Performance Accountability Report to the Maryland Higher Education Commission

Submitted July 2003; Updated September 2003

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

Program Description

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

Mission

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

VISION

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

INSTITUTIONAL ASSESSMENT

Quality

Despite an initial FY 2003 State budget allocation that was virtually no-growth over FY 2002 and a subsequent mid-year reduction of nearly 8%, Salisbury University continues its transformation as an outcomes-oriented institution. The University prioritizes quality and access goals in support of the *2000 Maryland State Plan for Postsecondary Education* and affirms academic excellence as the defining institutional attribute.

Throughout the 1990s and into this decade, Salisbury University has advanced its academic standards and reputation, attaining levels of eminence that readily identifies SU as one of the premier public institutions in Maryland. Achievements include: the highest 4- and 6-year graduation rates in the USM for 16 and 8 consecutive years, respectively; average 6-yr graduation rates that are higher than our performance peers and aspirational peers; and, for seven years, regional and national recognition by numerous publications including *America's Best Colleges* (*U.S. News and World Report*) and *The Best 351 Colleges* (*The Princeton Review*). Additionally, in the 2003 and 2004 editions of *America's Best Colleges*, SU was ranked as a top tier institution for both public and private universities in the North Region.

Enrollment growth of 13.1% in the past three years, high demand by graduating high school seniors, and increasingly limited classroom space have combined to give Salisbury University the highest selectivity in the USM. At approximately 50%, the applicant to acceptance selectivity is also higher than the average of both its performance and aspirational peers.

One year after graduation, approximately 30% of SU alumni enroll in graduate or professional study while 96% are employed. In a given year, 96% to 98% of SU graduates rate their overall quality of education received as satisfactory or very satisfactory. Further, a highly valued characteristic of the academic programming for SU alumni, current, and future students is the student-faculty ratio of 17:1—a ratio lower than the average of SU peers.

Eight academic programs are accredited with specialized agencies. These accreditations are earned through the continuous demonstration of excellence according to national standards. Because these programs produce graduates in deficit career areas for Maryland, they are essential to SU's mission. However, with some allied health programs approaching instructional costs of \$20,000 per Full-time Equivalent Student (FTES), they carry heavy expenses. Additionally, Teacher Education accreditation bears significant new costs in meeting the Professional Development School standards, while both Teacher Education and Business (NCATE and AACSB accreditation, respectively) maintain rigorous standards of educational performance. Contributing academic benefit to the institution at extra financial cost, these programs drive the market salaries of faculty higher while obligating vital reassigned time in order to pursue valuable research, scholarship, and service activities.

Access and Outputs

Salisbury University continues to focus its enrollment on highly qualified, motivated first-time freshmen. New freshman enrollment for Fall 2002 was 900, with a composite SAT score of 1,050 and 1,210 at the 25th and 75th percentiles, respectively, and an average high-school GPA of over 3.4. At just under 5,300 applicants, these students were admitted from the largest applicant pool ever to apply to SU. The University increased its selectivity to 50%—the most stringent ever—in order to accommodate an equal number of transfer students and to operate within the current enrollment capacity that is constrained by insufficient classroom space and resources to hire additional faculty as well as to construct new and larger facilities on a timely cycle. Even with greater selectivity, the University's enrollment grew an additional 2.5%, making the 3-year growth more than 13% and a Fall 2002 headcount that was just over 6,850 students.

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

- for a second consecutive year SU enrolled the largest freshman minority class in institutional history;
- in Fall 2002, SU enrolled the largest *percentage* of freshman African-American students in institutional history;
- for a second consecutive year SU increased African-American freshman *and* transfer enrollment;
- in Fall 2002, SU surpassed the retention rate benchmark for minority undergraduates;
- for a second consecutive year SU achieved the retention rate benchmark for African-American undergraduates;
- the percentage and number of African-American undergraduates increased for a second consecutive year to 8.4%. Although this is a modest .6% growth, it represents a tangible increase of 10% in the number of African-American undergraduates in one year and 19% since Fall 2000; and,
- the number of minority undergraduates continues to increase and now represents 12.6% of the total undergraduate population. Institutional projections for Fall 2003 estimate growth in the African-American and minority undergraduate populations to 9.1% and 13.2%, respectively—levels that are near or achieve targeted benchmarks.

To absorb the 8% FY 2003 mid-year budget reversion, the University eliminated 15 administrative and staff positions, including 2 positions that directly supported the University's diversity initiatives. Although efficiencies are being realized, the reorganization established a discouraging precedent with the population the positions were intended to serve. Moreover, SU's ability to maintain the momentum is threatened by additional State budget reductions.

The University's modified entrance criteria have enhanced its diversity, selectivity, and academic profiles. However, in order to improve educational access to a broadly diverse community, and particularly students of underrepresented groups, financial aid dollars must be available in sufficient awards to meet students' financial needs. Although the University is targeting an additional \$400,000 to need-based financial aid, these dollars will be insufficient to compete for qualified underrepresented students and for providing the type of financial aid awards necessary to limit financial hardship.

As stated previously, graduation rates easily represent one of the continuing success stories for Salisbury University. In 2002, the 6-year graduation rate for the 1996 cohort was 71.8%—a 2-point decline from the previous year but still above the benchmark and significantly above our peers. As predicted last year, the 6-year graduation rate for African-Americans in the same cohort declined to 55%—still the third highest in the USM. Although the University remains encouraged by the

graduation rates of its African-American students, the trend for this population has revealed large annual swings because of the low initial numbers within the cohorts. These rates will not stabilize until the larger 2001 cohort completes college.

Workforce Diversity

Salisbury University continues to make gains in the diversification of its workforce. The number of women in full-time executive/managerial positions has increased to 41%, a growth of 9 points in 5 years that significantly surpasses the benchmark. Likewise, the number of African-American men in full-time executive/managerial positions increased to 9.1%, a growth of 3 points in 5 years that surpasses the benchmark of 9%. The number of women full-time tenured/tenure-track faculty increased to 37%, just 1 point short of the benchmark. However, the number of male full-time tenure/tenure-track African-American faculty declined by .3 points reversing several years of growth. This decline was due to the University's inability to hire any new African-American faculty despite searches that included diverse applicant pools. In a situation applicable to most SU academic programs and not limited to race, the University is less able to offer salaries, benefits, and workloads that are competitive and appealing to new PhDs in the academic market.

As the data indicate, Salisbury University has begun to spiral backward in a vital academic objective—faculty salary levels. Faculty salaries as a percentile of AAUP peers fell from the 83rd to the 72nd percentile at the assistant professor level, from 65th to the 62nd at the associate professor level, and from 72nd to the 67th at the level of professor. Market and regionally competitive salaries cannot be achieved without an additional \$1,700,000 annually—a staggering amount that is nonetheless essential to attract and retain the highest caliber workforce, including minority faculty. Despite the struggles other institutions are having in the current fiscal climate, the AAUP data clearly indicate that other states are continuing to fund annual salary increases. As a result, Salisbury University will slide farther behind its Carnegie peers and become less attractive to faculty from all backgrounds.

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

University-Specific Responses to MHEC Questions

Objective 1.6: Increase the proportion of lower-division student credit hours taught by core faculty from 56% in 1998 to 67% in 2004. The goal for this objective was established during a period when the State of Maryland was attempting to fund the University at a level consistent with the MHEC funding guidelines. However, after the latest budget reversions, Salisbury University's funding is significantly below its previous high of 83% of the guideline.

The University remains committed to this objective in principle with an additional 23% of lower-division courses taught by full-time, non tenure-track faculty on renewable contracts. As stated previously, SU has already added 39 new tenured/tenure-track faculty positions, while an additional 18 positions at a cost of \$1,150,000 are needed to achieve the benchmark. Given the current resource allocation, the reduction in State financial support, fixed cost increases, physical size limitations of SU classroom spaces, the elimination of 15 staff positions in order to absorb FY 2003 budget reversions, and future revenue reductions, Salisbury University will not achieve this benchmark.

Objective 2.4: The annual number of SU graduates in Teacher Education will increase from 233 in 1999 to 285 in 2004. Lacking adequate facilities and space to expand its Teacher Education programs, the University submitted its program justification for a new Teacher Education and Technology Complex (TETC) in 1998. Objective 2.4 was developed in that context. Had the project moved readily through the queue, the complex would have opened in Fall 2002 or 2003 and the Teacher Education program expanded. However, planning money was not approved for the TETC until FY 2004. Assuming the project remains on schedule, the TETC may open by Fall 2007. Until that time, enrollments and graduates are limited by facilities capacities.

Objective 3.1: Increase the estimated number of Teacher Education graduates employed as teachers in Maryland from 145 in 1999 to 200 in 2004. See Objective 2.4 above. Additionally, SU Teacher Education graduates are recruited from across the nation. Our graduates' life choices are influenced by the income levels and community appeal offered by Maryland localities. While many Maryland communities are attractive, they are not as financially competitive as other regions. As a result, the opportunities provided by non-Maryland communities provide a powerful incentive to relocate.

Objective 3.6: Increase the percentage of economically disadvantaged students attending SU from 52.1 percent in 2000 to 55 percent in 2004. The same factors described in Objective 1.6 above also influence this objective, and the trend

mirrors SU's place in the funding guidelines and its eroding State resources. In essence, Salisbury University students are financially supplementing the education of students at other MD institutions. As an example, St. Mary's has a nearly identical percentage of economically disadvantaged students but receives more than \$3,500 more per student from the State of Maryland than does Salisbury University. Nevertheless, because the University is committed to access, over \$400,000 of the new monies generated from tuition increases approved by the USM Board of Regents is devoted to need-based financial aid.

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

Salisbury University's percentage of African-American undergraduates increased to 8.4% in 2002 and is projected to increase to 9.1% in 2003. Although the benchmark may not be achieved by 2004, this objective is beginning to show progress because of President Dudley-Eshbach's diversity initiatives. The objective has been negatively impacted by limited financial aid resources as described in Objective 3.6 above. Additionally, in order to respond to the FY 2003 budget reversion, 15 positions have been or are being eliminated through reorganizational efficiencies. Two of these positions directly supported minority and diversity initiatives. Those responsibilities will be absorbed by other individuals or offices.

Objective 4.6: Increase the proportion of minority undergraduates from 10.4% in 1998 to 13.0% in 2004. In Fall 2002, Salisbury University increased its percentage of minority undergraduates to 12.6%. By Fall 2003, minority enrollment is projected to reach 13.2% surpassing the benchmark.

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. Salisbury University exceeded the campaign goal of \$18.5 million in Fiscal Year 2000. The gifts, pledges, and endowments totaled over \$22.5 million. Of this total, a major component, approximately \$6.5 million, was in the form of real property and a museum collection—the Ward Museum. Title to these assets was transferred to the University.

The assets reported previously for this objective reflected only earned dollars deposited directly into endowed accounts. Although this objective is complete, the data will be updated to reflect total gifts instead of endowed gifts.

Objective 5.4: Allocate expenditures on facility renewal from .8% in 1999 to 2% in 2005. The amount necessary to accomplish this objective would be approximately \$1,200,000, or approximately the annual instructional cost of the SU Nursing program. The goal for this objective was externally not institutionally driven and is not achievable given the current fiscal realities and priorities.

Objective 5.7: Increase the proportion of administrative staff who earn salaries that are at or above the 60th percentile of CUPA peers from 33% in 2000 to 55% in 2004. Because of the competitive hiring of several academic deans, progress has been made to nearly the benchmark level. However, 15 administrative and staff positions have been or are being eliminated in order to respond to the FY 2003 budget reversions. Additional reductions are pending with no funded salary increases in both FY 2003 and FY 2004. Despite comparable deficits in other states, the majority of states continue to allocate funds for employee salary increases. As a result, not only will SU fail to achieve this objective, but also the University will begin to reverse all gains.

Objective 6.4: The six-year graduation rates of SU first-time, full-time freshmen will increase from 65.2% in 1998 to 70% in 2004. The objective is being reworded to: the six-year graduation rates of SU first-time, full-time freshmen will be at least 70% annually through 2004.

Trends Influencing Performance Accountability

According to the Fall 2002 MHEC peer analysis, Salisbury University was funded at \$1,923 per FTES below its funding peers. This amount would equate to an additional \$13,300,000 in state appropriations annually if the University were to be funded at the average peer funding level per FTES. What is more, these levels represent the gap between SU and our performance peers before the FY 2003 budget reversions. Currently, Salisbury University's percentage of guideline funding has plummeted to below 60% with a dollar equivalent of \$19,000,000 below the MHEC guidelines. With this substantial funding gap, Salisbury University will be unable to maintain competitive performance against those same peers, let alone achieve institutional objectives for access and academic quality.

Although a reordering of priorities may allow additional internal reallocations to focus on specific initiatives, State funding allocations that are significantly below that of funding peers will inevitably influence those indicators in which SU currently surpasses its own expectations and those of the State. Guideline funding has failed to produce the guideline dollars

designated, and the University's funding has continually lagged behind all traditional four-year institutions in the USM. With State allocations to Salisbury University plummeting to less than \$4,300 per student, the University and its students are forced to support the high cost of academic programs that the State marginally subsidizes. In these extreme budget times, academic programs, including the vital allied health fields, must be reviewed for efficiencies and eliminated if they consume resources far in excess of the median program cost per student.

Guideline funding and tuition pricing data indicate that SU is behind its Maryland peers on virtually every level. However, on many performance indicators, SU equals or surpasses its sister institutions, and based on seat availability, SU is the most in-demand public institution in Maryland. Minimum funding thresholds are necessary to sustain superior performance across a full array of initiatives, and given the high performance standards already achieved by SU, it would be appropriate and prudent for the State of Maryland to fund its institutions equitably according to its own guidelines.

The perception that Salisbury University and higher education was richly funded during the late 90's and first years of the new decade are partially misleading and grossly shortsighted. Three years of double-digit increases hardly compensate for a decade of famine. Further, when funded "richly," Salisbury University has never been funded higher than 83% of the MHEC funding guidelines. Academic quality, access, and affordability cannot be maintained with equal success when resources are so dramatically and suddenly reduced. Although budget reductions may propel desirable and beneficial efficiencies, there is a threshold in which an "efficiency" initiates a genuine decline in quality, access, and service. That threshold has long since been crossed.

MANAGING FOR RESULTS

KEY GOALS AND OBJECTIVES

Goal 1. Provide quality undergraduate/graduate education.

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Nursing (NCLEX) exam pass rate	79%	88%	79%	77%	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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Teaching (NTE or PRAXIS II) pass rate ^{1&2}	96%	96%	91%	92%	92%	92%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
	Satisfaction w/preparation for graduate school ³	2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Quality		98%	100%	98%	98%	98%	98%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
	Satisfaction w/preparation for employment ³	2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Quality		93%	93%	92%	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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
	Undergraduate satisfaction w/educational quality ³	2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Quality		98%	96%	97%	97%	97%	97%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Quality	Percent of lower-division student credit hours taught by by core faculty	53%	50%	56%	57%	50%	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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
		1997 Survey	1998 Survey	2000 Survey	2002 Survey		
Outcome	Employer satisfaction w/SU graduates ⁴	N/A	97.8%	N/A	N/A	N/A	N/A

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	2000 Survey	2001 Survey	2002 Survey	2002 Survey	Estimated	Estimated
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 ³	.73	.74	.79	.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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of IT graduates	44	78	88	80	90	90

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of Teacher Education graduates	197	229	235	271	270	270

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of Nursing graduates	37	55	54	56	58	58

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

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
Outputs	Number of baccalaureate recipients	1,056	1,285	1,283	1,345	1,310	1,315

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.

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	MSDE	Estimated	Estimated
2000 Survey		2000 Survey	2001 Survey	2002 Survey	Actual		
Outcome	Estimated number of Teacher education graduates employed in MD as teachers ³	121	141	176	181	185	185

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.

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2000 Survey		2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Outcome	Estimated number of IT graduates employed in MD in an IT field ³	21	17	37	37	40	40

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

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2000 Survey		2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Outcome	Estimated number employed in MD one year after graduation ³	746	729	872	872	880	880

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

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2000 Survey		2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Outcome	Percent employed one-year after graduation ³	94%	96%	96%	96%	96%	96%

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

		2000	2001	2002	2003	2004	2005
Performance Measures		Actual	Actual	Actual	Actual	Estimated	Estimated
2000 Survey		2000 Survey	2001 Survey	2002 Survey	2002 Survey		
Outcome	Estimated number of Nursing graduates employed in MD as nurses ³	35	27	34	34	38	38

Objective 3.6	Increase the percentage of economically disadvantaged students attending SU from 52.5% in 2000 to 55.0% in 2004.						
	Performance Measures	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Estimated	2005 Estimated
Input	Percentage of economically disadvantaged students attending SU	52.1%	50.5%	39.8%	39.4%	40%	42%

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.						
	Performance Measures	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Estimated	2005 Estimated
Input	Full-time, tenured/tenure-track faculty: percent women ⁵	34%	34%	36%	37%	38%	38%

Objective 4.2	Increase the proportion of full-time executive/managerial staff that are women from 32% in 1998 to 35% in 2004.						
	Performance Measures	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Estimated	2005 Estimated
Input	Full-time executive/managerial staff: percent women ⁵	33%	38%	39%	41%	42%	42%

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.						
	Performance Measures	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Estimated	2005 Estimated
Input	Full-time, tenured/tenure-track faculty: percent African-American ⁵	3.7%	4.4%	5.4%	5.1%	5.2%	5.3%

Objective 4.4	Increase the proportion of full-time executive/managerial staff that are African-American from 6% in 1998 to 9% in 2004.						
	Performance Measures	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Estimated	2005 Estimated
Input	Full-time executive/managerial staff: percent African-American ⁵	7.9%	8.7%	8.7%	9.1%	9.0%	9.0%

Objective 4.5	Increase the proportion of African-American undergraduates from 8% in 1998 to 10% in 2004.						
		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
	Percentage of African-American undergraduates ⁵						
Input		8.0%	7.4%	7.8%	8.4%	9.1%	9.8%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Input	Percentage of minority undergraduates ⁵	10.8%	10.6%	11.6%	12.6%	13.2%	13.7%

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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outcome	Dollars (millions) raised in Campaign for MD ⁶	\$21.35	\$23.62	\$25.47	N/A	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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outcome	Private, State, and Federal dollar awards for grants and sponsored research (millions)	\$3.22	\$5.07	\$5.36	\$4.47	\$4.50	\$4.50

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Efficiency	Annual operating budget savings rate ⁷	2.1%	1.2%	1.9%	3.3%	2.0%	2.0%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Efficiency	Percentage of annual state appropriation spent on facility renewal ⁷	.9%	1%	.8%	.9%	.9%	.9%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Outcome	Annual giving (millions)	\$1.34	\$2.27	\$1.84	\$3.26	\$1.90	\$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 68th, 53rd, and 65th, respectively in 1999 to the 85th percentile by 2004.

Input	Performance Measures	2000	2001	2002	2003	2004	2005
		Actual	Actual	Actual	Actual	Estimated	Estimated
	Faculty salary as a %ile of AAUP peers Assistant ⁷						
	Assistant	72 nd	80 th	83 rd	72 nd	67 th	63 rd
	Associate	53 rd	60 th	65 th	62 nd	59 th	56 th
	Professor	65 th	69 th	72 nd	67 th	63 rd	60 th

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

Input	Performance Measures	2000	2001	2002	2003	2004	2005
		Actual	Actual	Actual	Actual	Estimated	Estimated
	Proportion of administrative staff salaries at or above 60 th %ile of CUPA peer						
		33%	38%	53%	62%	48%	42%

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.

Output	Performance Measures	2000	2001	2002	2003	2004	2005
		Actual	Actual	Actual	Actual	Estimated	Estimated
	2 nd year first-time, full-time retention rate: all students ⁸						
		84.0%	84.4%	86.0%	85.2%	85.5%	86.0%

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

Output	Performance Measures	2000	2001	2002	2003	2004	2005
		Actual	Actual	Actual	Actual	Estimated	Estimated
	2 nd year first-time, full-time retention rate: African-American students ⁸						
		78.0%	65.8%	87.5%	77.9%	78%	78%

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.

Output	Performance Measures	2000	2001	2002	2003	2004	2005
		Actual	Actual	Actual	Actual	Estimated	Estimated
	2 nd year first-time, full-time retention rate: minority students ⁸						
		77.4%	74.2%	78.4%	81.3%	81%	81%

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

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: all students ⁸	65.6%	70.6%	73.9%	71.8%	72%	72%

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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: African-American students ⁸	51.9%	60.4%	60.6%	55.0%	58%	58%

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.

		2000	2001	2002	2003	2004	2005
	Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output	6-year graduation rate of first-time, full-time freshmen: minority students ⁸	52.8%	60.6%	57.1%	55.5%	57%	57%

Notes to MFR

¹Prior to 2002, the teacher certification exam taken for initial teacher certification was the National Teachers Examination (NTE). Beginning in 2002, the PRAXIS II became the exam by which all Maryland students are measured for purposes of initial teacher certification.

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

³Up until 2003, Salisbury University surveyed baccalaureate degree recipients on an annual basis and included the most current data in the MFR. The survey years reflect those data. Because a follow-up survey of baccalaureate degree recipients was not conducted in 2003, the 2002 survey results have carried forward to 2003.

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

⁵Percentages are based on headcounts as of Fall census.

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

⁷Data provided by the USM.

⁸Data provided by the MHEC.

Salisbury University: Performance Peer Comparisons 2003

University	25th/75th %ile	SAT Rank	% minority of all undergraduates	% Minority Rank	% African-American of all undergraduates	% African-American Rank	Average (4-yr) second-yr. retention rate	Retention Rate Rank	Six-year graduation rate	Graduation Rate Rank
Salisbury U.	1050-1210	1	12.1%	4	8.0%	1	82%	1	68%	1
Central Washington U.	880-1100	10	13.8%	3	1.8%	9	74%	9	51%	5
Eastern Illinois U.	20-23 ¹	8	10.5%	6	7.2%	2	81%	2	65%	2
Humboldt State U.	930-1170	4	16.6%	2	2.7%	7	75%	8	38%	11
Massachusetts, U. of, Dartmouth	970-1160	3	10.0%	7	5.2%	3	79%	4	51%	6
North Carolina, U. of, Wilmington	1010-1170	2	8.0%	10	4.4%	4	80%	3	59%	3
Northern Michigan U.	19-24 ¹	9	5.3%	11	1.7%	10	69%	11	48%	8
Sonoma State U.	930-1140	7	18.2%	1	2.0%	8	77%	7	47%	9
SUNY, C. at Oswego	960-1140	4	9.2%	9	3.8%	5	79%	4	50%	7
SUNY, C. at Plattsburgh	940-1110	6	9.3%	8	3.7%	6	78%	6	56%	4
Western Oregon U.	860-1090	11	11.1%	5	1.6%	11	70%	10	38%	10
Average of Peers	935-1135		11.2%		3.4%		76.2%		50%	
	Six-year graduation rate all minorities ²	Minority Graduation Rate Rank	Six-year graduation rate African Americans ²	African-American Graduation Rate rank	Passing rate on Praxis exam ³	Praxis passing rank	Passing rate in nursing licensing exam ²	NCLEX Passing Rank	Alumni giving rate	Alumni Giving Rank
Salisbury U.	57%	3	61%	1	91%	8	77%	6	16.5%	3
Central Washington U.	59%	1	50%	4	N/A	-	no program	-	N/A	-
Eastern Illinois U.	44%	5	40%	5	98%	4	no program	-	9.9%	7
Humboldt State U.	N/A	-	N/A	-	99%	3	84% ⁵	4	7.8%	8
Massachusetts, U. of, Dartmouth	33%	8	34%	6	66%	10	92%	1	N/A	-
North Carolina, U. of, Wilmington	55%	4	58%	2	98%	4	90% ⁵	2	11.0%	6
Northern Michigan U.	33%	8	11%	9	100%	1	78% ⁴	5	12.5%	5
Sonoma State U.	37%	6	27%	8	98%	4	85% ⁵	3	21.7%	2
SUNY, C. at Oswego	36%	7	34%	6	91%	8	no program	-	16.1%	4
SUNY, C. at Plattsburgh	57%	2	56%	3	95%	7	67% ⁶	7	25.1%	1
Western Oregon U.	N/A	-	N/A	-	100%	1	no program	-	N/A	-
Average of Peers	44.3%		38.7%		94%		83%		14.9%	
02/16/2004: Office of Institutional Research, Assessment, & Accountability										

	SU institution-specific indicators									
	Acceptance rate	Acceptance Rank	% of Faculty with terminal degrees	Faculty Education Rank	Ratio of FTES to FTEF	FTES to FTEF Ratio Rank	Average HS GPA	GPA Rank	Total State appropriation/ FTES	State Appropriation Rank
Salisbury U.	52%	1	78%	10	16.9	4	3.47	2	\$5,063	10
Central Washington U.	89%	9	83%	7	20.2	9	3.20	7	\$5,570	8
Eastern Illinois U.	70%	5	74%	11	15.7	2	n/a	-	\$5,813	5
Humboldt State U.	74%	6	99%	1	17.1	6	3.21	6	\$10,713	1
Massachusetts, U. of, Dartmouth	67%	4	87%	3	15.5	1	3.00	10	\$8,838	2
North Carolina, U. of, Wilmington	80%	7	87%	3	21.3	10	3.50	1	\$5,616	7
Northern Michigan U.	85%	8	86%	5	22.6	11	3.22	4	\$6,924	4
Sonoma State U.	92%	10	89%	2	19.2	7	3.20	7	\$8,616	3
SUNY, C. at Oswego	58%	2	80%	9	19.3	8	3.22	4	\$5,396	9
SUNY, C. at Plattsburgh	63%	3	81%	8	17.0	5	3.10	9	\$5,676	6
Western Oregon U.	92%	10	86%	5	15.7	2	3.28	3	\$3,992	11
Average of Peers	77%		85%		18.4		3.21		\$6,715	
	Average Overall Score	Overall Performance Rank	Notes							
Salisbury U.	3.733	1	¹ The majority of EIU and NMU students submit ACT scores in lieu of the SAT. If ACT ranges were to be converted to SAT ranges using the College Board SAT-ACT comparison, the SAT ranges for Eastern Illinois University (EIU) and Northern Michigan University (NMU) would be 950-1070 and 910-1110, respectively. This would adjust the peer average to 934-1126.							
Central Washington U.	6.750	9	² Comparative data for African-American and minority graduation rates, (as well as pass rates on the NCLEX-RN exam) are not available through national databases. The data provided was obtained through direct solicitation of peer institutions. After two requests, Humboldt State responded that they would be unable to answer our query due to lack of staff. Western Oregon never responded.							
Eastern Illinois U.	4.923	4	³ The Praxis II exam may be required at different times in a student's education. Additionally, at some institutions (NMU and WOU) Praxis II is a graduation requirement and therefore pass rates will always be 100%. At another institution (CWU), it is not required at all. As a result, comparison of Praxis II pass rates across institutions may not be valid.							
Humboldt State U.	5.154	5	⁴ The testing period of the NCLEX-RN exam differs for NMU (4/1/2001 through 3/31/2002). This was the testing period provided by that institution.							
Massachusetts, U. of, Dartmouth	4.857	3	⁵ NCLEX-RN exam pass rates for UNC-Wilmington (NC), and Sonoma State (CA) and Humboldt State (CA) were obtained from the North Carolina State Board of Nursing and the California State Board of Nursing Websites, respectively.							
North Carolina, U. of, Wilmington	4.533	2	⁶ Passing rates for SUNY-Plattsburgh were obtained by phone solicitation from that institution's Nursing Department.							
Northern Michigan U.	7.267	11								
Sonoma State U.	5.600	7								
SUNY, C. at Oswego	6.143	8								
SUNY, C. at Plattsburgh	5.400	6								
Western Oregon U.	7.182	10								
Average of Peers	5.595									

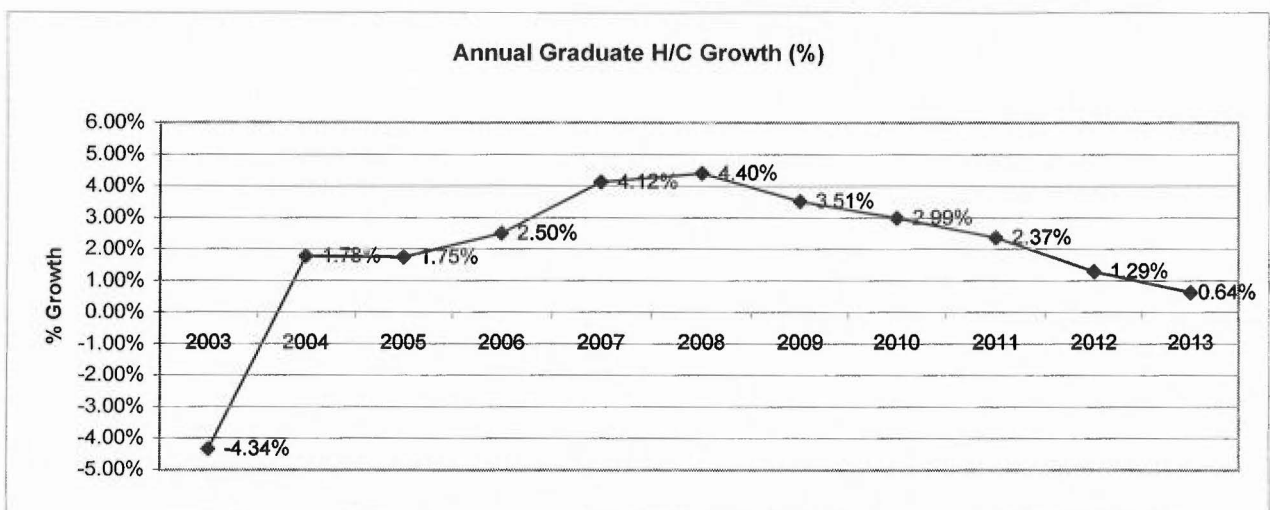
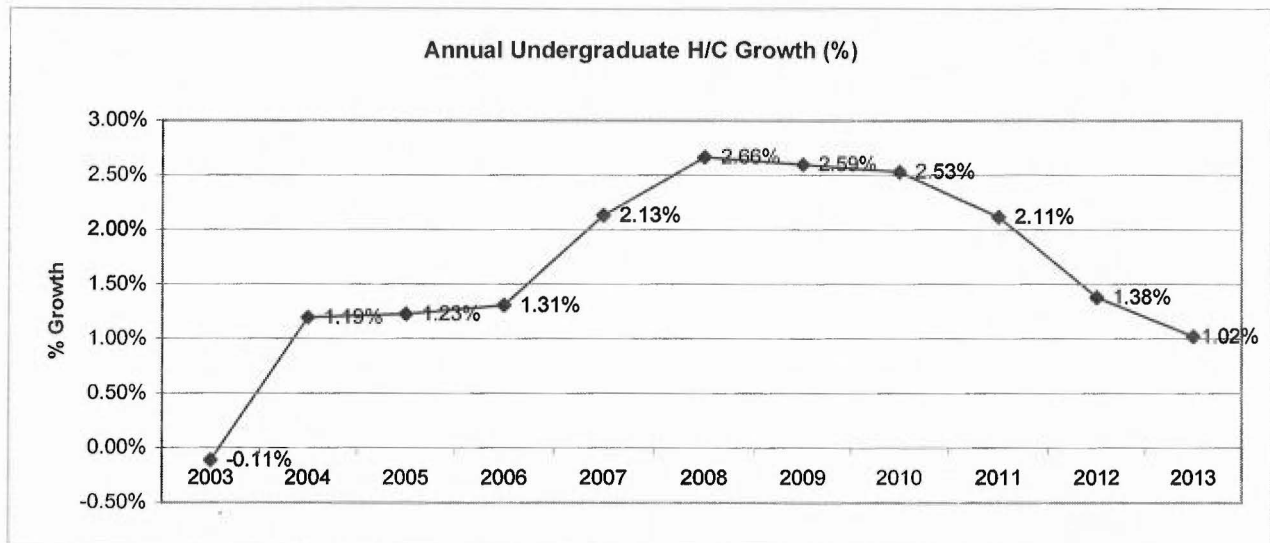
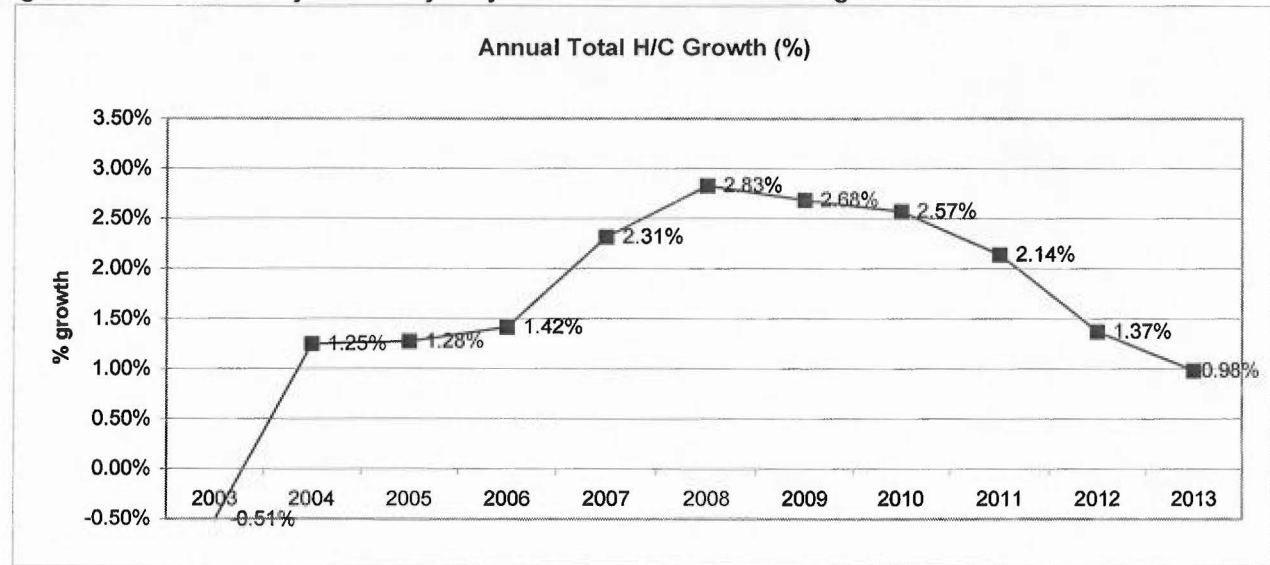
N/A - Data not available

ENROLLMENT PROJECTIONS
SALISBURY UNIVERSITY: FY 2004-FY 2014 (20.5% Growth Assumes stable %F/T UG & on-time construction of new facilities)

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2003 to Fall 2013	
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Number	Percent
Headcount Total	6,816	6,901	6,989	7,088	7,252	7,457	7,657	7,854	8,022	8,132	8,212	1,396	20.5%
H/C growth(decline)	(35)	85	88	99	164	205	200	197	168	110	80		
% Annual Change	-0.51%	1.25%	1.28%	1.42%	2.31%	2.83%	2.68%	2.57%	2.14%	1.37%	0.98%		
Undergraduate Total	6,199	6,273	6,350	6,433	6,570	6,745	6,920	7,095	7,245	7,345	7,420	1,221	19.7%
H/C growth(decline)	139	74	77	83	137	175	175	175	150	100	75		
% Annual Change	-0.11%	1.19%	1.23%	1.31%	2.13%	2.66%	2.59%	2.53%	2.11%	1.38%	1.02%		
Full-time	5,434	5,513	5,580	5,653	5,770	5,925	6,075	6,225	6,355	6,442	6,505	1,071	19.7%
H/C growth(decline)	(5)	79	67	73	117	155	150	150	130	87	63		
Part-time	765	760	770	780	800	820	845	870	890	903	915	150	19.6%
H/C growth(decline)	(2)	(5)	10	10	20	20	25	25	20	13	12		
% F/T Undergraduate	87.7%	87.9%	87.9%	87.9%	87.8%	87.8%	87.8%	87.7%	87.7%	87.7%	87.7%		
Grad./First Prof. Total	617	628	639	655	682	712	737	759	777	787	792	175	28.4%
H/C growth(decline)	(28)	11	11	16	27	30	25	22	18	10	5		
% Annual Change	-4.34%	1.78%	1.75%	2.50%	4.12%	4.40%	3.51%	2.99%	2.37%	1.29%	0.64%		
Full-time	154	156	158	160	162	162	162	162	162	162	162	8	5.2%
H/C growth(decline)	-	2	2	2	2	-	-	-	-	-	-		
Part-time	463	472	481	495	520	550	575	597	615	625	630	167	36.1%
H/C growth(decline)	(28)	9	9	14	25	30	25	22	18	10	5		
% of population that is graduate	9.05%	9.10%	9.14%	9.24%	9.40%	9.55%	9.63%	9.66%	9.69%	9.68%	9.64%		
FTDE Students	4,950	4,990	5,052	5,119	5,231	5,369	5,507	5,614	5,614	5,614	5,614	664	13.4%
Fiscal Year Full-Time Equivalent Data	Fiscal Year											Change From	
	Est.	Projections										FY 2004 to FY 2014	
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Number	Percent
FTE Students	5,900	5,954	6,029	6,109	6,242	6,407	6,571	6,736	6,876	6,967	7,037	1,137	19.3%
% growth in FTE	0.31%	0.92%	1.25%	1.33%	2.18%	2.65%	2.56%	2.50%	2.08%	1.33%	1.00%		

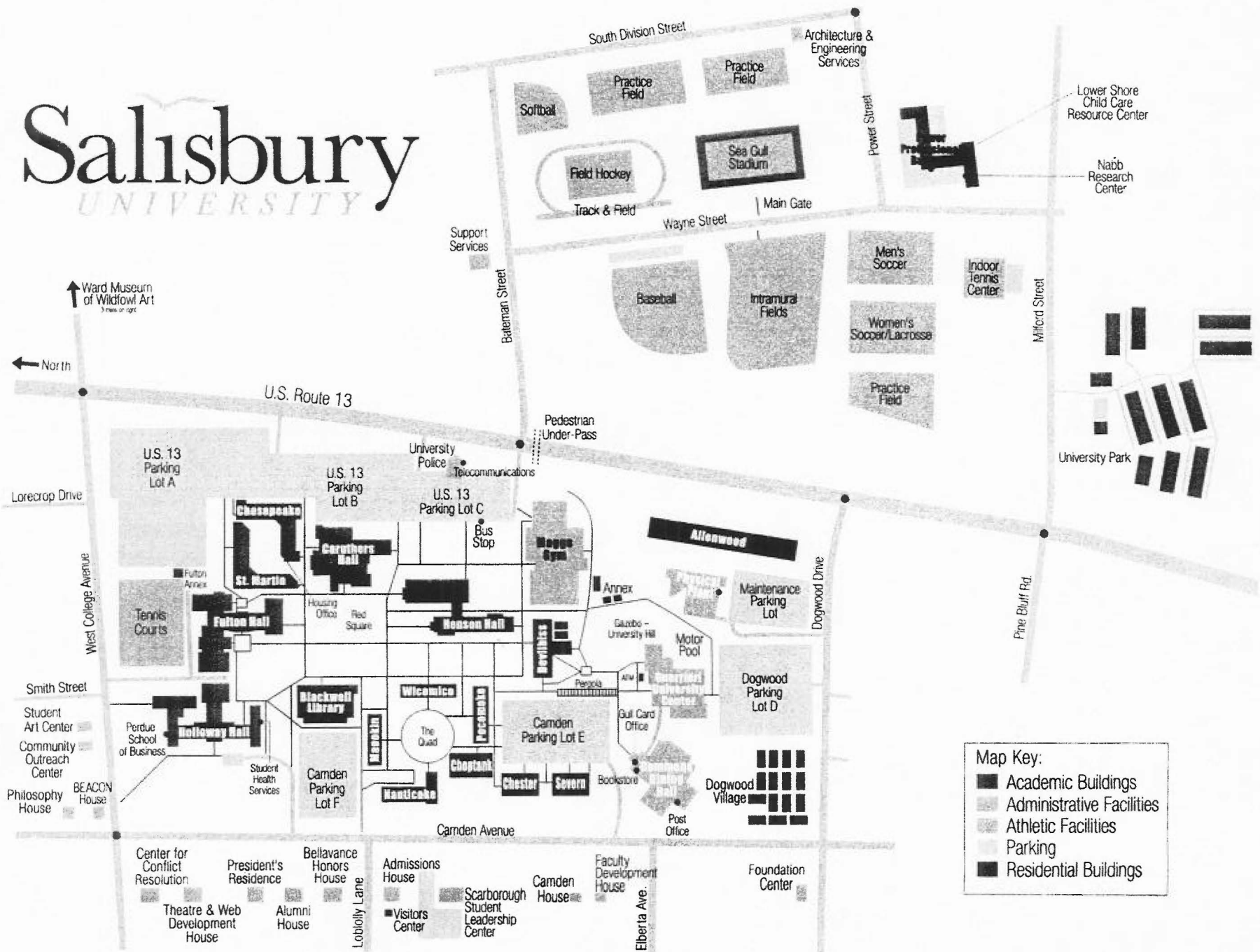
Comments: This is an aggressive growth model that is predicated on the planned opening of the New Teacher Education and Technology Complex in 2007. Growth assumes capital construction and funding support above current levels and appropriate to employ and retain quality faculty, as well as to maintain current instructional technology and academic quality. Capital needs include a new library facility and additional academic facilities. This model assumes sufficient State budget allocations and no delays in capital construction that are essential to accommodate growth. Completed by: Bryan Price, Director: Institutional Research, Assessment, Accountability; February 11, 2004

Figure 2: Salisbury University Projected Growth Trends through FY 2014



Salisbury

UNIVERSITY

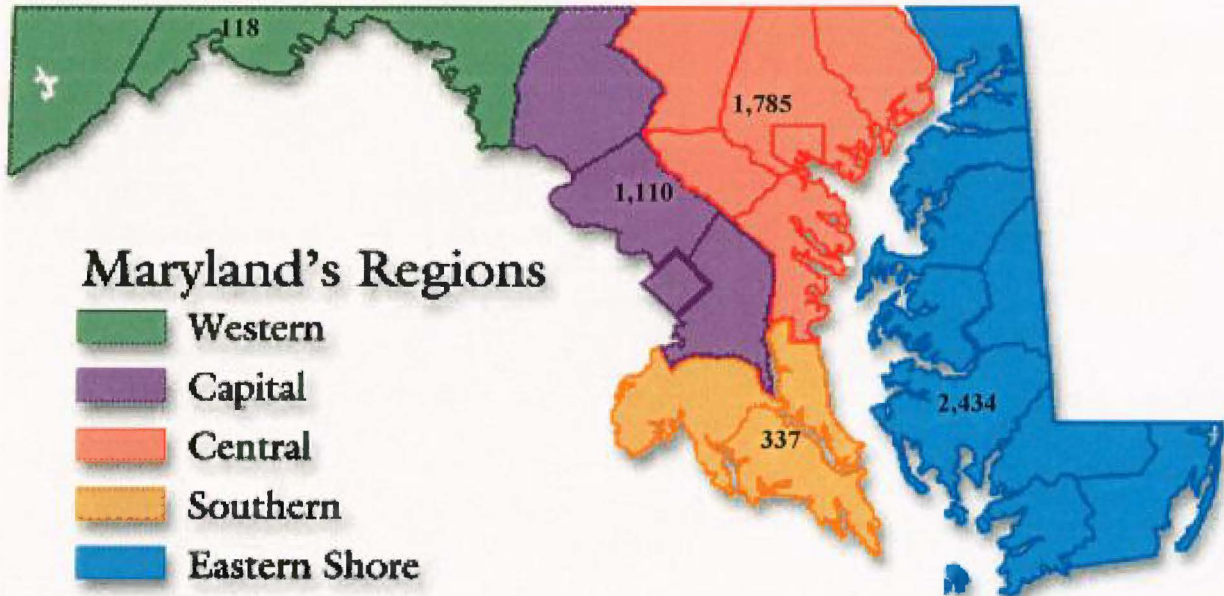


Map Key:

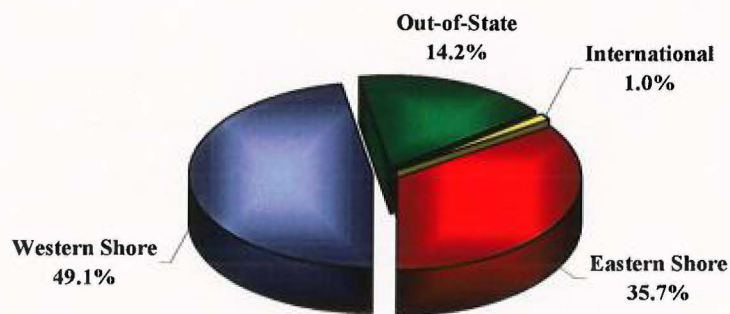
	Academic Buildings
	Administrative Facilities
	Athletic Facilities
	Parking
	Residential Buildings

Institutional Enrollment and Demographics

Total Maryland Enrollment, Fall 2003: 5,784



Fall 2003
Total Enrollment: 6,816



Total Eastern Shore Enrollment,
Fall 2003: 2,434

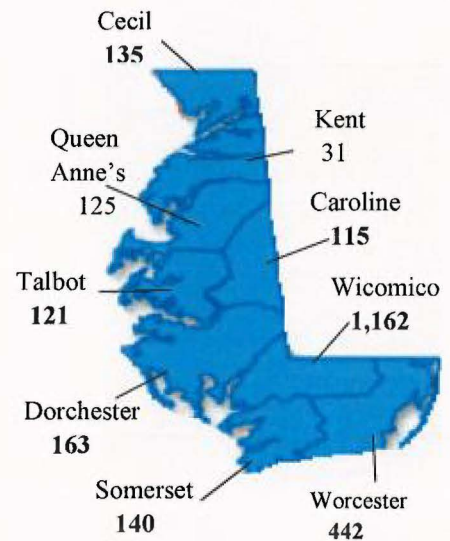


Table 1:

Total Institutional Enrollment: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	6048	6060	6421	6682	6851	6816
% Annual Growth	1.5%	-0.3%	6.0%	4.1%	2.5%	-0.5%
Total Men	2574	2541	2713	2802	2860	2814
% Men	42.6%	41.9%	42.3%	41.9%	41.7%	41.3%
Total Women	3474	3519	3708	3880	3991	4002
% Women	57.4%	58.1%	57.7%	58.1%	58.3%	58.7%
F.T.E.S.	5031	5181	5519	5768	5985	5950
% Annual Growth	0.7%	1.2%	6.5%	4.5%	3.8%	-0.6%
Full-Time Students	4524	4791	5150	5398	5593	5588
Men	1991	2053	2243	2341	2436	2390
Women	2533	2738	2907	3057	3157	3198
% Full-Time	74.8%	79.1%	80.2%	80.8%	81.6%	82.0%
Average Age of all full-time students	N/A	22	22	21.5	21.7	21.6
Part-Time Students	1524	1269	1271	1284	1258	1228
Men	583	488	470	461	424	424
Women	941	781	801	823	834	804
% Part-Time	25.2%	20.9%	19.8%	19.2%	18.4%	18.0%
Average Age of all part-time students	N/A	32	32	31.5	31.9	30.3
Average Student Age	N/A	23.7	23.6	23.5	23.6	23.2

Figure 1: Full-Time and Part-Time Institutional Enrollment: 1994, 1999-2003

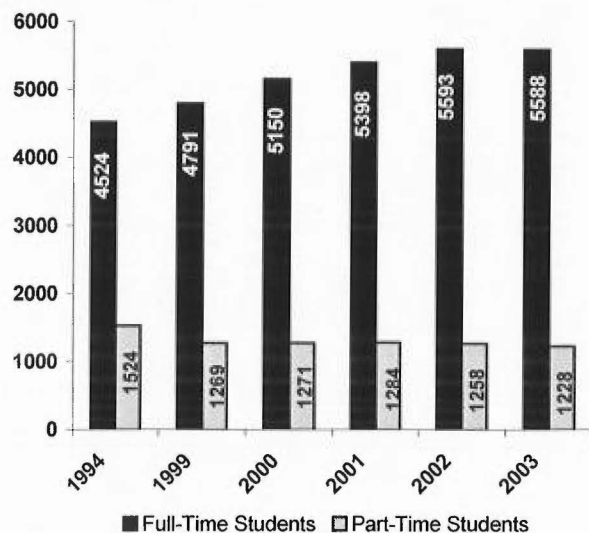


Figure 2: Percent Full-Time Institutional Enrollment: 1994, 1999-2003

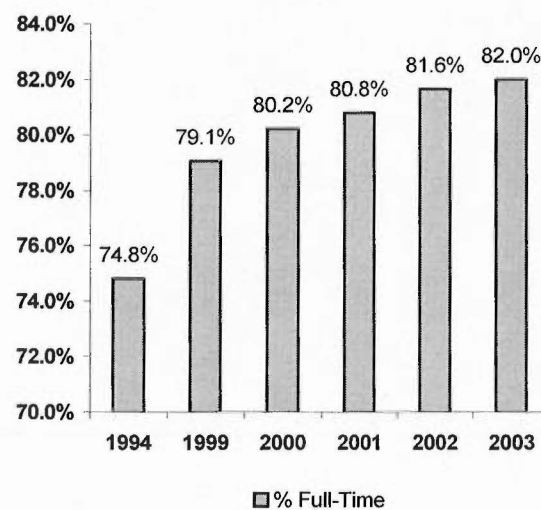


Table 2:

Total Institutional Enrollment by Classification, Race/Ethnicity, and Status: Fall 2003

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 ¹	79	1	5	-	44	1	33	-	713	2	11	-	61	-	946	4	950
%	9.0		0.6		5.1		3.7		80.4		1.2		6.4				
Undergraduates																	
Freshmen	149	5	6	-	56	2	46	-	1102	24	12	-	90	3	1461	34	1495
%	11.0		0.4		4.1		3.3		80.3		0.9		6.2				
Sophomores	102	11	5	-	42	3	35	2	1099	59	10	-	78	5	1371	80	1451
%	8.3		0.4		3.3		2.7		84.6		0.7		5.7				
Juniors	73	21	3	-	20	4	21	3	1150	95	14	2	71	7	1352	132	1484
%	6.7		0.2		1.7		1.7		88.5		1.1		5.3				
Seniors	37	19	5	-	20	3	12	3	1043	130	5	3	51	10	1173	168	1341
%	4.4		0.4		1.8		1.2		91.6		0.6		4.5				
Second Bachelor's	2	2	1	-	2	1	2	-	47	31	3	-	8	4	65	38	103
%	4.4		1.1		3.3		2.2		85.7		3.0		11.7				
Subtotal	363	58	20	-	140	13	116	8	4441	339	44	5	298	29	5422	452	5874
Unclassified/ Non-Degree	5	81	-	-	-	8	-	-	6	136	-	3	1	85	12	313	325
Total Undergraduates	368	139	20	-	140	21	116	8	4447	475	44	8	299	114	5434	765	6199
%	8.8		0.3		2.8		2.1		85.1		0.9		6.7				
Graduates																	
Degree-seeking	17	19	1	-	1	1	-	2	101	217	11	2	14	21	145	262	407
Non-Degree	1	14	-	-	1	-	-	3	7	168	-	-	-	16	9	201	210
Total Graduates	18	33	1	-	2	1	-	5	108	385	11	2	14	37	154	463	617
%	9.0		0.2		0.5		0.9		87.1		2.3		8.3				
GRAND TOTAL																	
	386	172	21	-	142	22	116	13	4555	860	55	10	313	151	5588	1228	6816
%	8.8		0.3		2.6		2.0		85.2		1.0		6.8				

Notes:¹ Included in freshmen figure.

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

Percentage of Unknown is a percentage of the total.

Figure 3: Total Institutional Enrollment: Headcount, F/T and P/T Students: 1999-2003

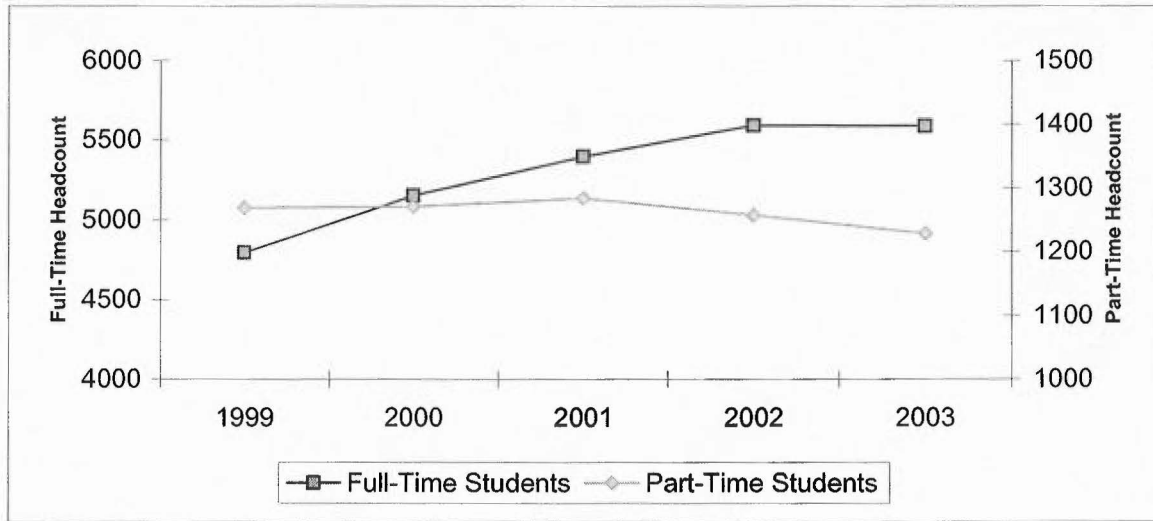


Figure 4: Total Institutional Enrollment Since 1980

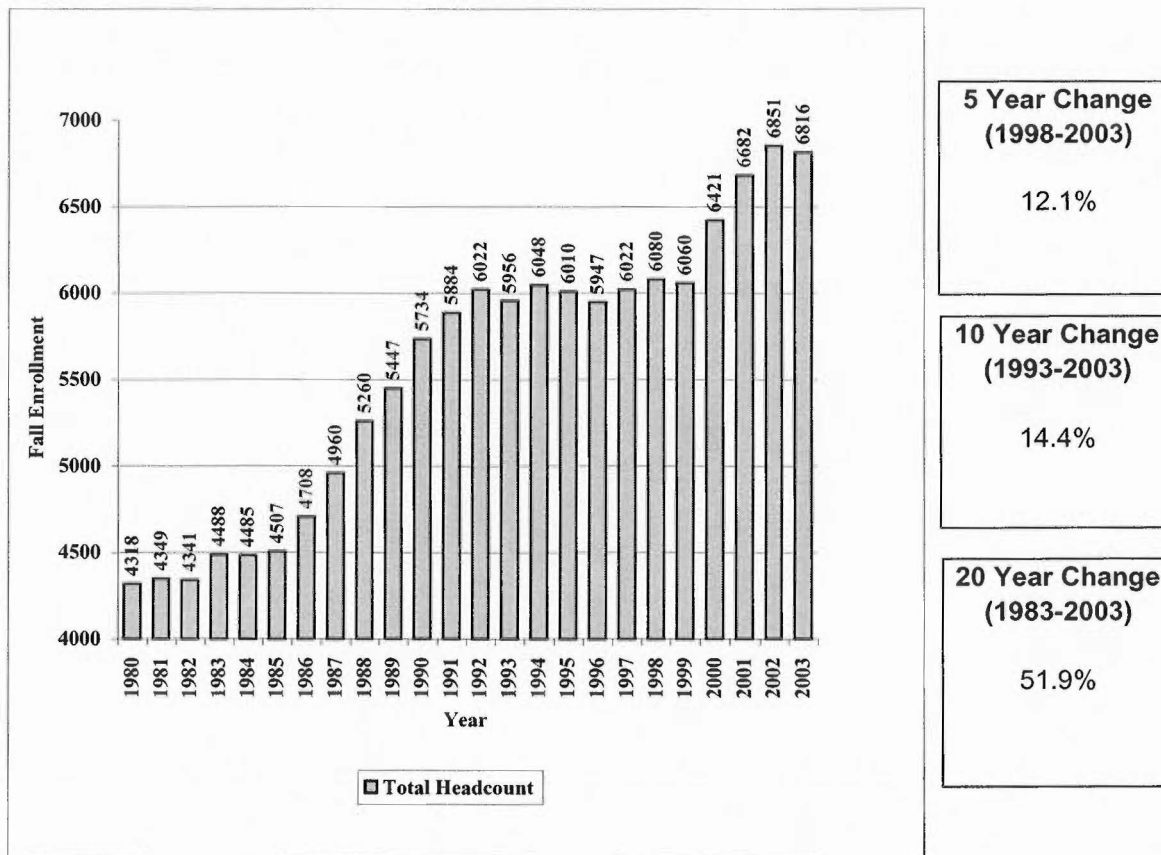


Table 3:

Total Institutional Enrollment by Race/Ethnicity, Sex, and Status: Fall 2003

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	182	204	42	130	224	334	558	8.2%	8.8%
American Indian	8	13	-	-	8	13	21	0.3%	0.3%
Asian/Pacific Islander	62	80	8	14	70	94	164	2.4%	2.6%
Hispanic	57	59	6	7	63	66	129	1.9%	2.0%
White	1928	2627	313	547	2241	3174	5415	79.4%	85.2%
International	26	29	2	8	28	37	65	1.0%	1.0%
Subtotal	2263	3012	371	706	2634	3718	6352	93.2%	100.0%
Unknown	127	186	53	98	180	284	464	6.8%	
TOTAL	2390	3198	424	804	2814	4002	6816	100.0%	

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

Figure 5:

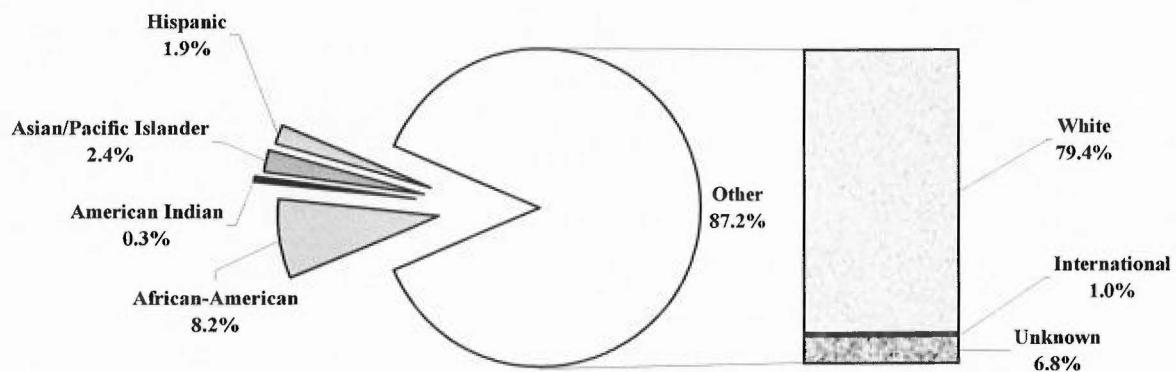
Total Institutional Enrollment by Race & Ethnicity: Fall 2003

Figure 6: Total Institutional Enrollment by Sex and Status: Fall 2003

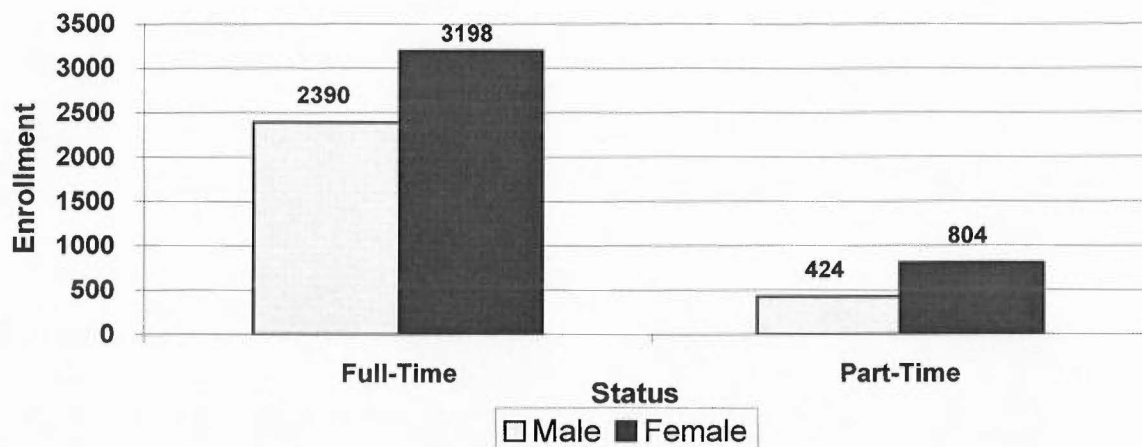


Table 4:

Total Institutional Demographics: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount*	6048	6060	6421	6682	6851	6816
Total Residing on Campus	1712	1699	1729	1681	1645	1669
Total Commuters	4336	4361	4692	5001	5206	5147
% Residing On Campus	28.3%	28.0%	26.9%	25.2%	24.0%	24.5%
MD Residents	4550	4818	5102	5460	5633	5784
% MD Residents	75.2%	79.5%	79.5%	81.7%	82.2%	84.9%
Out-of-State	1453	1196	1261	1159	1138	966
International	43	39	53	58	74	65
Other ¹	2	7	5	5	6	1
African-American	385	463	454	496	558	558
American Indian	12	17	21	22	19	21
Asian/Pacific Islander	85	86	99	122	133	164
Hispanic	51	54	68	88	114	129
International	42	39	53	58	74	65
White	5473	5159	5403	5576	5629	5415
Unknown	-	242	323	320	324	464
% Known Minority	8.8%	10.7%	10.5%	11.4%	12.6%	13.7%
% Minority + International	9.5%	11.3%	11.4%	12.4%	13.8%	14.8%
% Unknown	-	4.0%	5.0%	4.8%	4.7%	6.8%
Average Age of all students	N/A	23.7	23.6	23.5	23.6	23.2

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

¹Students with "OTHER" residence, see Glossary.

o:\fb0304total demographics

Figure 7:

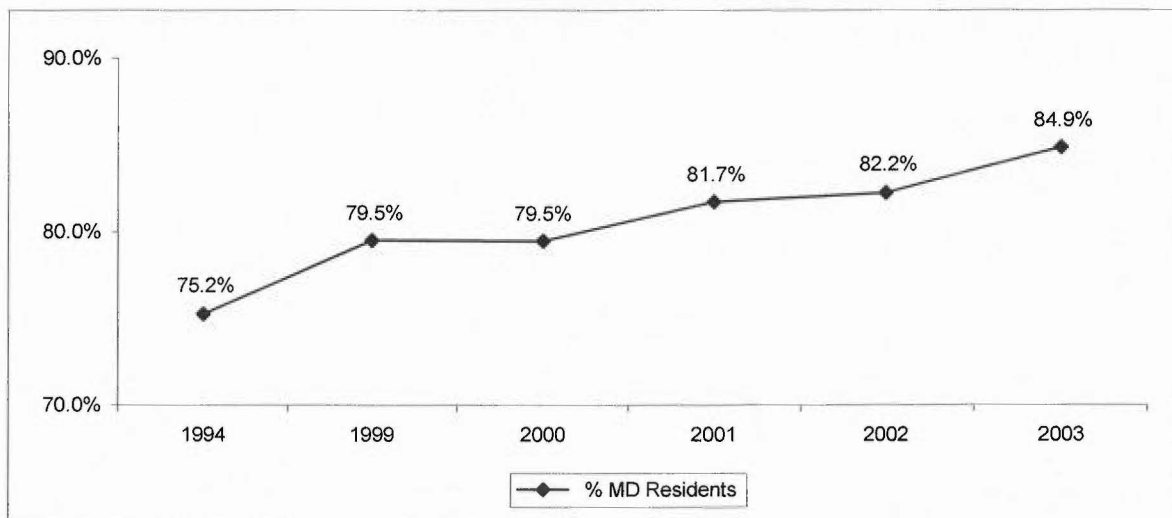
Total Institutional Enrollment: Percent In-State - 1994, 1999-2003

Table 5: Total Institutional Enrollment by Age and Sex: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	6048	6060	6421	6682	6851	6816
Total 20 and Younger ¹	1414	2832	2979	3095	3169	3193
Men	574	1154	1214	1251	1293	1277
Women	840	1678	1765	1844	1876	1916
% 20 and Younger	23.4%	46.7%	46.4%	46.3%	46.3%	46.8%
Total 21-24 Yrs Old ²	3148	2051	2281	2401	2486	2541
Men	1463	961	1087	1146	1176	1172
Women	1685	1090	1194	1255	1310	1369
% 21-24	52.1%	33.8%	35.5%	35.9%	36.3%	37.3%
Total 25-29 Yrs Old	636	461	449	448	451	473
Men	292	191	182	172	173	195
Women	344	270	267	276	278	278
% 25-29	10.5%	7.6%	7.0%	6.7%	6.6%	6.9%
Total 30-34 Yrs Old	326	238	228	250	243	201
Men	104	84	85	93	77	62
Women	222	154	143	157	166	139
% 30-34	5.4%	3.9%	3.6%	3.7%	3.5%	2.9%
Total 35-39 Yrs Old	220	159	171	176	164	129
Men	64	49	58	49	48	33
Women	156	110	113	127	116	96
% 35-39	3.6%	2.6%	2.7%	2.6%	2.4%	1.9%
Total 40-49 Yrs Old	245	237	224	219	238	191
Men	59	63	53	54	59	50
Women	186	174	171	165	179	141
% 40-49	4.1%	3.9%	3.5%	3.3%	3.5%	2.8%
Total 50-59 Yrs Old	40	49	62	66	76	72
Men	11	22	19	25	23	19
Women	29	27	43	41	53	53
% 50-59	0.7%	0.8%	1.0%	1.0%	1.1%	1.1%
Total 60 and older	19	33	27	27	24	16
Men	7	17	15	12	11	6
Women	12	16	12	15	13	10
% 60 and older	0.3%	0.5%	0.4%	0.4%	0.4%	0.2%
Average Age						
ALL STUDENTS	N/A	23.7	23.6	23.5	23.6	23.2
Men	N/A	23.4	23.2	23.1	23.0	22.7
Women	N/A	24.0	23.9	23.8	23.9	23.5

**% 21 &
Older**

53.2%

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

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

Table 6:

Total Institutional Enrollment by State: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003	% of Total Enrl for Top States	% Change Since 1999
Total Headcount	6048	6060	6421	6682	6851	6816		12.5%
Alabama	-	-	-	-	-	1		
Arizona	1	-	-	-	-	-		
Arkansas	-	1	1	1	-	-		
California	7	3	3	3	11	9		
Colorado	2	-	1	1	1	-		
Connecticut	24	24	24	21	22	13		
Delaware	285	221	214	195	224	187	2.7%	-15.4%
District of Columbia	11	6	7	8	5	9		
Florida	7	4	5	7	6	3		
Georgia	2	-	1	1	-	-		
Hawaii	1	2	5	3	2	-		
Idaho	-	-	2	1	1	-		
Illinois	3	1	4	5	5	2		
Indiana	1	1	-	-	-	-		
Iowa	1	2	2	-	-	1		
Kansas	1	-	2	2	-	-		
Kentucky	1	1	1	1	-	1		
Louisiana	-	1	2	-	-	-		
Maine	-	3	2	2	2	4		
Maryland	4550	4818	5102	5460	5633	5784	84.9%	20.0%
Massachusetts	8	6	7	7	8	6		
Michigan	2	5	5	3	1	1		
Minnesota	1	-	3	4	3	3		
Mississippi	1	1	-	-	-	-		
Missouri	-	-	-	2	2	1		
Montana	1	-	-	-	-	1		
Nebraska	-	-	-	-	1	1		
New Hampshire	1	4	6	6	6	3		
New Jersey	498	397	399	379	372	342	5.0%	-13.9%
New Mexico	1	-	-	1	-	-		
New York	280	250	280	243	213	169	2.5%	-32.4%
North Carolina	2	5	1	2	1	3		
North Dakota	1	3	9	6	6	-		
Ohio	3	5	4	3	2	4		
Oklahoma	1	1	1	1	1	-		
Oregon	-	-	1	-	-	-		
Pennsylvania	140	124	128	122	121	98	1.4%	-21.0%
Rhode Island	2	-	1	2	-	-		
South Carolina	4	-	1	1	1	-		
South Dakota	-	2	2	2	-	-		
Tennessee	1	-	1	1	3	-		
Texas	1	1	2	2	3	1		
Utah	-	-	1	1	2	-		
Vermont	4	3	5	2	4	3		
Virginia	150	114	120	113	101	92	1.3%	-19.3%
Washington	1	1	-	-	3	1		
West Virginia	2	2	6	4	2	4		
Wisconsin	1	-	1	1	3	3		
Puerto Rico	1	1	1	-	-	-		
Virgin Islands	1	1	-	-	-	-		
Foreign Countries	43	39	53	58	74	65	1.0%	66.7%
Other	-	7	5	5	6	1		

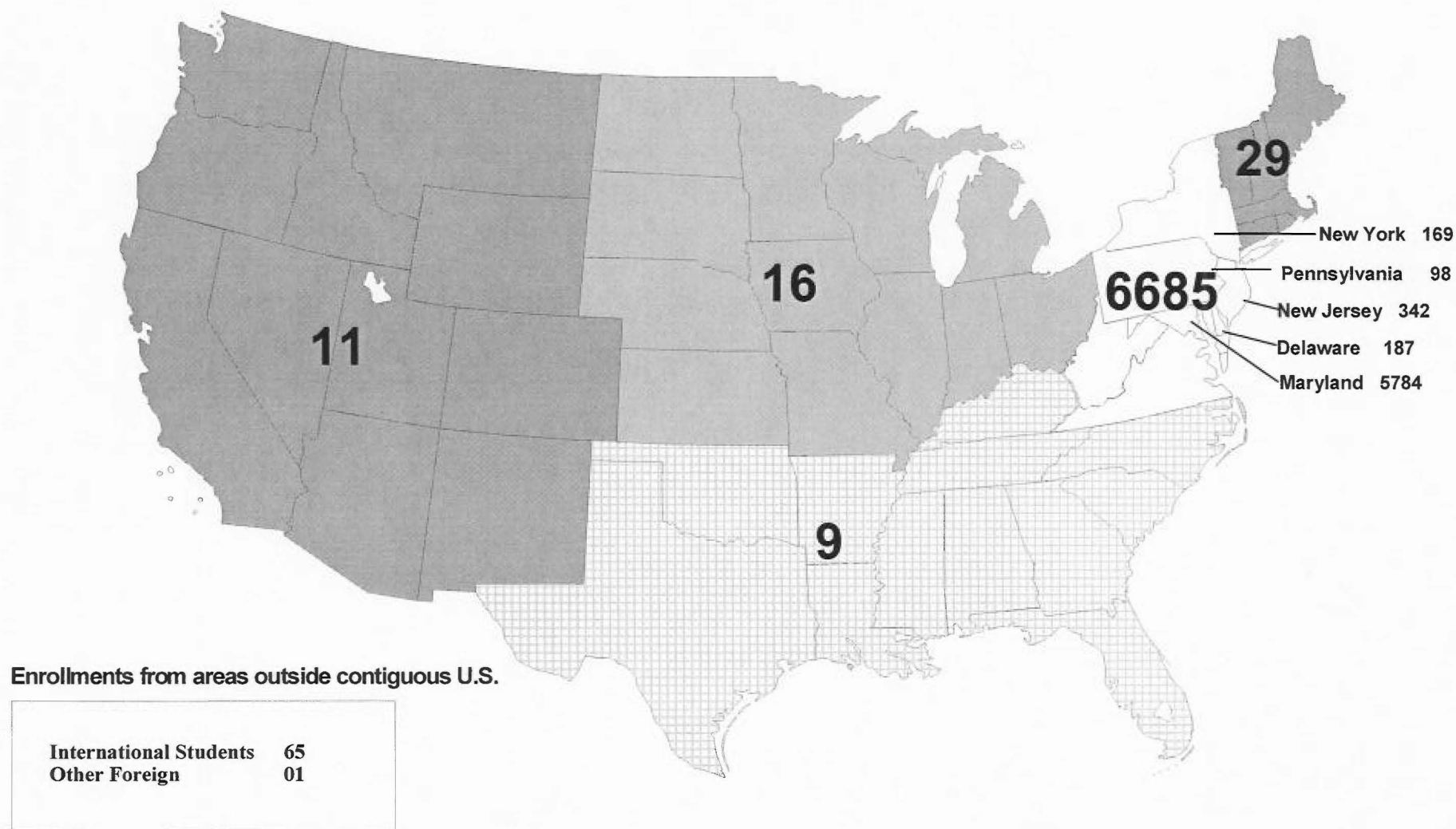
NOTE: Students with "Other" residence are typically students with permanent resident visas or US citizens with a foreign address.

See Glossary for additional details

Figure 8:

FALL 2003 Total Enrollment (6816) Residency by Region

B-8.0



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

Table 7:

Total Institutional Enrollment by County of Residence: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	6048	6060	6421	6682	6851	6816
Allegany	12	8	13	10	14	11
Anne Arundel	421	447	466	506	543	525
Baltimore	283	394	440	444	443	456
Baltimore City	14	23	20	24	21	30
Calvert	63	75	84	103	122	133
Caroline	147	108	126	125	121	115
Carroll	118	167	187	194	190	195
Cecil	84	96	110	130	144	135
Charles	108	104	115	109	118	117
Dorchester	173	167	193	176	160	163
Frederick	120	181	229	250	267	269
Garrett	5	9	8	9	8	7
Harford	206	248	259	266	259	261
Howard	162	229	263	276	291	318
Kent	25	23	18	17	19	31
Montgomery	272	316	398	475	517	555
Prince George's	254	240	230	259	277	286
Queen Anne's	84	74	77	92	96	125
St. Mary's	73	94	97	114	109	87
Somerset	132	169	144	163	146	140
Talbot	117	123	111	124	126	121
Washington	49	80	87	112	112	100
Wicomico	1150	984	1044	1070	1106	1162
Worcester	478	459	383	412	424	442
Unknown	-	-	-	-	-	-
Total for MD	4550	4818	5102	5460	5633	5784
Out-of-State	1455	1196	1261	1159	1138	966
International	43	39	53	58	74	65
Other	-	7	5	5	6	1

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

See Glossary for additional details

Top 10 Feeder Counties

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

Region	1999	2003
	% of Total	% of Total
Eastern Shore	36.4%	35.7%
Western Shore	43.2%	49.1%
Out-of-State	19.7%	14.2%
International	0.8%	1.0%

Table 8:

Enrollment by Foreign Country Fall 2003

Citizenship	Undergraduate			Graduate			Total Students
	Full-Time	Part-Time	Subtotal	Full-Time	Part-Time	Subtotal	
Albania	2	-	2	-	-	-	2
Bahamas	1	2	3	-	-	-	3
Bangladesh	1	-	1	-	-	-	1
Brazil	2	-	2	-	-	-	2
Bulgaria	-	-	-	1	-	1	1
Cameroon	2	-	2	-	-	-	2
Canada	2	-	2	1	-	1	3
Chile	1	-	1	-	-	-	1
Colombia	-	1	1	-	-	-	1
Congo	1	-	1	-	-	-	1
France	-	-	-	1	-	1	1
Former Yugoslav Rep of Macedonia	1	-	1	-	-	-	1
Germany	3	-	3	3	-	3	6
Hong Kong	1	-	1	-	-	-	1
Hungary	-	-	-	1	-	1	1
India	2	-	2	1	-	1	3
Japan	-	1	1	-	-	-	1
Kenya	-	-	-	-	1	1	1
Korea	2	-	2	-	-	-	2
Latvia	1	-	1	-	-	-	1
Lebanon	1	1	2	-	-	-	2
Lithuania	1	-	1	-	-	-	1
Malaysia	-	-	-	1	-	1	1
Moldova	3	-	3	-	-	-	3
Morocco	1	-	1	-	-	-	1
Nepal	-	1	1	-	-	-	1
Nigeria	1	-	1	1	-	1	2
Pakistan	3	-	3	-	-	-	3
Russia	1	-	1	1	1	2	3
Sierra Leone	-	1	1	-	-	-	1
Sri Lanka	1	-	1	-	-	-	1
Tanzania	1	-	1	-	-	-	1
Venezuela	1	-	1	-	-	-	1
Vietnam	1	-	1	-	-	-	1
Virgin Islands (British)	2	-	2	-	-	-	2
Zambia	2	-	2	-	-	-	2
Subtotal	41	7	48	11	2	13	61
Other							
United States	3	1	4	-	-	-	4
Student total, including US	44	8	52	11	2	13	65
Country total, including US	32			10			37

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

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

<i>Programs/Schools GROWING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2003</i>	<i>Percent Growth</i>
<i>Computer Science</i>	3	57	142	149%
<i>History</i>	4	131	267	104%
<i>Nursing (Undergraduate)</i>	4	198	341	72%
<i>Fulton School of Liberal Arts</i>	7	1,274	1,800	41%

<i>Programs/Schools DECLINING for Three or More Years Consecutively</i>	<i>Trend Length in Years</i>	<i>Majors at the Start of the Trend</i>	<i>Majors in 2003</i>	<i>Percent Decline</i>
<i>Nursing (Graduate)</i>	3	52	19	-63%
<i>Music</i>	4	38	23	-39%
<i>Environmental Health</i>	3	48	36	-25%
<i>Elementary Education/Early Childhood Education¹</i>	3	742	664	-11%
<i>Seidel School of Education & Professional Studies</i>	3	1,222	1,159	-5%

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

Percent Undergraduate Degree Recipients Graduating with Institutional Honors

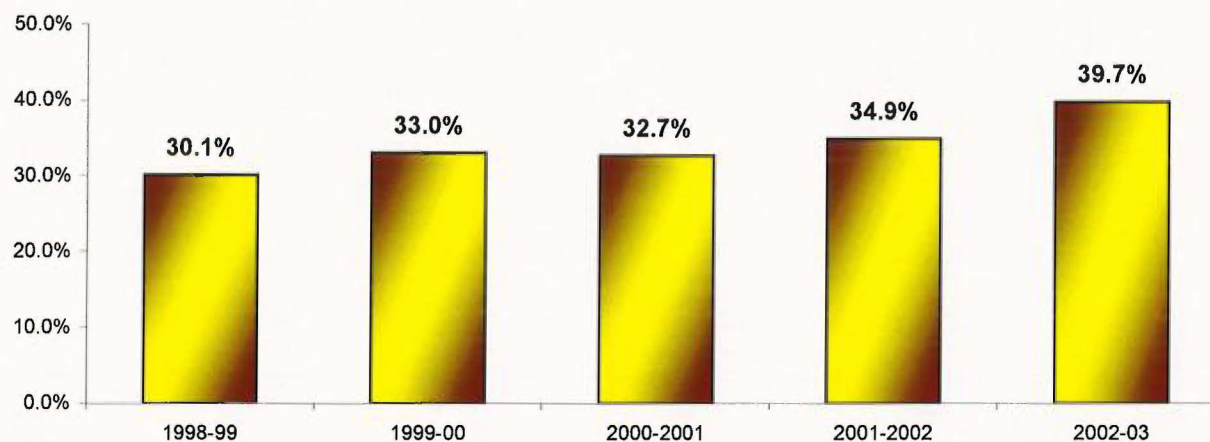


Table 1: Institutional Enrollment by School & Discipline: Fall 1994, Fall 1999 to Fall 2003

School and Degree Program	Fall 1994	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% Change ¹ 1999 to 2003	1 Year ³ Change	3-Year Average
---------------------------	-----------	-----------	-----------	-----------	-----------	-----------	------------------------------------	----------------------------	----------------

UNDERGRADUATE

Fulton School of Liberal Arts

Art	100	113	127	156	191	179	58.4%	-6.3%	175
Art (Fine)	5	2	6	6	9	19			11
Communication Arts	285	391	441	482	483	446	14.1%	-7.7%	470
Conflict Resolution	-	-	-	6	18	26			17
English	166	134	146	136	163	165	23.1%	1.2%	155
French	3	10	11	11	11	6			9
History	159	131	151	193	241	267	103.8%	10.8%	234
Interdisciplinary Studies	-	-	-	19	71	92		29.6%	61
International Studies	-	-	-	-	2	17			10
Liberal Studies	136	87	116	90	19	9	-89.7%	-52.6%	39
Music	35	38	37	32	27	23	-39.5%	-14.8%	27
Philosophy	24	26	43	49	39	39	50.0%	0.0%	42
Political Science	129	119	107	114	129	126	5.9%	-2.3%	123
Psychology	265	276	290	292	300	289	4.7%	-3.7%	294
Social Science	12	-	-	-	-	-			-
Sociology	47	49	41	33	33	46	-6.1%	39.4%	37
Spanish	14	25	26	32	30	29	16.0%	-3.3%	30
Theatre	-	-	-	12	13	22			16
Subtotal	1380	1401	1542	1663	1779	1800	28.5%	1.2%	1747

Henson School of Science & Technology

Biology	545	477	453	437	438	386	-19.1%	-11.9%	420
Chemistry	57	60	59	56	50	51	-15.0%	2.0%	52
Computer Science	-	-	57	114	139	142		2.2%	132
Environmental Health	38	41	48	41	37	36	-12.2%	-2.7%	38
Geography	66	61	68	72	63	60	-1.6%	-4.8%	65
Mathematics	128	142	109	104	99	107	-24.6%	8.1%	103
Medical Technology	44	25	29	31	24	27	8.0%	12.5%	27
Nursing	287	198	229	247	305	341	72.2%	11.8%	298
Physical Science	17	2	1	-	-	-	-100.0%		-
Physics	46	67	66	74	81	76	13.4%	-6.2%	77
Respiratory Therapy	51	31	29	24	28	32	3.2%	14.3%	28
Subtotal	1279	1104	1148	1200	1264	1258	13.9%	-0.5%	1241

Perdue School of Business

Accounting	268	153	152	151	172	196	28.1%	14.0%	173
Business Administration	605	776	842	842	898	675	-13.0%	-24.8%	805
Economics	32	32	23	15	13	13			14
Finance	-	-	-	-	14	71		407.1%	43
Management	-	-	-	-	3	64			34
Information Systems	67	171	175	186	159	119	-30.4%	-25.2%	155
Marketing	-	-	-	-	9	98			36
Subtotal	972	1132	1192	1194	1268	1236	9.2%	-2.5%	1233

Seidel School of Education & Professional Studies

Athletic Training	-	-	-	3	67	71		5.6%	47
Early Childhood Education	-	-	-	-	3	41			22
Elementary Education	615	679	742	738	710	623	-8.2%	-14.0%	690
Exercise Science	-	-	-	-	37	85		56.5%	61
Health Education	-	-	-	3	9	17			10
Leisure Studies	8	-	-	-	-	-			-
Physical Education	255	317	316	332	232	181	-42.9%	-28.2%	248
Social Work	183	144	164	145	154	141	-2.1%	-9.2%	147
Subtotal	1061	1140	1222	1221	1212	1159	1.7%	-4.6%	1197
Undeclared ¹	208	359	387	439	313	421	17.3%	-28.7%	391
Unclassified ²	498	400	392	343	370	325	-18.8%	-13.8%	346
TOTAL Undergraduate	5398	5536	5883	6060	6206	6199	12.0%	-0.1%	6155

GRADUATE

Applied Health Physiology	-	-	10	14	18	17			16
Business Administration	109	48	70	81	109	91	89.6%	-19.8%	94
Education	217	113	96	134	125	118	4.4%	-5.9%	126
Education, MS in Math	-	-	-	-	-	4			-
Education, MA in Teaching	-	10	14	11	8	8			9
Education, Reading Specialist	-	-	-	-	-	2			-
Education, School Admin	-	28	27	29	21	27	-3.6%	22.2%	26
English	15	24	25	40	35	25	4.2%	-40.0%	33
History	11	28	21	15	19	18			17
Nursing	70	23	52	38	29	19	-17.4%	-52.6%	29
Psychology	28	15	12	4	-	-			-
Social Work	-	-	-	29	70	78		10.3%	59
Non-Degree seeking	200	235	211	227	211	210	-10.6%	-0.5%	216
TOTAL Graduate	650	524	538	622	645	617	17.7%	-4.5%	628

¹Degree-seeking students, major undeclared.

²Non-degree seeking students.

³Percent change is not provided for programs with an average of 20 students or less.

Table 2:

**Enrollment, Student Credit Hours, and FTES
Winter Terms and Summer Sessions: 1989 to 2003**

	Students			Student Credit Hours			FTES ^{1,2}		
	UG	Grad	Total	UG	Grad	Total	UG	Grad	Total
Winter Terms									
Winter 1989	1131	26	1157	4555	84	4639	304	7	311
Winter 1990	1165	73	1238	4544	226	4770	303	19	322
Winter 1991	1321	49	1370	5251	160	5411	350	13	363
Winter 1992	1346	71	1417	5130	196	5326	342	16	358
Winter 1993	1392	43	1435	5330	141	5471	355	12	367
Winter 1994	1370	56	1426	5198	120	5318	347	10	357
Winter 1995	1214	67	1281	4570	148	4718	305	12	317
Winter 1996	1104	62	1166	4129	158	4287	275	13	288
Winter 1997	996	67	1063	3635	195	3830	242	16	258
Winter 1998	1063	53	1116	3844	126	3970	256	11	267
Winter 1999	956	46	1002	3425	128	3553	228	11	239
Winter 2000	849	25	874	2919	70	2989	195	6	201
Winter 2001	934	53	987	3310	138	3448	221	12	233
Winter 2002	1035	34	1069	3745	105	3850	250	9	259
Winter 2003	1097	65	1162	3995	192	4187	266	16	282
Summer Sessions									
Summer 1988	682	260	942	2925	983	3908	195	82	277
Summer 1989	718	311	1029	3079	1302	4381	205	109	314
Summer 1990	864	363	1227	3488	1560	5048	233	130	363
Summer 1991	888	315	1203	3681	1242	4923	245	104	349
Summer 1992	859	326	1185	3557	1191	4748	237	99	336
Summer 1993	804	317	1121	3281	1211	4492	219	101	320
Summer 1994	783	289	1072	3215	1026	4241	214	86	300
Summer 1995	837	340	1177	3462	1247	4709	231	104	335
Summer 1996	776	332	1108	3272	1212	4484	218	101	319
Summer 1997	859	380	1239	3474	1588	5062	232	132	364
Summer 1998	826	377	1203	3760	1407	5167	251	117	368
Summer 1999	820	293	1113	3761	1089	4850	250	91	341
Summer 2000	768	317	1085	3110	1170	4280	207	98	305
Summer 2001	744	347	1091	3108	1528	4636	207	127	334
Summer 2002	885	360	1245	3682	1530	5212	245	128	373
Summer 2003	938	380	1318	3950	1757	5707	263	146	409

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

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

Figure 1:

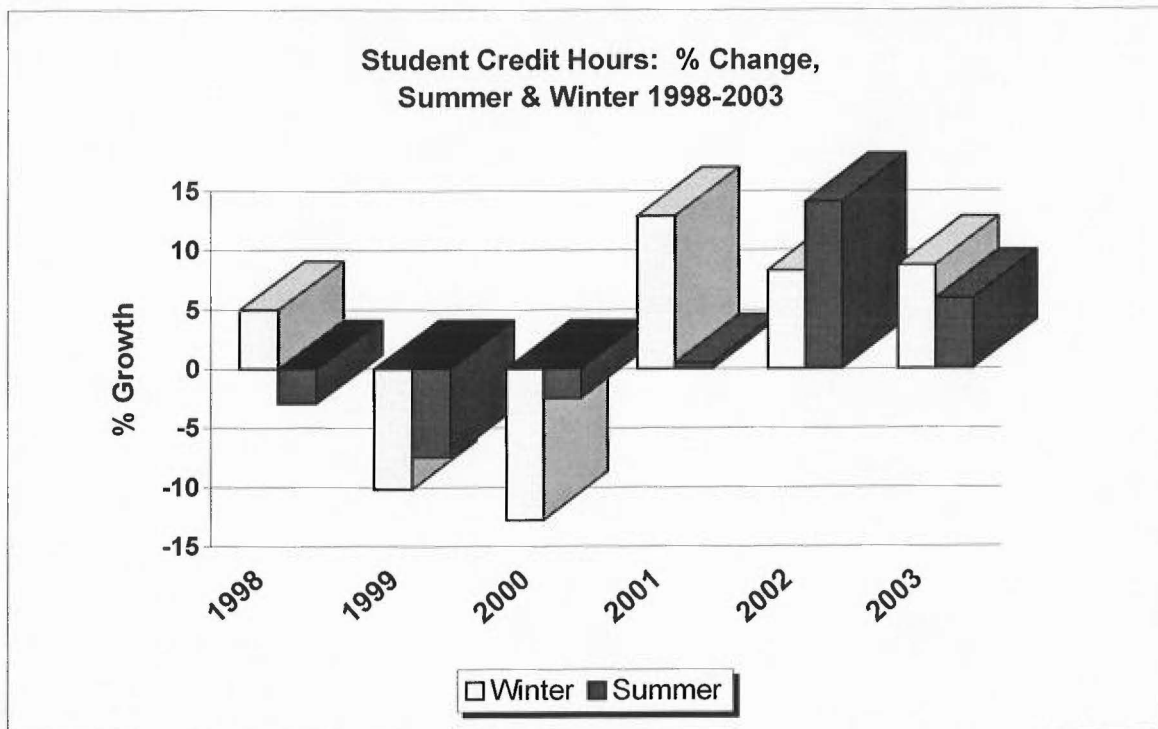


Figure 2:

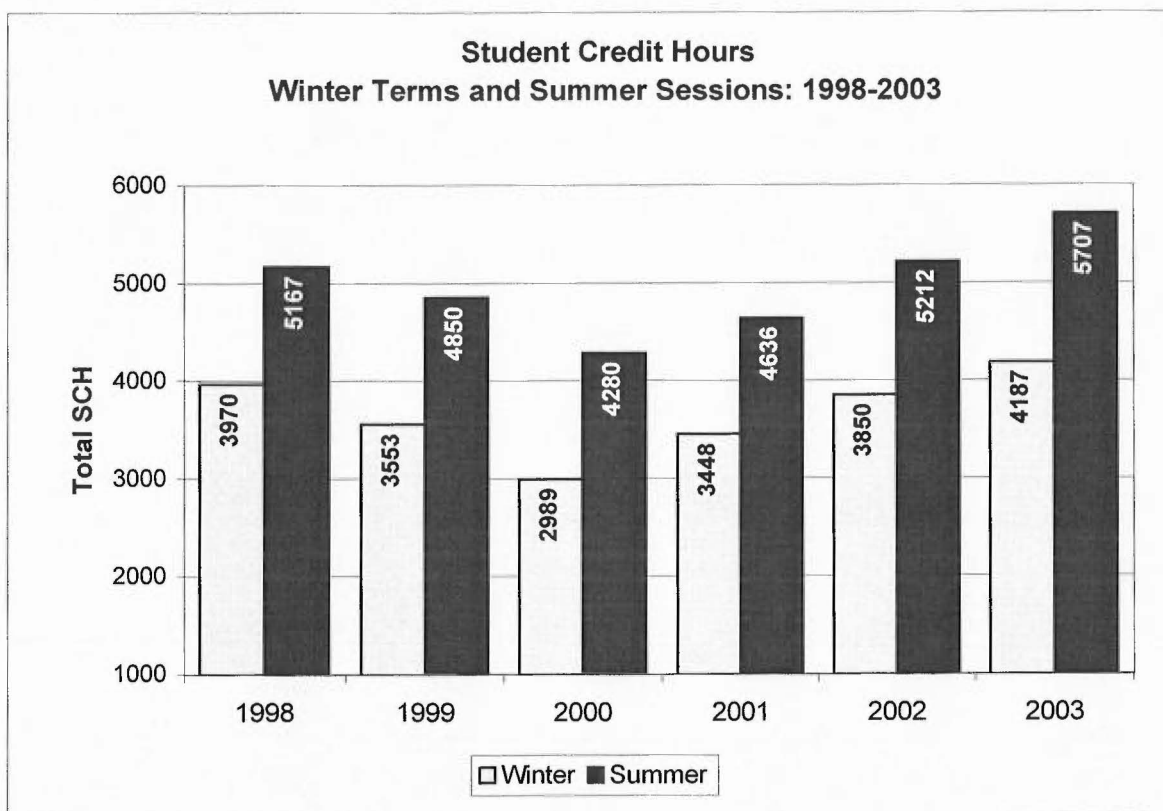


Table 1:

Number of Minors by School and Program: 2002-03 Degree Recipients

Major	Total	ACCT	ANTH	ART	BIOL	BUAD	CADR	CHEM	CMAT	COSC	CRAR	CRJS	DANC	ECON	ENGL	ENST	ERTH	ETHN	FREN	GEOG	GERM	GERO	GISC	GNDR	HIST	MATH	MKTG	MUSC	PEAC	PHIL	POSC	PROF	PSYC	RLST	SOCI	SPAN	STAT	THEA	WMST	Subtotal			
Fulton School of Liberal Arts																																											
Art	36														1												2					1									32		
Art(fine)	11																									1						1									8		
Communication Arts	142			8		6							1		13						1	2				5	52			3	3		26		6		3		2	1		10	
Conflict Analysis	2																																	1							1		
English	38			1	1				2																6							3		1							24		
French	4																					1															1				2		
History	52		3			1									3	2														1		3				7					32		
Interdisciplinary Studies	53			1	1	2																													1						48		
Liberal Studies	12				1	1																											1			1					8		
Music	9					1																				3							2									8	
Philosophy	15						1																		3									2								9	
Political Science	25					3			3				1		1					1					3										1		1					11	
Psychology	58			1	1	3	1	1	1				2		1										6		4	2							1		1					32	
Sociology	7																																	1							3		
Spanish	7			1		1																																				5	
Theatre	4								1				1													1		1															
Subtotal	475		3	12	4	18		1	7			1	4		19	2			1	1	3	1			25	1	60	2	1	3	6		35	0	11	7	7			2		233	
Henson School of Science & Technology																																											
Biology	103			1		1		34					1			1									1		3	1					4										54
Chemistry	10				6																				1																	3	
Computer Science	6																										4															2	
Geography	28				1				1																								1				1				16		
Math	22			1						2															1																	18	
Medical Technology	7					1																																1				5	
Nursing	56																									1							5				3					47	
Physics	13									1															1	9																2	
Subtotal	245			2	10	3		36	1	3			1		2					1	2				8	14	3	1			1		10				5						147
Perdue School of Business																																											
Accounting	24																																					1					23
Business Administration	166								9						1											1							6				2					144	
Economics	2					1																																				1	
Finance	23																																									20	
Information Systems	64	1								2																					2			1								59	
Marketing	11	1								1																								1								8	
Subtotal	290	2		1		1			11	2			1	1	1					1					1						2	1		7				3					87
Seidel School of Professional Studies																																											
Athletic Training	9				1																													2									6
Elementary Ed	193			1	2				2		1				5		1					1				9	2	1	2				31			2	1					131	
Exercise Science	19				1																													1								16	
Hlth, PE, and HP	37																																									36	
Social Work	59			1																						3			1					12				1					40
Subtotal	317			2	4				2		1				5		1				1					12	2	1	3				46			1	2	4					229
TOTAL	1327		3	17	18	22		37	21	5	1	1	6	1	25	4			2	2	6	1			46	17	64	6	1	5	8		98		12	9	19				3		

Key to minors:

ACCT	Accounting	COSC	Computer Science	ETHN	Ethnic and International	MKTG	Marketing	SOCI	Sociology
ANTH	Anthropology	CRAR	Creative Arts	FREN	French	MUSC	Music	SOST	Social Studies
ART	Art	CRJS	Criminal Justice	GEOG	Geography	PEAC	Peace Studies	SPAN	Spanish
BIOL	Biology	DANC	Dance	GERM	German	PHIL	Philosophy	STAT	Statistics
BUAD	Business Administration	ECON	Economics	GERO	Gerontology	POSC	Political Science	THEA	Theatre
CADR	Conflict Analysis	ENGL	English	GISC	Geographic and Information	PROF	Professional Writing	WMST	Women's Studies/Gender Studies
CHEM	Chemistry	ENST	Environmental Studies	HIST	History	PSYC	Psychology		
CMAT	Communication Arts	ERTH	Earth and Atmosphere	MATH	Mathematics	RLST	Religious Studies		

Table 2:

Degrees Awarded by Program and Race: Academic Year 2002-2003

Baccalaureate	African-American	American Indian	Asian/Pacific Islander	Hispanic	White	International	Unknown	Total
Accounting	1	-	-	1	23	-	-	25
Art	-	-	2	-	33	-	2	37
Art (Fine)	-	-	-	-	10	-	1	11
Athletic Training	-	-	-	-	9	-	-	9
Biology	4	-	3	2	89	2	4	104
Business Administration	1	1	4	3	151	1	7	168
Chemistry	-	-	1	-	8	-	1	10
Communication Arts	7	-	-	1	129	-	6	143
Computer Science	-	-	-	-	4	1	1	6
Conflict Analysis/Dispute Res	-	-	-	-	3	-	-	3
Economics	-	-	-	-	2	-	-	2
Elementary Education	6	1	-	2	176	-	9	194
English	-	1	-	1	31	1	4	38
Environmental Health	1	-	-	-	7	1	1	10
Exercise Science	1	-	1	-	14	-	3	19
Finance	-	-	1	-	21	-	1	23
French	-	-	-	-	4	-	1	5
Geography	-	-	-	-	26	-	2	28
History	1	-	-	-	48	-	3	52
Interdisciplinary Studies	2	-	-	1	48	1	1	53
Liberal Studies	1	-	-	-	10	-	1	12
Management Information	4	-	1	-	57	-	3	65
Management	-	-	-	-	1	-	-	1
Marketing	-	-	-	-	11	-	-	11
Mathematics	-	-	-	-	21	1	-	22
Medical Technology	-	-	-	-	6	1	-	7
Music	-	-	-	-	9	-	-	9
Nursing	3	-	1	1	44	2	5	56
Philosophy	-	-	-	1	15	-	-	16
Physical Education	2	-	-	-	33	-	2	37
Physics	3	-	-	-	10	-	-	13
Political Science	1	-	-	-	22	-	2	25
Psychology	1	-	1	-	52	-	4	58
Respiratory Therapy	1	-	-	-	6	-	-	7
Social Work	18	-	1	1	39	-	-	59
Sociology	1	-	-	-	6	-	-	7
Spanish	-	-	-	-	12	-	1	13
Theatre	-	-	-	-	6	-	-	6
TOTAL	59	3	16	14	1,196	11	65	1,364
Masters								
Applied Health Physiology	-	-	-	-	3	1	1	5
Business Administration	2	-	1	-	31	9	3	46
Master in Education	4	-	-	-	63	-	3	70
Master in Education- School Admin	1	-	-	-	9	1	-	11
Master of Arts in Teaching	-	-	-	-	13	-	-	13
Mathematics Education	-	-	1	-	-	-	-	1
English	2	-	-	-	13	1	1	17
History	-	-	-	-	5	-	1	6
Nursing	-	-	-	-	6	-	-	6
Psychology	-	-	-	-	2	-	-	2
Social Work	2	-	-	-	17	-	-	19
TOTAL	11	-	2	-	162	12	9	196

Source: MHEC Degrees Awarded by Program and Race, includes dual degrees. (DRF03)

Table 3:

Degrees Awarded Alphabetically by Program: AY 1998-99 to 2002-2003

Baccalaureate	1998-99	1999-00	2000-01	2001-02	2002-03	% Change AY 99 to AY 03 ¹	3 Year Average ²
Accounting	42	26	46	30	25	-40%	34
Art	17	23	27	31	37	118%	27
Art (Fine)	3	2	2	2	11	-	-
Athletic Training	-	-	-	8	9	-	-
Biology	106	92	92	90	104	-2%	97
Business Administration	153	141	181	171	168	10%	163
Chemistry	11	6	13	12	10	-	10
Communication Arts	115	94	122	129	143	24%	121
Computer Science	-	-	1	11	6	-	-
Conflict Analysis/Dispute Resolution	-	-	-	4	3	-	-
Economics	1	6	11	2	2	-	-
Elementary Education	167	137	168	169	194	16%	167
English	31	33	42	31	38	23%	35
Environmental Health	15	6	13	12	10	-	-
Exercise Science	-	-	-	-	19	-	-
Finance	-	-	-	-	23	-	-
French	1	3	1	3	5	-	-
Geography	22	22	17	22	28	27%	22
History	47	37	33	45	52	11%	43
Interdisciplinary Studies	-	-	-	26	53	-	-
Liberal Studies	62	65	69	52	12	-81%	52
Management Information	36	33	56	69	65	81%	52
Management	-	-	-	-	1	-	-
Marketing	-	-	-	-	11	-	-
Mathematics	21	16	27	12	22	5%	20
Medical Technology	11	9	5	10	7	-	8
Music	4	1	5	8	9	-	5
Nursing	48	37	55	54	56	17%	50
Philosophy	12	6	9	22	16	-	13
Physical Education	52	63	62	63	37	-29%	55
Physical Science	-	-	-	-	-	-	-
Physics	4	9	5	8	13	-	-
Political Science	25	28	33	25	25	0%	27
Psychology	67	71	85	79	58	-13%	72
Respiratory Therapy	17	14	7	11	7	-59%	11
Social Work	67	54	74	46	59	-12%	60
Sociology	8	16	16	12	7	-13%	12
Spanish	4	6	8	12	13	-	-
Theatre	-	-	-	2	6	-	-
TOTAL	1,169	1,056	1,285	1,283	1,364	17%	1,231
Masters							
Applied Health Physiology	-	-	-	7	5	-	-
Business Administration	38	28	35	39	46	21%	37
Masters in Education	74	61	51	49	70	-5%	61
Masters in Education-School Admin	12	9	8	15	11	-	-
Master of Arts in Teaching	21	9	11	13	13	-	13
Mathematics Education	-	-	-	-	1	-	-
English	16	15	15	23	17	6%	17
History	6	7	8	4	6	-	-
Nursing	11	13	8	5	6	-	-
Psychology	4	3	9	5	2	-	-
Social Work	-	-	-	-	19	-	-
TOTAL	182	145	145	160	196	8%	166

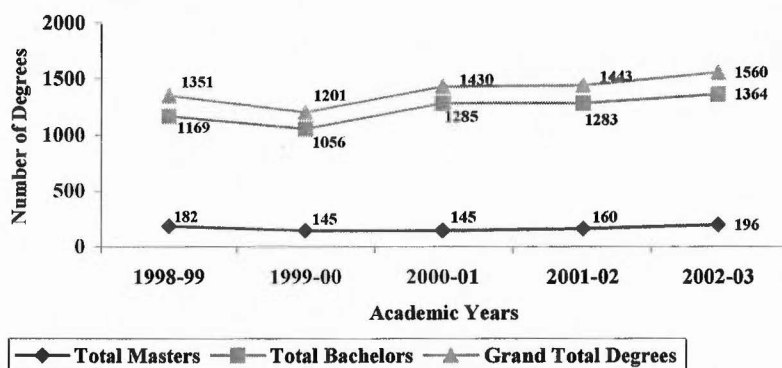
NOTES: ¹Percent change is omitted for programs that have awarded an average of 20 degrees or less.²For newer programs that are just beginning to award degrees, the average has been calculated beginning with the first year degrees were awarded and using the number of years since that first year.

3 Year Baccalaureate Average	
Top Programs	Lowest Programs
Elementary Education	Management
Business Administration	Economics
Communication Arts	Conflict Analysis
Biology	French
Management Information	Theatre

Table 4: Degrees Awarded by Academic Years: AY 1998-99 through 2002-03

	1998-99	1999-00	2000-01	2001-02	2002-03
Grand Total Degrees	1351	1201	1430	1443	1560
Total Bachelors	1169	1056	1285	1283	1364
Bachelor of Arts	376	363	423	441	434
Bachelor of Science	722	637	786	794	859
Bachelor of Arts in Social Work	68	54	74	46	60
Bachelor of Fine Arts	3	2	2	2	11
Total Masters	182	145	145	160	196
Master of Arts	26	25	32	32	25
Master of Business Administration	38	28	35	39	46
Master of Education	86	70	59	64	81
Master of Arts in Teaching	21	9	11	13	13
Master of Science	11	13	8	12	12
Master of Social Work	-	-	-	-	19

Figure 1: Degrees Awarded by Academic Year, AY 1998-99 through AY 2002-03



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: 1998-99 through 2002-03

Fiscal Year	1998-99	1999-00	2000-01	2001-02	2002-03
Total Bachelor's	1169	1056	1285	1283	1364
African-American	83	79	67	73	59
American Indian	4	5	3	3	3
Asian/Pacific Islander	11	11	15	23	16
Hispanic	9	11	13	10	14
White	1,054	929	1,147	1,086	1,196
International	7	5	6	10	11
Unknown	1	16	34	78	65
% Known Minority	9.2%	10.2%	7.9%	9.1%	7.1%
% Minority + International	9.8%	10.7%	8.3%	9.9%	7.9%
% Unknown	0.1%	1.5%	2.6%	6.1%	4.8%
Total Master's	182	145	145	160	196
African American	11	6	7	12	11
American Indian	-	1	-	-	-
Asian/Pacific Islander	1	1	2	2	2
Hispanic	4	-	2	3	-
White	160	124	119	124	162
International	5	9	13	13	12
Unknown	1	4	2	6	9
% Known Minority	9.1%	6.1%	8.5%	12.1%	7.4%
% Minority + International	11.6%	12.1%	16.8%	19.5%	13.4%
% Unknown	0.5%	2.8%	1.4%	3.8%	4.6%

Figure 2:

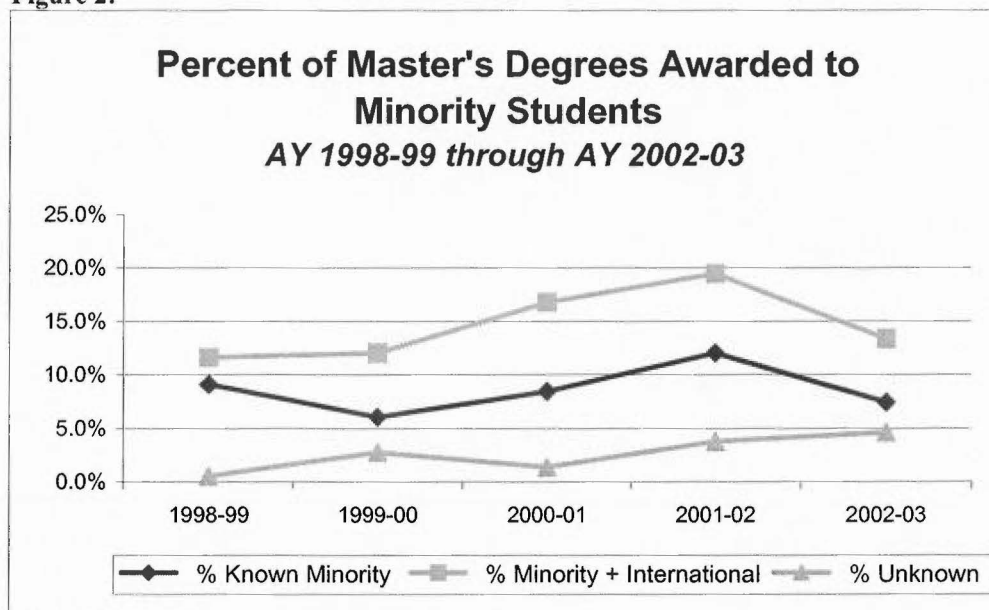


Table 1:

CIP and HEGIS Codes

Discipline	6-Digit Code	CIP groups	Group Title	4-digit HEGIS code
Environmental Issues	03.0104	03	Natural Resources and Conservation	4901.10
Communication Arts	09.0101	09	Communication, Journalism and Related Programs	0601.00
Computer Science	11.0101	11	Computer and Information Systems and Support Services	0701.00
Information Systems	11.0401			0702.00
Education	13.0101	13	Education	0801.00
Teaching Learning with Technology	13.0101			0801.01
Public School Administration	13.0401			0827.00
Elementary Education	13.1202			0802.00
Secondary Education	13.1205			0803.00
Teaching (MAT)	13.1205			0803.12
Early Childhood Education	13.1210			0823.00
Health Education	13.1307			0837.00
Math Education	13.1311			0833.00
Physical Education	13.1314			0835.01
Reading Specialist	13.1315			0830.00
Science Education	13.1316			0834.00
ESOL/TESOL	13.1401			0801.16
Pre-engineering	14.9999	14	Engineering	0901.00
Modern Foreign Languages	16.0101	16	Foreign Languages, Literatures, and Linguistics	1101.00
Russian	16.0402			1106.00
German	16.0501			1103.00
French	16.0901			1102.00
Spanish	16.0905			1105.00
English	23.0101	23	English Language and Literature/Letters	1501.00
General Studies/Liberal Studies	24.0101	24	Liberal Arts and Sciences, General Studies and Humanities	4901.01
Interdisciplinary Studies	24.0101			4901.02
Biology	26.0101	26	Biological and Biomedical Sciences	0401.00
Environmental Health	26.1301			0420.01
Mathematics	27.0101	27	Mathematics and Statistics	1701.00
Conflict Resolution	30.0501	30	Multi/Interdisciplinary Stud	4999.25
International Studies	30.2001			4999.01
Exercise Science	31.0505	31	Parks, Recreation, Leisure, and Fitness Studies	0835.02
Philosophy	38.0101	38	Philosophy and Religious Studies	1509.01
Chemistry	40.0501	40	Physical Sciences	1905.00
Geology	40.0601			1914.00
Physics	40.0801			1902.00
Psychology	42.0101	42	Psychology	2001.01
Social Work	44.0701	44	Public Administration and Social Service Professions	2104.00
Anthropology	45.0201	45	Social Sciences	2202.00
Economics	45.0601			2204.00
Geography	45.0701			2206.00
Political Science	45.1001			2207.00
Sociology	45.1101			2208.01
Dance	50.0301	50	Visual and Performing Arts	1008.00
Theatre	50.0501			1007.00
Art	50.0701			1001.00
Art (Fine)	50.0702			1002.01
Music	50.0901			1005.00
Music - Applied	50.0903			1004.00
Respiratory Therapy	51.0908	51	Health Professions and Related Clinical Sciences	1299.07
Athletic Training	51.0913			0835.05
Medical Technology	51.1005			1223.01
Health	51.1199			1201.00
Nursing	51.1601			1203.00
Applied Physiology	51.9999			0835.01
Business Administration	52.0201	52	Business, Management, Marketing, and Related Support Services	0506.01
Management	52.0201			0506.02
Accounting	52.0301			0502.00
Finance	52.0801			0504.00
Marketing	52.1401			0509.00
History	54.0101	54	History	2205.00

o:\fb03-04\hegis codes 2003.xls

Table 2:

TOTAL Student Credit Hours and FTES by Discipline & Course Level: Fall 2003

CIP CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,653	750	108	2,511
45.0201	Anthropology	279	30	-	309
51.9999	Applied Health Physiology	-	-	99	99
50.0701	Art	2,178	1,054	17	3,249
51.0913	Athletic Training	83	127	-	210
26.0101	Biology	5,050	1,132	46	6,228
52.0201	Business Administration	168	115	-	283
40.0501	Chemistry	2,324	317	-	2,641
09.0101	Communication Arts	3,430	1,202	-	4,632
11.0401	Computer Science	1,340	247	-	1,587
30.0501	Conflict Analysis & Dispute Re.	333	228	-	561
50.0301	Dance	288	22	-	310
45.0601	Economics	1,410	124	81	1,615
13.0401	Education Administration	-	-	129	129
13.1210	Education, Early Childhood	84	-	-	84
13.1202	Education, Elementary	-	2,475	-	2,475
13.0101	Education, General	555	1,149	703	2,407
13.1205	Education, Master of Arts in Teaching	-	-	81	81
13.1315	Education, Reading	-	-	144	144
13.1205	Education, Secondary	-	324	3	327
23.0101	English	3,933	2,619	153	6,705
26.1301	Environmental Health	84	193	-	277
31.0505	Exercise Science	105	114	-	219
52.0801	Finance	105	969	9	1,083
16.0901	French	81	93	-	174
24.0101	General Studies	33	-	-	33
45.0701	Geography	2,489	516	3	3,008
40.0601	Geology	180	-	-	180
16.0501	German	84	30	-	114
51.1199	Health	366	177	-	543
54.0101	History	5,616	2,006	141	7,763
	Honors	279	135	-	414
11.0401	Information Systems	1,225	1,069	152	2,446
24.0101	Interdisciplinary Studies	315	-	6	321
16.0903	Latin	-	-	-	-
52.0201	Management	-	1,835	282	2,117
52.1401	Marketing	-	1,667	164	1,831
27.0101	Mathematics	4,808	580	82	5,470
51.1005	Medical Technology	10	217	-	227
	Military Science	-	-	-	-
16.0101	Modern Languages	72	-	-	72
50.0901	Music	422	116	-	538
50.0903	Music-Applied	209	84	7	300
51.1601	Nursing	-	2,123	107	2,230
38.0101	Philosophy	867	762	-	1,629
13.1314	Physical Education	5,023	975	3	6,001
13.1307	Physical Education, Teacher Education	-	402	-	402
40.0801	Physics	1,308	222	-	1,530
45.1001	Political Science	1,002	794	-	1,796
14.9999	Pre-engineering	18	-	-	18
42.0101	Psychology	1,872	3,358	-	5,230
51.0908	Respiratory Therapy	-	390	-	390
16.0402	Russian	36	-	-	36
13.1316	Science Education	-	-	-	-
45.0101	Social Science	-	9	-	9
44.0701	Social Work	348	633	843	1,824
45.1101	Sociology	1,308	567	3	1,878
16.0905	Spanish	459	606	3	1,068
50.0501	Theatre	531	107	7	645
TOTAL STUDENT CREDIT HOURS		52,363	32,664	3,376	88,403
FTES by Course Level					
GRAND TOTAL FTES		3,490.9	2,177.6	281.3	5,949.8
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.					
		Proportion Day			
		71,387			
		80.8%			
		Proportion Night			
		14,883			
		16.8%			
		Proportion Unknown			
		2,133			
		2.4%			

Table 3: DAY Courses (8:00 am to 5:00 pm) Student Credit Hours and FTES by Discipline and Course Level: Fall 2003

CIP CODE	DISCIPLINE	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	1,269	414	15	1,698
51.9999	Applied Health Physiology	-	-	-	-
45.0201	Anthropology	189	27	-	216
50.0701	Art	1,830	888	6	2,724
51.0913	Athletic Training	83	127	-	210
26.0101	Biology	4,394	1,039	4	5,437
52.0201	Business Administration	96	-	-	96
40.0501	Chemistry	2,096	314	-	2,410
09.0101	Communication Arts	2,655	883	-	3,538
11.0401	Computer Science	1,340	237	-	1,577
30.0501	Conflict Analysis & Dispute Re.	135	144	-	279
50.0301	Dance	288	22	-	310
45.0601	Economics	978	123	-	1,101
13.0401	Education Administration	-	-	-	-
13.1210	Education, Early Childhood	84	-	-	84
13.1202	Education, Elementary	-	1,371	-	1,371
13.0101	Education, General	480	828	19	1,327
13.1205	Education, Master of Arts in Teaching	-	-	24	24
13.1315	Education, Reading	-	-	-	-
13.1205	Education, Secondary	-	192	3	195
23.0101	English	3,408	1,699	27	5,134
26.1301	Environmental Health	84	184	-	268
31.0505	Exercise Science	105	69	-	174
52.0801	Finance	105	630	3	738
16.0901	French	81	93	-	174
24.0101	General Studies	-	-	-	-
45.0701	Geography	2,170	516	-	2,686
40.0601	Geology	180	-	-	180
16.0501	German	78	12	-	90
51.1199	Health	366	177	-	543
54.0101	History	4,821	1,832	45	6,698
	Honors	279	108	-	387
11.0401	Information Systems	675	703	5	1,383
24.0101	Interdisciplinary Studies	315	-	6	321
16.0903	Latin	-	-	-	-
52.0201	Management	-	1,547	6	1,553
52.1401	Marketing	-	1,085	5	1,090
27.0101	Mathematics	4,054	493	7	4,554
51.1005	Medical Technology	10	217	-	227
	Military Science	-	-	-	-
16.0101	Modern Languages	-	-	-	-
50.0901	Music	411	113	-	524
50.0903	Music-Applied	129	-	-	129
51.1601	Nursing	-	2,033	24	2,057
38.0101	Philosophy	669	747	-	1,416
13.1314	Physical Education	4,410	871	-	5,281
13.1307	Physical Education, Teacher Education	-	294	-	294
40.0801	Physics	1,308	213	-	1,521
45.1001	Political Science	921	689	-	1,610
14.9999	Pre-engineering	18	-	-	18
42.0101	Psychology	1,872	3,241	-	5,113
51.0908	Respiratory Therapy	-	324	-	324
16.0402	Russian	36	-	-	36
13.1316	Science Education	-	-	-	-
44.0701	Social Work	249	462	329	1,040
45.1101	Sociology	1,098	471	3	1,572
16.0905	Spanish	426	606	3	1,035
50.0501	Theatre	521	93	6	620
TOTAL STUDENT CREDIT HOURS		44,716	26,131	540	71,387
<i>FTES by Course Level</i>					
FTES by Course Level		2,981.1	1,742.1	45.0	4,768
For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.					
Proportion of Total Student Credit Hours					80.8%

Table 4:

**NIGHT Courses (After 5:00 pm) Student Credit Hours and FTES
by Discipline and Course Level: Fall 2003**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
52.0301	Accounting	384	336	93	813
51.9999	Applied Health Physiology	-	-	96	96
45.0201	Anthropology	90	-	-	90
50.0701	Art	348	137	9	494
51.0913	Athletic Training	-	-	-	-
26.0101	Biology	656	-	42	698
52.0201	Business Administration	72	108	-	180
40.0501	Chemistry	228	-	-	228
09.0101	Communication Arts	771	261	-	1,032
11.0401	Computer Science	-	-	-	-
30.0501	Conflict Analysis & Dispute Re.	198	81	-	279
50.0301	Dance	-	-	-	-
45.0601	Economics	432	-	81	513
13.0401	Education, Administration	-	-	129	129
13.1210	Education, Early Childhood	-	-	-	-
13.1202	Education, Elementary	-	357	-	357
13.0101	Education, General	75	295	681	1,051
13.1205	Education, Master of Arts	-	-	57	57
13.1315	Education, Reading	-	-	144	144
13.1205	Education, Secondary	-	78	-	78
23.0101	English	525	894	114	1,533
26.1301	Environmental Health	-	-	-	-
31.0505	Exercise Science	-	15	-	15
52.0801	Finance	-	339	6	345
16.0901	French	-	-	-	-
24.0101	General Studies	-	-	-	-
45.0701	Geography	319	-	3	322
40.0601	Geology	-	-	-	-
16.0501	German	-	-	-	-
51.1199	Health	-	-	-	-
54.0101	History	795	147	75	1,017
	Honors	-	9	-	9
11.0401	Information Systems	550	252	147	949
24.0101	Interdisciplinary Studies	-	-	-	-
16.0903	Latin	-	-	-	-
52.0201	Management	-	288	276	564
52.1401	Marketing	-	582	159	741
27.0101	Mathematics	754	72	75	901
51.1005	Medical Technology	-	-	-	-
	Military Science	-	-	-	-
16.0101	Modern Languages	69	-	-	69
50.0901	Music	11	-	-	11
50.0903	Music Applied	54	-	-	54
51.1601	Nursing	-	-	67	67
38.0101	Philosophy	198	-	-	198
13.1314	Physical Education	612	78	-	690
13.1307	Physical Education, Teacher Ed	-	-	-	-
40.0801	Physics	-	-	-	-
45.1001	Political Science	81	88	-	169
14.9999	Pre-engineering	-	-	-	-
42.0101	Psychology	-	84	-	84
51.0908	Respiratory Therapy	-	-	-	-
16.0402	Russian	-	-	-	-
13.1316	Science Education	-	-	-	-
24.0101	Social Science	-	-	-	-
44.0701	Social Work	99	171	300	570
45.1101	Sociology	210	93	-	303
16.0905	Spanish	33	-	-	33
50.0501	Theatre	-	-	-	-
TOTAL STUDENT CREDIT HOURS		7,564	4,765	2,554	14,883
<i>FTE by Course Level</i>					
FTES by Course Level		504.3	317.7	212.8	1,035
Proportion of Total SCH					16.8%

**Table 5: Courses- *Unknown* Start Time - Student Credit Hours and FTES
by Discipline and Course Level: Fall 2003**

HEGIS CODE	DISCIPLINE Alphabetical	Lower (100-200)	Upper (300-400)	Graduate (400G-600)	Total SCH
51.9999	Applied Health Physiology	-	-	3	3
45.0201	Anthropology	-	3	-	3
50.0701	Art	-	29	2	31
26.0101	Biology	-	93	-	93
52.0201	Business Administration	-	7	-	7
40.0501	Chemistry	-	3	-	3
09.0101	Communication Arts	4	58	-	62
11.0401	Computer Science	-	10	-	10
30.0501	Conflict Analysis & Dispute Re.	-	3	-	3
45.0601	Economics	-	1	-	1
13.1202	Education, Elementary	-	747	-	747
13.0101	Education, General	-	26	3	29
13.1205	Education, Secondary	-	54	-	54
23.0101	English	-	26	12	38
26.1301	Environmental Health	-	9	-	9
31.0505	Exercise Science	-	30	-	30
24.0101	General Studies	33	-	-	33
16.0501	German	6	18	-	24
54.0101	History	-	27	21	48
	Honors	-	18	-	18
11.0401	Information Systems	-	114	-	114
27.0101	Mathematics	-	15	-	15
16.0101	Modern Languages	3	-	-	3
50.0901	Music	-	3	-	3
50.0903	Music Applied	26	84	7	117
51.1601	Nursing	-	90	16	106
38.0101	Philosophy	-	15	-	15
13.1314	Physical Education	1	26	3	30
13.1307	Physical Education, Teacher Ed	-	108	-	108
40.0801	Physics	-	9	-	9
45.1001	Political Science	-	17	-	17
42.0101	Psychology	-	33	-	33
51.0908	Respiratory Therapy	-	66	-	66
24.0101	Social Science	-	9	-	9
44.0701	Social Work	-	-	214	214
45.1101	Sociology	-	3	-	3
50.0501	Theatre	10	14	1	25
TOTAL STUDENT CREDIT HOURS		83	1,768	282	2,133
<i>FTE by Course Level</i>					
FTES BY COURSE LEVEL		5.5	117.9	23.5	147

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

Proportion of Total SCH	2.4%
----------------------------	------

Table 6: Total Student Credit Hours by Department: Fall Enrollment 1999-2003

Department	1999	2000	2001	2002	2003	% Change 1999-2003
Accounting	1,809	1,809	1,734	2,436	2,511	38.8%
Anthropology	501	444	348	480	309	-38.3%
Applied Health Physiology	-	87	117	138	99	-
Art	2,395	2,728	2,877	3,391	3,249	35.7%
Athletic Trainer	-	-	-	254	210	-
Biology	5,838	6,000	6,591	6,274	6,228	6.7%
Business Administration	6,295	6,859	7,686	993	283	-95.5%
Chemistry	2,884	2,738	3,082	2,818	2,641	-8.4%
Communication Arts	4,421	4,852	4,655	4,969	4,632	4.8%
Computer Science	1,127	1,370	1,465	1,162	1,587	40.8%
Conflict Analysis & Dispute Res	-	-	201	396	561	-
Dance	236	197	213	366	310	31.4%
Economics	1,575	1,632	1,607	1,704	1,615	2.5%
Education Administration	-	198	207	147	129	-
Education, Early Childhood	-	-	-	48	84	-
Education, Elementary	2,556	3,168	3,321	3,501	2,475	-3.2%
Education, General	3,402	3,089	2,958	2,750	2,407	-29.2%
Education, MA in Teaching	N/A	78	147	66	81	-
Education, Reading	-	-	-	135	144	-
Education, Secondary	306	270	318	507	327	6.9%
English	6,371	6,798	6,581	6,744	6,705	5.2%
Environmental Health	176	209	220	269	277	57.4%
Exercise Science	-	-	-	345	219	-
Finance	-	-	-	1,170	1,083	-
French	232	237	278	229	174	-25.0%
General Studies	295	274	244	319	33	-88.8%
Geography	2,742	2,802	2,830	2,712	3,008	9.7%
Geology	210	-	200	280	180	-14.3%
German	112	109	114	131	114	1.8%
Health	154	159	154	504	543	252.6%
History	6,627	7,491	7,530	7,863	7,763	17.1%
Honors	-	-	415	379	414	-
Information Systems	1,196	1,412	1,539	2,351	2,446	104.5%
Interdisciplinary Studies	627	706	427	509	321	-48.8%
Latin	69	60	63	75	-	-100.0%
Management	-	-	-	1,935	2,117	-
Marketing	-	-	-	1,818	1,831	-
Mathematics	4,326	4,513	4,951	5,281	5,470	26.4%
Medical Technology	152	199	231	161	227	49.3%
Military Science	14	14	18	10	-	-100.0%
Modern Languages	201	252	222	180	72	-64.2%
Music	962	790	662	471	538	-44.1%
Music-Applied	377	397	392	320	300	-20.4%
Nursing	1,437	1,731	1,659	1,972	2,230	55.2%
Philosophy	1,484	1,455	1,958	1,872	1,629	9.8%
Physical Education	4,480	4,127	4,535	4,329	6,001	34.0%
Physical Education, Teacher Ed	-	-	-	-	402	-
Physics	1,212	1,501	1,122	1,491	1,530	26.2%
Political Science	1,508	1,472	1,375	1,597	1,796	19.1%
Pre-Engineering	-	-	21	39	18	-
Psychology	4,600	5,160	5,097	5,027	5,230	13.7%
Respiratory Therapy	310	267	279	279	390	25.8%
Russian	45	27	21	54	36	-20.0%
Science Education	96	-	-	-	-	-100.0%
Social Science	-	3	15	9	9	-
Social Work	1,407	1,645	1,824	2,176	1,824	29.6%
Sociology	1,452	1,752	1,728	1,770	1,878	29.3%
Spanish	921	1,093	985	1,107	1,068	16.0%
Theatre	-	-	561	597	645	-
TOTALS	77,140	82,174	85,778	88,910	88,403	14.6%

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

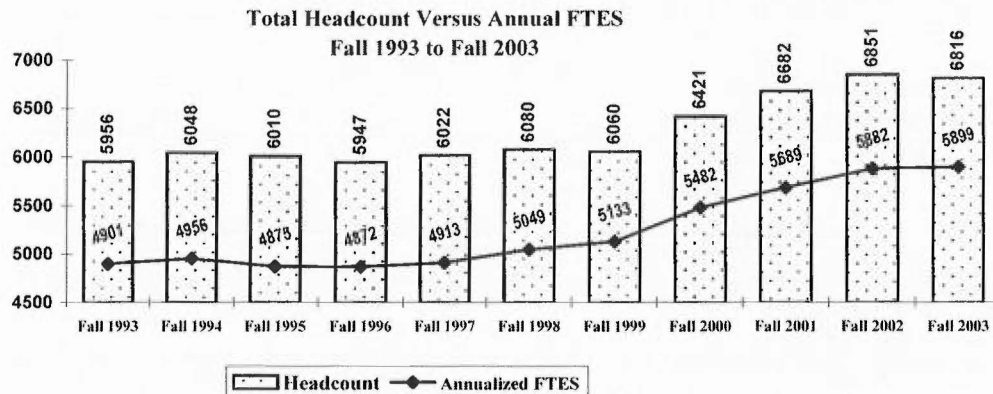
Table 7:

Analysis of Annualized FTES
Full-Time Equivalent Students and Total Headcount by Course Level

FY 1994 through FY 2004						
Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1993	2801.9	1973.2	4775.1	220.0	4995.1	5956
Spring 1994	2545.7	2038.0	4583.7	222.5	4806.2	
Ratio, Fall to Spring	52.4/47.6	49.2/50.8	51.0/49.0	49.7/50.3	51.0/49.0	
Annualized FY 1993-94	2673.8	2005.6	4679.4	221.3	4900.7	
Fall 1994	2863.7	1939.8	4803.5	227.8	5031.4	6048
Spring 1995	2569.1	2082.7	4651.8	229.6	4881.4	
Ratio, Fall to Spring	52.7/47.3	48.2/51.8	50.8/49.2	49.8/50.2	50.8/49.2	
Annualized FY 1994-95	2716.4	2011.3	4727.7	228.7	4956.4	
Fall 1995	2737.1	1995.8	4732.9	229.0	4961.9	6010
Spring 1996	2424.7	2128.7	4553.4	234.2	4787.6	
Ratio, Fall to Spring	53.0/47.0	48.4/51.6	51.0/49.0	49.4/50.6	50.9/49.1	
Annualized FY 1995-96	2580.9	2062.3	4643.2	231.6	4874.8	
Fall 1996	2749.3	1988.8	4738.1	237.9	4976	5947
Spring 1997	2487.8	2040.6	4528.4	240.0	4768	
Ratio, Fall to Spring	52.5/47.5	49.4/50.6	51.1/48.9	49.8/50.2	51.9/48.9	
Annualized FY 1996-97	2618.6	2014.7	4633.3	239.0	4872	
Fall 1997	2850.9	1950.4	4801.3	233.3	5035	6022
Spring 1998	2545.2	2032.0	4577.2	214.9	4792	
Ratio, Fall to Spring	52.8/47.2	49.0/51.0	51.2/48.8	52.1/47.9	51.2/48.8	
Annualized FY 1997-98	2698.1	1991.2	4689.3	224.1	4913.5	
Fall 1998	3017.4	1909.7	4927.1	194.9	5122	6080
Spring 1999	2757.4	2019.3	4776.7	199.3	4976	
Ratio, Fall to Spring	52.3/47.7	48.6/51.4	50.8/49.2	49.4/50.6	50.7/49.3	
Annualized FY 1998-99	2887.4	1964.5	4851.9	197.1	5049	
Fall 1999	3064.5	1925.7	4990.2	190.6	5181	6060
Spring 2000	2721.2	2176.2	4897.4	186.9	5084	
Ratio, Fall to Spring	53.0/47.0	46.9/53.1	50.5/49.5	50.5/49.5	50.5/49.5	
Annualized FY 1999-00	2892.9	2051.0	4943.8	188.8	5132.5	
Fall 2000	3123.7	2191.1	5314.8	204.3	5519.1	6421
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	
Annualized FY 2000-01	3040.0	2238.0	5277.9	204.4	5482.3	
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	
Annualized FY 2001-02	3194.7	2250.4	5445.1	243.5	5688.6	
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	
Annualized FY 2002-03	3231.9	2359.3	5591.1	290.5	5881.6	
Fall 2003	3490.9	2177.6	5668.5	281.3	5949.8	6816
Spring 2004	n/a	n/a	5556.6	291.1	5847.7	
Ratio, Fall to Spring	-	-	50.5/49.5	49.1/50.9	50.4/49.6	
Annualized FY 2003-04			5612.6	286.2	5898.8	

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 1998-99 to 2002-03

Table 8:

Page 1 of 2

Discipline	1998-99				1999-00				2000-01				2001-02				2002-03			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																				
Anthropology	672	84	-	756	696	180	-	876	759	111	3	873	621	60	-	681	765	72	-	837
Art	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	4,554	2,224	-	6,778
Comm. Arts	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	6,589	3,174	-	9,763
Conflict Resolution	-	-	-	-	-	-	-	-	-	-	-	-	261	108	-	369	645	258	-	903
English	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	8,100	4,796	549	13,445
French	348	95	3	446	309	150	-	459	267	168	-	435	294	228	3	525	333	118	3	454
German	154	48	-	202	141	42	-	183	139	33	-	172	124	48	-	172	130	54	-	184
History	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	10,608	4,266	285	15,159
Honors	-	-	-	-	-	-	-	-	-	-	-	-	567	270	-	837	462	303	-	765
Interdisc. Studies	830	133	-	963	1,036	217	-	1,253	1,098	194	-	1,292	819	42	-	861	885	21	-	906
Latin	-	-	-	-	-	-	-	-	90	-	-	90	90	-	-	90	90	-	-	90
Mod. Foreign Lang.	276	-	-	276	378	-	-	378	330	-	-	330	306	-	-	306	279	-	-	279
Music	1,427	214	-	1,641	1,422	312	3	1,737	1,202	269	-	1,471	1,039	253	-	1,292	752	113	-	865
Music, Applied	522	189	1	712	494	238	11	743	561	209	5	775	462	238	17	717	409	181	9	599
Philosophy	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	2,148	1,390	-	3,538
Political Science	1,851	1,245	-	3,096	1,857	1,089	-	2,946	1,857	1,263	-	3,120	1,812	985	12	2,809	1,818	1,232	-	3,050
Psychology	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	3,201	7,460	9	10,670
Russian	60	-	-	60	45	-	-	45	36	-	-	36	21	-	-	21	69	-	-	69
Social Science	-	33	-	33	-	18	-	18	-	33	-	33	-	21	-	21	-	27	-	27
Sociology	1,791	1,031	-	2,822	1,950	1,009	-	2,959	2,274	1,147	-	3,421	2,322	1,197	-	3,519	2,238	1,036	-	3,274
Spanish	990	541	-	1,531	1,224	565	-	1,789	1,158	802	-	1,960	1,083	776	6	1,865	1,302	879	1	2,182
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	891	270	-	1,161	867	334	-	1,201
Totals	42,323	19,975	1,076	63,374	42,817	21,407	1,077	65,301	44,518	25,388	943	70,849	45,946	25,633	740	72,319	46,244	27,938	856	75,038
Percent of Total	48.9%	33.9%	22.7%	42.2%	49.3%	34.8%	23.8%	42.7%	48.8%	37.8%	19.2%	43.4%	47.9%	38.0%	12.7%	42.7%	47.8%	39.5%	12.3%	43.0%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																				
Biology	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	9,101	3,079	42	12,222
Chemistry	4,770	489	-	5,259	4,796	525	-	5,321	4,527	641	-	5,168	4,843	701	-	5,544	4,839	559	-	5,398
Computer Science	1,673	158	-	1,831	1,891	169	-	2,060	2,088	489	-	2,577	2,116	502	-	2,618	1,787	549	-	2,336
Environ. Health	72	387	-	459	96	401	-	497	87	402	-	489	132	375	-	507	219	329	-	548
Geography	4,091	707	9	4,807	4,701	737	6	5,444	4,746	837	-	5,583	4,662	852	-	5,514	4,548	721	-	5,269
Geology	549	-	-	549	426	-	-	426	-	-	-	-	504	-	-	504	672	-	-	672
Mathematics	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	8,570	1,317	228	10,115
Med. Technology	31	450	-	481	12	341	-	353	17	446	-	463	16	456	-	472	49	329	-	378
Nursing	-	2,397	283	2,680	-	2,602	331	2,933	-	2,981	337	3,318	-	2,914	309	3,223	-	3,577	276	3,853
Pre-engineering	-	-	-	-	-	-	-	-	-	-	-	-	78	27	-	105	120	-	-	120
Physics	2,122	278	-	2,400	1,992	400	-	2,392	2,283	474	-	2,757	2,143	454	-	2,597	2,505	498	-	3,003
Resp. Therapy	24	802	-	826	33	600	-	633	24	548	-	572	36	535	-	571	39	597	-	636
Totals	29,155	9,928	362	39,445	29,162	9,878	391	39,431	30,292	10,697	428	41,417	32,280	10,971	579	43,830	32,449	11,555	546	44,550
Percent of Total	33.7%	16.8%	7.7%	26.2%	33.6%	16.1%	8.6%	25.8%	33.2%	15.9%	8.7%	25.4%	33.7%	16.3%	9.9%	25.9%	33.5%	16.3%	7.8%	25.5%

Table 8 cont.

Discipline	1998-99				1999-00				2000-01				2001-02				2002-03			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																				
Accounting	1,947	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	3,090	1,467	195	4,752
Business Admin.	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	795	551	217	1,563
Economics	2,322	282	99	2,703	2,460	489	135	3,084	2,559	348	123	3,030	2,640	276	126	3,042	2,787	243	180	3,210
Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	168	2,040	108	2,316
Information Systems	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	2,340	2,383	168	4,891
Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,011	285	4,296
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,417	327	3,744
Totals	8,001	12,005	879	20,885	8,289	13,159	747	22,195	8,694	13,866	1,007	23,567	8,937	14,203	1,191	24,331	9,180	14,112	1,480	24,772
Percent of Total	9.2%	20.4%	18.6%	13.9%	9.6%	21.4%	16.5%	14.5%	9.5%	20.7%	20.5%	14.4%	9.4%	21.0%	20.4%	14.4%	9.5%	19.9%	21.2%	14.2%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																				
Appl Hlth Physiology	-	-	-	-	-	-	-	-	-	-	195	195	-	-	279	279	-	-	288	288
Athletic Trainer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	376	3	379
Dance	515	79	-	594	487	58	-	545	503	87	-	590	531	52	-	583	766	8	-	774
Education, Administration	-	-	-	-	-	-	-	-	-	-	330	330	-	-	324	324	-	-	288	288
Early Childhood Educ.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48	48	-	96
Education, Elementary	-	5,325	69	5,394	-	5,045	2,162	7,207	-	6,330	-	6,330	-	6,609	-	6,609	-	6,567	-	6,567
Education, General	-	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	1,095	2,589	1,606	5,290
Education, Master of Arts	-	-	99	99	-	-	-	-	-	-	195	195	-	-	264	264	-	-	231	231
Education, Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	63	-	-	270	270
Education, Science	112	-	-	112	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-
Education, Secondary	-	741	42	783	-	756	36	792	-	672	-	672	-	810	-	810	-	1,581	-	1,581
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105	611	-	716
General Studies	175	225	74	474	159	294	15	468	78	537	22	637	86	322	3	411	66	471	5	542
Health	762	165	-	927	404	135	-	539	475	105	-	580	455	195	-	650	828	423	-	1,251
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	-	48	-	48	8	22	-	30	18	13	-	31	11	24	-	35	-	22	-	22
Hlth, PE, and HP	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	5,503	2,034	3	7,540
Social Work	312	2,649	6	2,967	285	2,584	9	2,878	504	2,721	6	3,231	522	2,535	644	3,701	477	2,444	1,396	4,317
Totals	7,144	17,028	2,414	26,586	6,518	17,099	2,312	25,929	7,694	17,189	2,527	27,410	8,676	16,705	3,335	28,716	8,888	17,174	4,090	30,152
Percent of Total	8.2%	28.9%	51.0%	17.7%	7.5%	27.8%	51.1%	17.0%	8.4%	25.6%	51.5%	16.8%	9.1%	24.7%	57.1%	17.0%	9.2%	24.3%	58.7%	17.3%
Grand Totals	86,623	58,936	4,731	150,290	86,786	61,543	4,527	152,856	91,198	67,140	4,905	163,243	95,839	67,512	5,845	169,196	96,761	70,779	6,972	174,512

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
1997-98 through 2002-2003

Table 9

Discipline	1997-98			1998-99			1999-00			2000-01			2001-2002			2002-03		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE CHARLES R. & MARTHA N. FULTON SCHOOL OF LIBERAL ARTS																		
Anthropology	459	357	816	372	384	756	501	375	876	444	429	873	348	333	681	480	357	837
Art	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	3,391	3,387	6,778
Comm. Arts	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	4,969	4,794	9,763
Conflict Resolution	-	-	-	-	-	-	-	-	-	-	-	-	201	168	369	396	507	903
English	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	6,744	6,701	13,445
French	242	276	518	246	200	446	232	227	459	237	198	435	278	247	525	229	225	454
German	128	104	232	131	71	202	112	71	183	109	63	172	114	58	172	131	53	184
History	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	7,863	7,296	15,159
Honors	-	-	-	-	-	-	-	-	-	-	-	-	415	422	837	379	386	765
Interdisc. Studies	484	456	940	449	514	963	627	626	1,253	706	586	1,292	427	434	861	509	397	906
Latin	-	-	-	-	-	-	69	33	102	60	30	90	63	27	90	75	15	90
Modern Languages	33	18	51	168	108	276	201	75	276	252	78	330	222	84	306	180	99	279
Music	867	869	1,736	905	736	1,641	962	775	1,737	790	681	1,471	662	630	1,292	471	394	865
Music, Applied	287	316	603	332	380	712	377	366	743	397	378	775	392	325	717	320	279	599
Philosophy	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	1,872	1,666	3,538
Political Science	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	1,597	1,453	3,050
Psychology	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	5,027	5,643	10,670
Russian	33	21	54	39	21	60	45	-	45	27	9	36	21	-	21	54	15	69
Social Science	3	12	15	12	21	33	-	18	18	3	30	33	15	6	21	9	18	27
Sociology	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	1,770	1,504	3,274
Spanish	772	730	1,502	738	793	1,531	921	868	1,789	1,093	867	1,960	985	880	1,865	1,107	1,075	2,182
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	561	600	1,161	597	604	1,201
Totals	30,859	29,308	60,167	32,175	31,199	63,374	32,905	32,396	65,301	35,826	35,023	70,849	36,505	35,814	72,319	38,170	36,868	75,038
Percent of Total	41.2%	41.1%	41.2%	42.2%	42.1%	42.2%	42.7%	42.8%	42.7%	43.6%	43.2%	43.4%	42.6%	42.9%	42.7%	42.9%	43.0%	43.0%
THE RICHARD A. HENSON SCHOOL OF SCIENCE & TECHNOLOGY																		
Biology	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	6,274	5,948	12,222
Chemistry	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	2,818	2,580	5,398
Computer Science	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	1,162	1,174	2,336
Environ. Health	343	171	514	247	212	459	176	321	497	209	280	489	220	287	507	269	279	548
Geography	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	2,712	2,557	5,269
Geology	186	216	402	249	300	549	210	216	426	-	-	-	200	304	504	280	392	672
Mathematics	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	5,281	4,834	10,115
Med. Technology	259	315	574	209	272	481	152	201	353	199	264	463	231	241	472	161	217	378
Nursing	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	1,972	1,881	3,853
Pre-engineering	21	-	21	-	-	-	-	-	-	-	-	-	21	84	105	39	81	120
Physics	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	1,491	1,512	3,003
Resp. Therapy	584	597	1,181	441	385	826	310	323	633	267	305	572	279	292	571	279	357	636
Totals	20,609	18,922	39,531	20,686	18,759	39,445	20,414	19,017	39,431	21,330	20,087	41,417	22,651	21,179	43,830	22,738	21,812	44,550
Percent of Total	27.5%	26.6%	27.1%	27.1%	25.3%	26.2%	26.5%	25.1%	25.8%	26.0%	24.8%	25.4%	26.4%	25.4%	25.9%	25.6%	25.4%	25.5%

C-18.0

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

Table 9 cont.

Discipline	1997-98			1998-99			1999-00			2000-01			2001-02			2002-03		
	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total	Fall	Spring	Total
THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS																		
Accounting	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	2,436	2,316	4,752
Business Admin.	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	993	570	1,563
Economics	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	1,704	1,506	3,210
Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,170	1,146	2,316
Information Systems	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	2,351	2,540	4,891
Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,818	2,478	4,296
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,935	1,809	3,744
Totals	10,240	9,672	19,912	10,240	10,645	20,885	10,875	11,320	22,195	11,712	11,855	23,567	12,566	11,765	24,331	12,407	12,365	24,772
Percent of Total	13.7%	13.6%	13.6%	13.4%	14.4%	13.9%	14.1%	15.0%	14.5%	14.3%	14.6%	14.4%	14.6%	14.1%	14.4%	14.0%	14.4%	14.2%
THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES																		
Applied Health Physiology	-	-	-	-	-	-	-	-	-	87	108	195	117	162	279	138	150	288
Athletic Trainer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	254	321	575
Dance	176	207	383	250	344	594	236	309	545	197	393	590	213	370	583	366	408	774
Early Childhood Educ.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	48	48	96
Education, Administration	-	-	-	-	-	-	-	-	-	198	132	330	207	117	324	147	141	288
Education, Elementary	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	3,501	3,066	6,567
Education, General	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	2,750	2,540	5,290
Education, Master of Arts	-	-	-	-	99	99	-	102	102	78	117	195	147	117	264	66	165	231
Education, Reading	-	-	-	-	-	-	-	-	-	-	-	-	-	63	63	135	135	270
Education, Science	80	-	80	112	-	112	96	20	116	-	-	-	-	-	-	-	-	-
Education, Secondary	393	636	1,029	282	501	783	306	486	792	270	402	672	318	492	810	507	1,074	1,581
Exercise Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	345	371	716
General Studies	162	188	350	311	163	474	295	173	468	274	363	637	244	167	411	319	223	542
Health	273	603	876	369	558	927	154	385	539	159	421	580	154	496	650	504	747	1,251
Leisure Studies	51	-	51	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science	32	30	62	26	22	48	14	16	30	14	17	31	18	17	35	10	12	22
Hlth, PE, and HP	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	4,329	3,211	7,540
Social Work	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	2,176	2,141	4,317
Totals	13,111	13,336	26,447	13,145	13,441	26,586	12,946	12,983	25,929	13,306	14,104	27,410	14,056	14,660	28,716	15,595	14,753	30,348
Percent of Total	17.5%	18.7%	18.1%	17.2%	18.2%	17.7%	16.8%	17.1%	17.0%	16.2%	17.4%	16.8%	16.4%	17.6%	17.0%	17.5%	17.2%	17.4%
Grand Totals	74,819	71,238	146,057	76,246	74,044	150,290	77,140	75,716	152,856	82,174	81,069	163,243	85,778	83,418	169,196	88,910	85,798	174,708

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

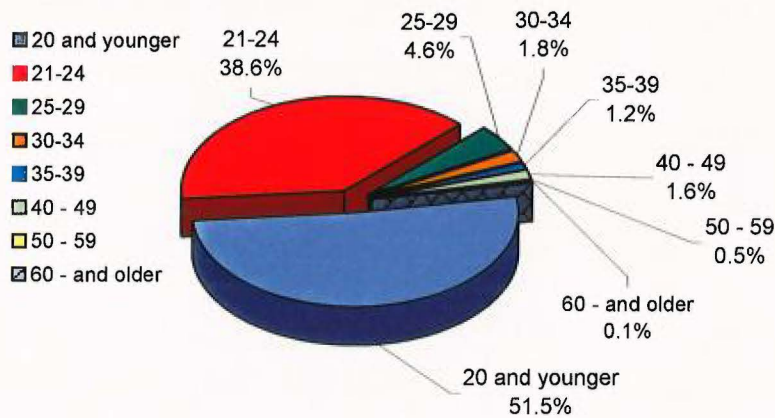
NOTES:

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

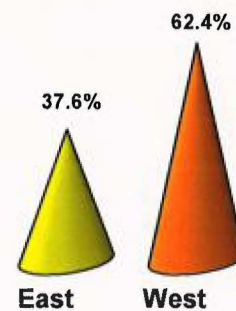
Salisbury University has degree programs in Fine Arts, Physical Science, and Liberal Arts although no courses are offered in those specific disciplines.

Undergraduate Enrollment & Demographics

Undergraduate Age Distribution: Fall 2003



Fall 2003 Total MD Residents:
Eastern/Western Shores



Fall 1999 - Fall 2003 Undergraduate Enrollment
by Sex

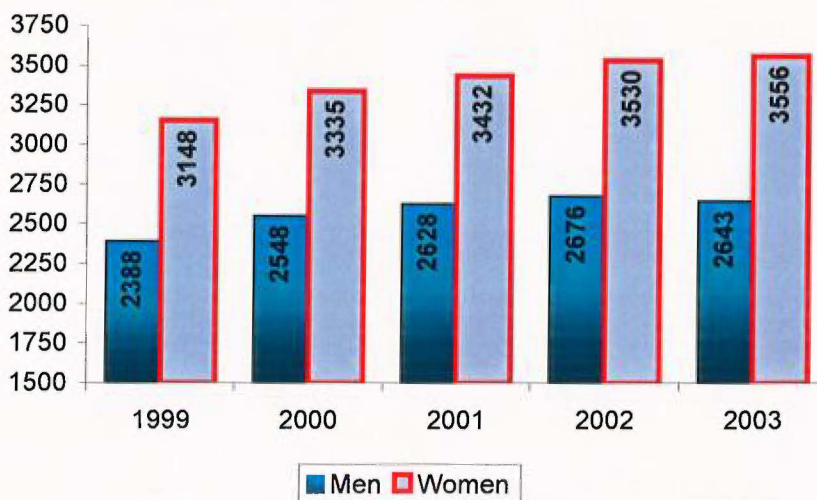


Table 1:

Total *UNDERGRADUATE* Fall Enrollment: 1994, 1999 - 2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	5398	5536	5883	6060	6206	6199
% Annual Growth	1.4%	0.0%	6.3%	3.0%	2.4%	-0.1%
Total Men	2367	2388	2548	2628	2676	2643
% Men	43.8%	43.1%	43.3%	43.4%	43.1%	42.6%
Total Women	3031	3148	3335	3432	3530	3556
% Women	56.2%	56.9%	56.7%	56.6%	56.9%	57.4%
F.T.E.S.	4804	4990	5315	5519	5697	5668
% Annual Growth	0.6%	1.3%	6.5%	3.8%	3.2%	-0.5%
Full-Time Students	4369	4708	5040	5280	5439	5434
Men	1928	2027	2195	2295	2378	2332
Women	2441	2681	2845	2985	3061	3102
% Full-Time	80.9%	85.0%	85.7%	87.1%	87.6%	87.7%
Average Age Student	N/A	22	22	21.5	21.5	21.4
Part-Time Students	1029	828	843	780	767	765
Men	431	361	353	333	298	311
Women	590	467	490	447	469	454
% Part-Time	19.1%	15.0%	14.3%	12.9%	12.4%	12.3%
Average Age Student	N/A	30	30	29.5	29.6	27.7
Average Student Age	N/A	22.8	22.7	22.5	22.5	22.2

Figure 1:

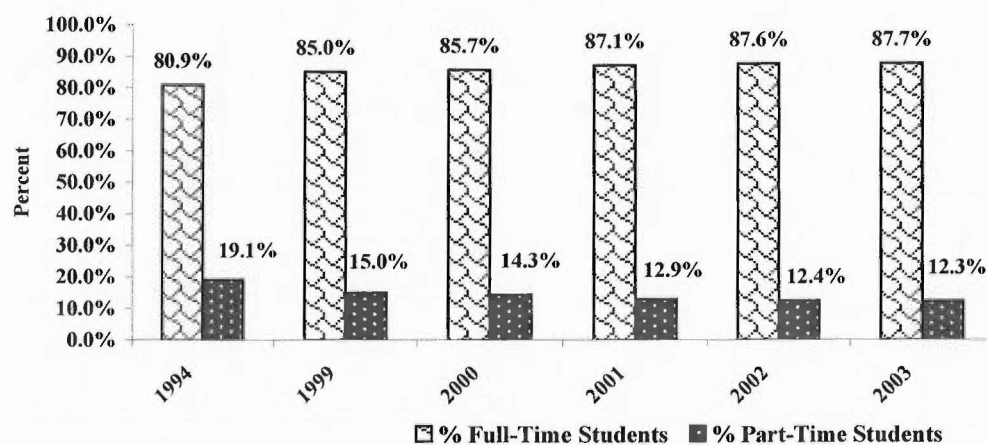
Percent Full-time and Part-Time UG Enrollment,
Fall 1994, Fall 1999-Fall 2003

Table 2: Total Undergraduate Demographics: 1994, 1998-2002

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount¹	5398	5536	5883	6060	6206	6199
Total Residing on Campus	1712	1699	1729	1681	1645	1669
Total Commuters	3686	3837	4154	4379	4561	4530
% Residing On Campus	32%	30.7%	29.4%	27.7%	26.5%	26.9%
MD Residents	4046	4389	4681	4942	5126	5255
% MD Residents	75.0%	79.3%	79.6%	81.6%	82.6%	84.8%
Out-of-State	1321	1117	1164	1074	1026	891
International	43	25	35	39	49	52
Other ²	2	5	3	5	5	1
African-American	342	425	416	450	495	507
American Indian	12	16	20	20	19	20
Asian/Pacific Islander	80	81	94	118	127	161
Hispanic	51	51	60	83	108	124
International	28	25	35	39	49	52
White	4885	4709	4960	5059	5123	4922
Unknown	-	229	298	291	285	413
% Known Minority	9.0%	10.8%	10.6%	11.6%	12.6%	14.0%
% Minority + International	9.5%	11.3%	11.2%	12.3%	13.5%	14.9%
% Unknown	-	4.1%	5.1%	4.8%	4.6%	6.7%
Average Age of all students	22.5	22.8	22.7	22.5	22.5	22.2

NOTES: ¹COOP students taking courses at SU are included in total headcount.

²Students with "OTHER" residence detailed on Glossary page.

Figure 2: Percent In-State: 1994, 1999-2003

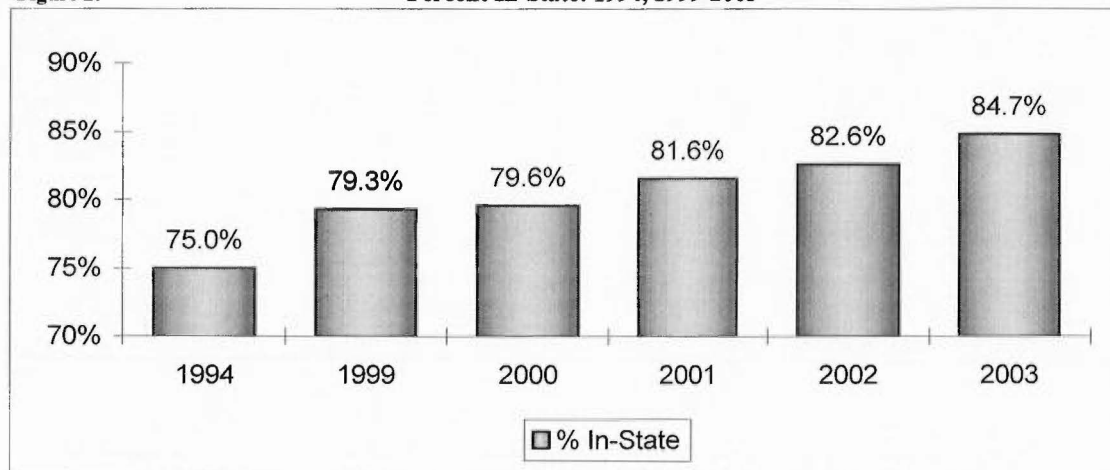


Table 3:

Total Undergraduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2003

Race/Ethnicity	Full-Time		Part-Time		Total		Total Both Sexes	Percent of Total ¹	Percent of Known
	Male	Female	Male	Female	Male	Female			
African-American	180	188	32	107	212	295	507	8.2%	8.8%
American Indian	7	13	-	-	7	13	20	0.3%	0.3%
Asian/Pacific Islander	61	79	8	13	69	92	161	2.6%	2.8%
Hispanic	57	59	6	2	63	61	124	2.0%	2.1%
White	1884	2563	223	252	2107	2815	4922	79.4%	85.1%
International	19	25	2	6	21	31	52	0.8%	0.9%
Subtotal	2208	2927	271	380	2479	3307	5786	93.3%	100.0%
Unknown	124	175	40	74	164	249	413	6.7%	
TOTAL	2332	3102	311	454	2643	3556	6199	100.0%	

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

Figure 3:

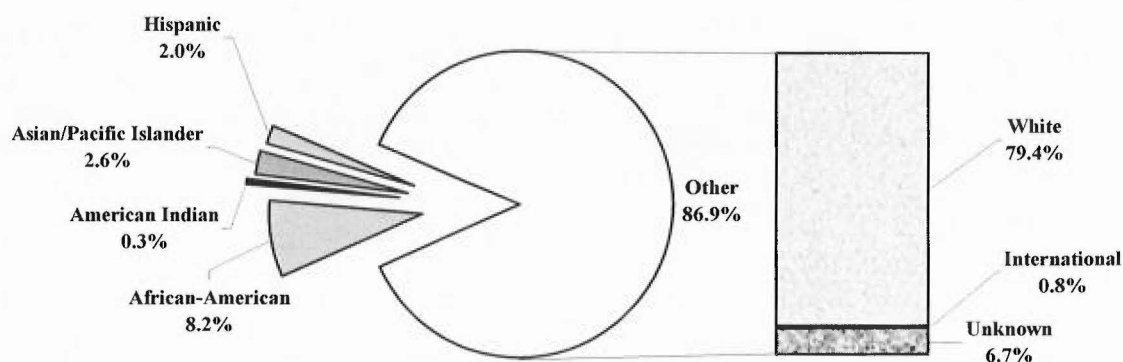
Total Undergraduate Enrollment by Race & Ethnicity: Fall 2003

Figure 4:

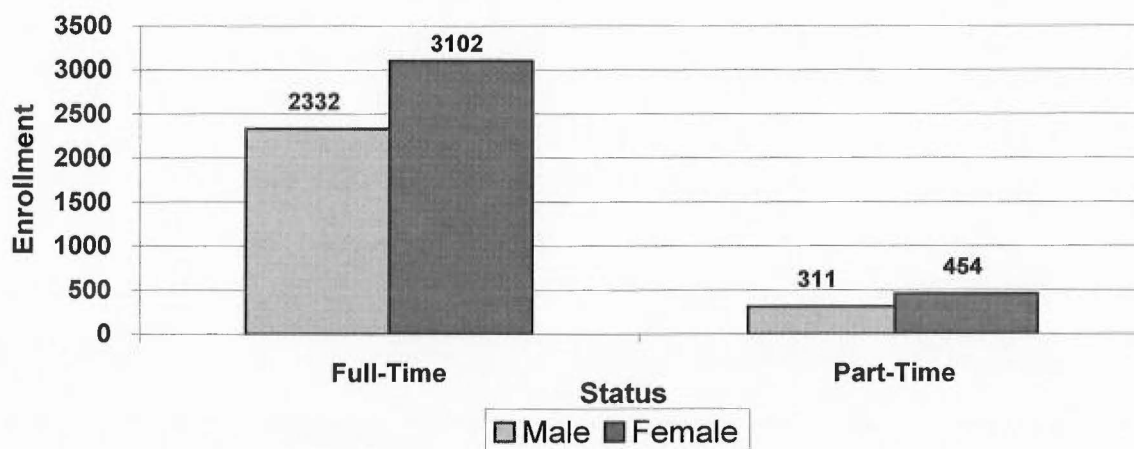
Total Undergraduate Enrollment by Sex and Status: Fall 2003

Figure 5:

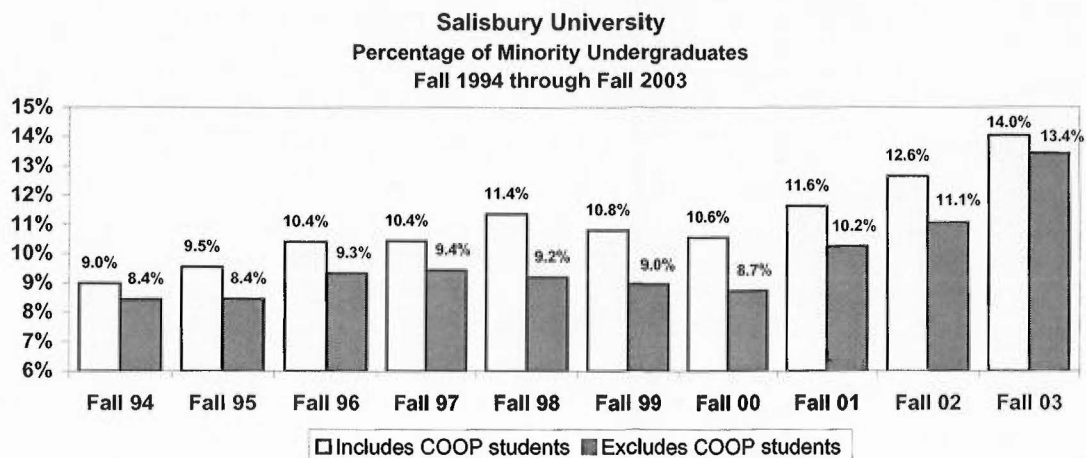


Figure 6:

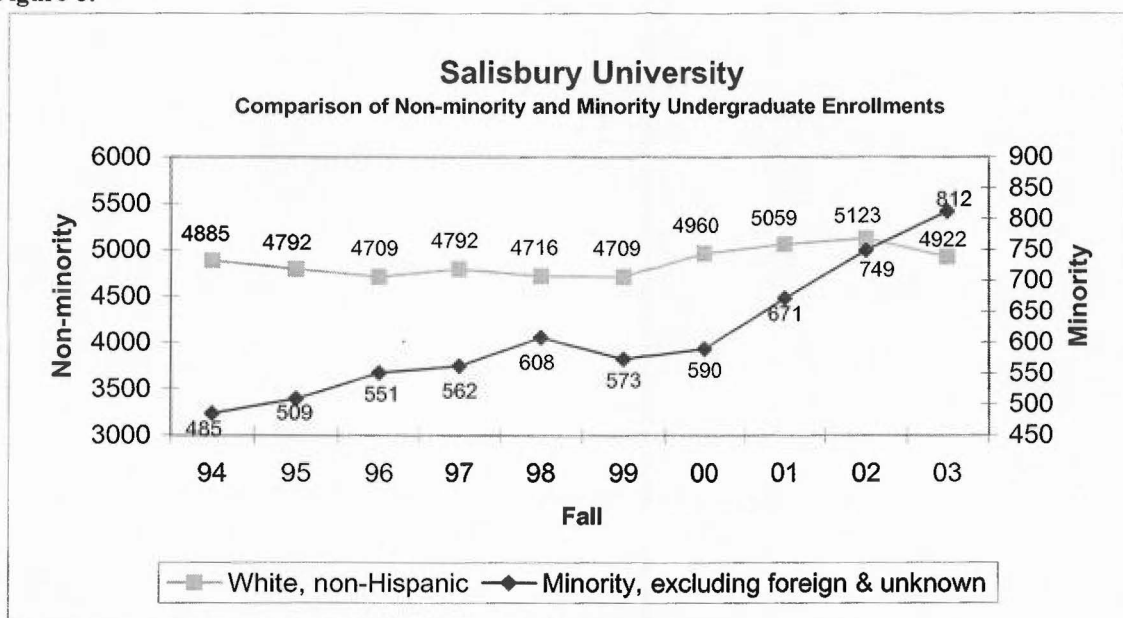


Figure 7:

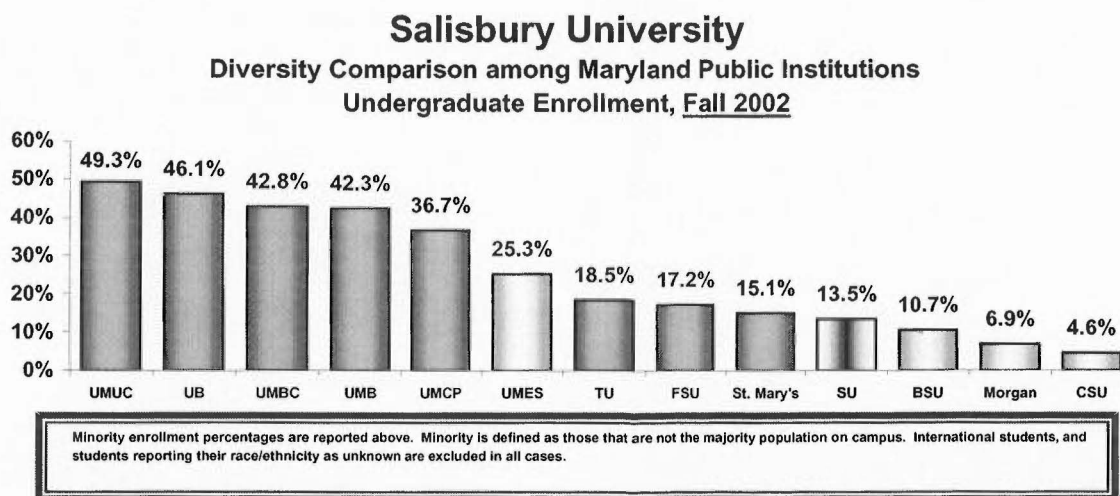


Table 4:

Total Undergraduate Enrollment by Classification, Race/Ethnicity, and Status: Fall 2003

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 Freshmen¹	79	1	5	-	44	1	33	-	713	2	11	-	61	-	946	4	950
%	9.0		0.6		5.1		3.7		80.4		0.0		6.4				
Undergraduates																	
Freshmen	149	5	6	-	56	2	46	-	1102	24	12	-	90	3	1461	34	1495
%	11.0		0.4		4.1		3.3		80.3		0.0		6.0				
Sophomores	102	11	5	-	42	3	35	2	1099	59	10	-	78	5	1371	80	1451
%	8.3		0.4		3.3		2.7		84.6		0.0		5.4				
Juniors	73	21	3	-	20	4	21	3	1150	95	14	2	71	7	1352	132	1484
%	6.7		0.2		1.7		1.7		88.5		0.0		4.8				
Seniors	37	19	5	-	20	3	12	3	1043	130	5	3	51	10	1173	168	1341
%	4.4		0.4		1.8		1.2		91.6		0.0		3.8				
Second Bachelor's	2	2	1	-	2	1	2	-	47	31	3	-	8	4	65	38	103
%	4.4		1.1		3.3		2.2		85.7		0.0		7.8				
Subtotal	363	58	20	0	140	13	116	8	4441	339	44	5	298	29	5422	452	5874
Unclassified/ Non-Degree	5	81	-	-	-	8	-	-	6	136	-	3	1	85	12	313	325
Total Undergraduates	368	139	20	0	140	21	116	8	4447	475	44	8	299	114	5434	765	6199
%	8.8%		0.3%		2.8%		2.1%		85.1%		0.9%		6.7%				

Notes:¹ Included in freshmen figure.

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

Percentage of Unknown is a percentage of the total.

Table 5: Total Undergraduates by Age and Sex: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	5398	5536	5883	6060	6206	6199
Total 20 and Younger ¹	1414	2832	2979	3095	3169	3193
Men	574	1154	1214	1251	1293	1277
Women	840	1678	1765	1844	1876	1916
% 20 and Younger	26.2%	51.2%	50.6%	51.1%	51.1%	51.5%
Total 21-24 Yrs Old ²	3014	1977	2188	2295	2343	2395
Men	1413	941	1051	1116	1118	1123
Women	1601	1036	1137	1179	1225	1272
% 21-24	55.8%	35.7%	37.2%	37.9%	37.8%	38.6%
Total 25-29 Yrs Old	434	299	282	268	292	285
Men	222	140	133	124	134	139
Women	212	159	149	144	158	146
% 25-29	8.0%	5.4%	4.8%	4.4%	4.7%	4.6%
Total 30-34 Yrs Old	223	135	135	126	124	114
Men	66	49	52	53	48	43
Women	157	86	83	73	76	71
% 30-34	4.1%	2.4%	2.3%	2.1%	2.0%	1.8%
Total 35-39 Yrs Old	143	102	108	102	98	72
Men	46	33	37	30	27	20
Women	97	69	71	72	71	52
% 35-39	2.6%	1.8%	1.8%	1.7%	1.6%	1.2%
Total 40-49 Yrs Old	130	131	133	126	126	102
Men	33	41	37	36	39	31
Women	97	90	96	90	87	71
% 40-49	2.4%	2.4%	2.3%	2.1%	2.0%	1.6%
Total 50-59 Yrs Old	25	30	34	25	35	29
Men	7	15	10	7	8	7
Women	18	15	24	18	27	22
% 50-59	0.5%	0.5%	0.6%	0.4%	0.6%	0.5%
Total 60 and older	15	30	24	23	19	9
Men	6	15	14	11	9	3
Women	9	15	10	12	10	6
% 60 and older	0.3%	0.5%	0.4%	0.4%	0.3%	0.1%
Average Age						
ALL STUDENTS	N/A	22.8	22.7	22.5	22.5	22.2
Men	N/A	22.7	22.6	22.4	22.4	22.1
Women	N/A	22.8	22.8	22.6	22.6	22.3

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

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

Table 6: Total Undergraduate Enrollment by County of Residence: 1999-2003

Fall Semesters	1999	2000	2001	2002	2003	% Change 1999-2003
Total Headcount	5536	5883	6060	6206	6199	12.0%
Allegany	7	11	9	13	11	-
Anne Arundel	434	456	497	526	511	17.7%
Baltimore	385	426	431	431	444	15.3%
Baltimore City	22	19	23	20	29	31.8%
Calvert	73	83	103	121	132	80.8%
Caroline	80	95	92	96	88	10.0%
Carroll	164	185	190	184	191	16.5%
Cecil	93	106	125	140	132	41.9%
Charles	103	112	107	117	116	12.6%
Dorchester	132	155	142	132	121	-8.3%
Frederick	179	226	244	261	261	45.8%
Garrett	9	8	9	8	7	-
Harford	247	256	264	254	261	5.7%
Howard	229	263	275	284	311	35.8%
Kent	21	16	14	16	27	28.6%
Montgomery	305	392	469	511	547	79.3%
Prince George's	228	225	253	269	278	21.9%
Queen Anne's	55	64	76	89	122	121.8%
St. Mary's	94	95	114	107	86	-8.5%
Somerset	147	122	127	111	113	-23.1%
Talbot	92	86	94	94	97	5.4%
Washington	80	86	109	108	96	20.0%
Wicomico	827	880	854	893	916	10.8%
Worcester	383	314	321	341	358	-6.5%
Unknown	-	-	-	-	-	-
Total for MD	4389	4681	4942	5126	5255	19.7%
Out-of-State	1117	1164	1074	1026	891	-20.2%
International	25	35	39	49	52	108.0%
Other	5	3	5	5	1	

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

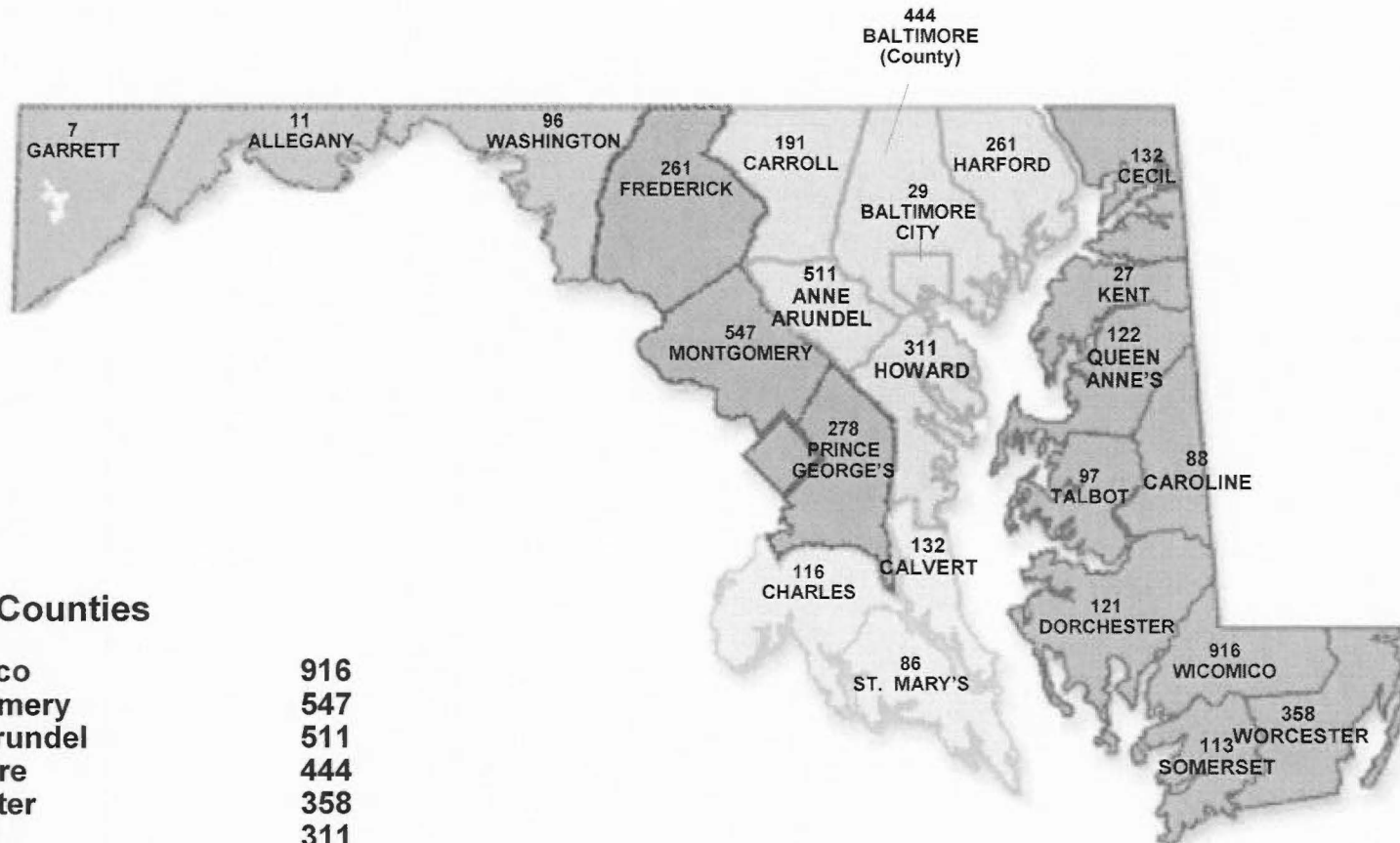
See Glossary for additional details

Primary Counties & Percentages based on MD Total	
Wicomico	17.4%
Montgomery	10.4%
Anne Arundel	9.7%
Baltimore	8.4%
Worcester	6.8%
Howard	5.9%
Prince George's	5.3%
Frederick	5.0%
Harford	5.0%
Carroll	3.6%

Region	1999	2003
	% of Total	% of Total
Eastern Shore	33.1%	31.8%
Western Shore	46.2%	52.9%
Out-of-State	20.2%	14.4%
International	0.5%	0.9%

Figure 8:

Maryland Undergraduate Enrollment by County (5255) Fall 2003 Maryland Map



Top 8 Counties

Wicomico	916
Montgomery	547
Anne Arundel	511
Baltimore	444
Worcester	358
Howard	311
Prince George's	278
Frederick	261
Harford	261
Carroll	191

Table 7: Total Undergraduate Enrollment by State: 1994, 1999-2003

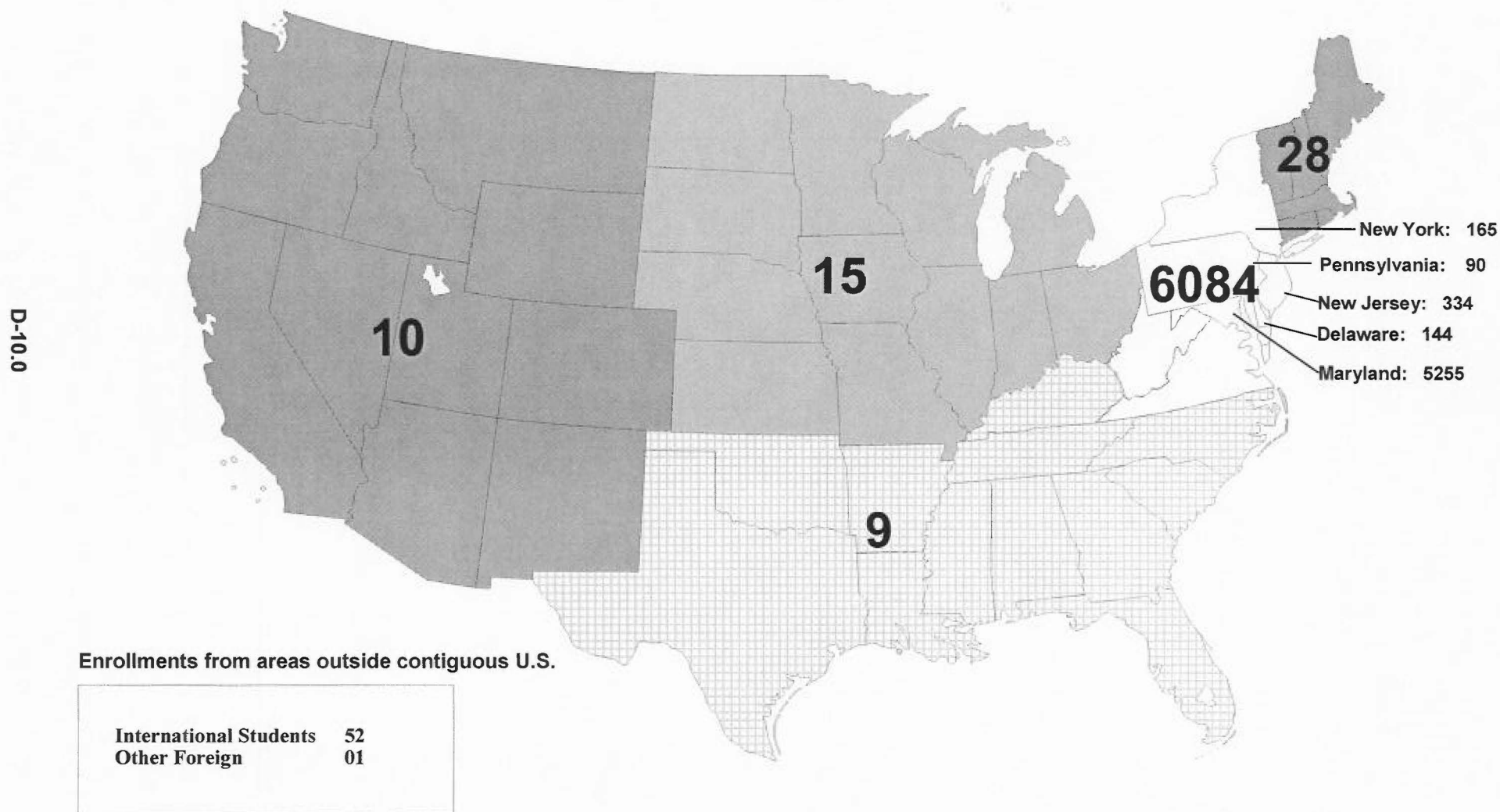
Fall Semesters	1994	1999	2000	2001	2002	2003	Top Feeder States	% Change Since 1999
Total Headcount	5398	5536	5883	6060	6206	6199		12.0%
Alabama	-	-	-	-	-	1		
Arizona	1	-	-	-	-	-		
Arkansas	-	1	1	1	-	-		
California	5	3	2	1	10	8		
Colorado	2	-	1	1	1	-		
Connecticut	24	23	23	20	19	13		
Delaware	222	194	189	170	171	144	2.3%	-25.8%
District of Columbia	10	6	7	8	5	8		
Florida	6	3	4	5	5	3		
Georgia	-	-	1	1	-	-		
Hawaii	1	2	5	3	2	-		
Illinois	2	1	4	5	5	2		
Indiana	-	1	-	-	-	-		
Iowa	-	2	2	-	-	1		
Kansas	1	-	2	2	-	-		
Kentucky	1	1	-	-	-	1		
Louisiana	-	1	2	-	-	-		
Maine	-	3	2	2	2	3		
Maryland	4046	4389	4681	4942	5126	5255	84.8%	19.7%
Massachusetts	8	5	5	6	7	6		
Michigan	2	4	4	3	1	1		
Minnesota	-	-	3	4	3	3		
Mississippi	-	1	-	-	-	-		
Missouri	-	-	-	2	2	1		
Montana	1	-	-	-	-	1		
Nebraska	-	-	-	-	1	1		
New Hampshire	1	4	6	6	6	3		
New Jersey	487	393	392	370	361	334	5.4%	-15.0%
New Mexico	1	-	-	1	-	-		
New York	267	239	263	228	206	165	2.7%	-31.0%
North Carolina	2	1	-	2	1	3		
North Dakota	1	2	4	3	4	-		
Ohio	3	3	3	2	2	3		
Oklahoma	1	1	1	1	1	-		
Oregon	-	-	1	-	-	-		
Pennsylvania	131	114	122	115	111	90	1.5%	-21.1%
Rhode Island	1	-	1	2	-	-		
South Carolina	3	-	1	1	1	-		
South Dakota	-	2	2	2	-	-		
Tennessee	1	-	1	1	3	-		
Texas	1	1	2	2	3	1		
Vermont	3	3	4	1	4	3		
Virginia	129	99	98	99	81	85	1.4%	-14.1%
Washington	1	1	-	-	3	1		
West Virginia	2	1	4	3	2	3		
Wisconsin	1	-	1	1	3	3		
Puerto Rico	1	1	1	-	-	-		
Virgin Islands	1	1	-	-	-	-		
International Countries	29	25	35	39	49	52	0.8%	108.0%
Other	-	5	3	5	5	1		

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

See Glossary for additional details

Figure 9:

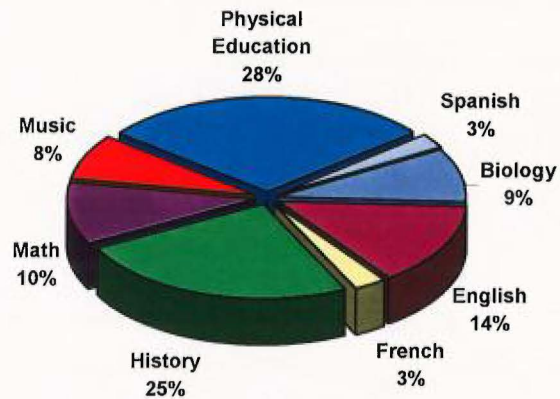
FALL 2003 Undergraduate Enrollment (6199) Residency by Region



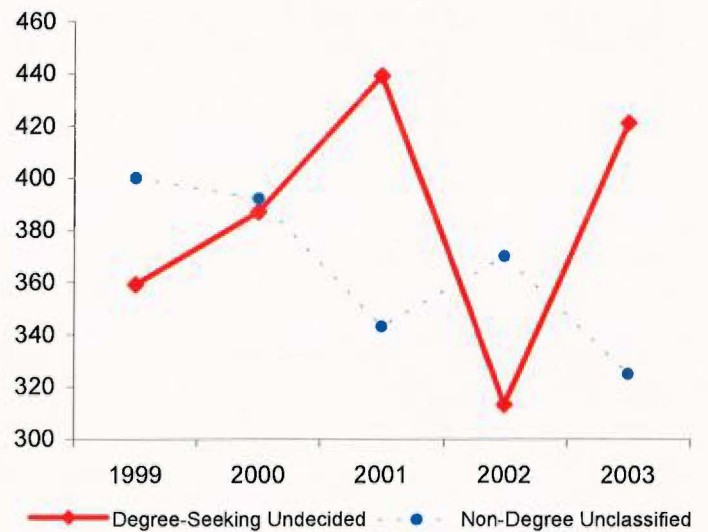
Top five states of residence highlighted. State totals are included in respective regional totals.

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

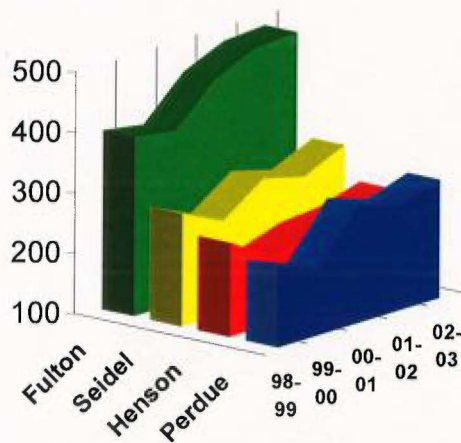
Percent of Undergraduate Degrees Awarded
with Secondary Education Track: 2002-2003



Undergraduate Enrollment:
Degree- Seeking Undecided
and
Non-Degree Seeking Unclassified
Fall 1999 - Fall 2003



UG Degrees Awarded by School
1998-99 through 2002-03



	98-99	99-00	00-01	01-02	02-03
Perdue	232	206	294	272	295
Henson	255	211	235	242	263
Seidel	286	254	304	286	318
Fulton	396	385	452	483	488

Table 1:

Undergraduate Enrollment by School, Discipline, Class, & Status: Fall 2003

Program	Freshman		Sophomore		Junior		Senior		Second Bachelor		Unclassified		Total	% of Total ³	% of	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		Enrollment	School	
Fulton School of Liberal Arts																
Art	39	1	47	6	43	3	35	4	-	1			179	2.9%	9.9%	
Art (Fine)	-	-	-	-	5	-	12	2	-	-		19	-	1.1%		
Communication Arts	75	-	120	1	117	6	118	7	-	2		446	7.2%	24.8%		
Conflict Resolution	5	-	4	1	9	2	3	2	-	-		26	0.4%	1.4%		
English	28	1	41	5	40	3	38	3	2	4		165	2.7%	9.2%		
French	-	-	2	-	-	-	2	1	1	-		6	-	0.3%		
History	41	1	62	2	72	7	70	9	1	2		267	4.3%	14.8%		
Interdisciplinary Studies	7	-	7	-	26	1	37	14	-	-		92	1.5%	5.1%		
International Studies	10	-	4	-	2	-	1	-	-	-		17	-	0.9%		
Liberal Studies	-	-	1	-	-	-	4	3	-	1		9	-	0.5%		
Music	4	-	8	2	5	-	4	-	-	-		23	0.4%	1.3%		
Philosophy	5	1	6	1	11	-	10	5	-	-		39	0.6%	2.2%		
Political Science	27	-	33	1	37	1	23	3	1	-		126	2.0%	7.0%		
Psychology	53	2	68	3	81	3	72	6	1	-		289	4.7%	16.1%		
Sociology	12	-	11	2	14	-	6	1	-	-		46	0.7%	2.6%		
Spanish	9	-	2	1	7	-	9	-	-	1		29	0.5%	1.6%		
Theatre	6	-	6	-	9	-	-	1	-	-		22	0.4%	1.2%		
Subtotal	321	6	422	25	478	26	444	61	6	11		1800	29.0%	100.0%		
Henson School of Science & Technology																
Biology	84	6	109	13	73	10	65	18	2	6				386	6.2%	30.7%
Chemistry	16	1	4	1	14	1	12	2	-	-	51		0.8%	4.1%		
Computer Science	43	2	34	1	34	4	17	6	1	-	142		2.3%	11.3%		
Environmental Health	4	-	5	-	15	-	6	3	2	1	36		0.6%	2.9%		
Geography	4	1	9	-	30	3	10	2	1	-	60		1.0%	4.8%		
Mathematics	30	-	24	2	22	4	19	5	1	-	107		1.7%	8.5%		
Medical Technology	8	-	1	-	6	1	9	1	1	-	27		0.4%	2.1%		
Nursing	82	1	59	7	71	4	73	4	34	6	341		5.5%	27.1%		
Physics	30	2	15	3	9	2	3	10	-	2	76		1.2%	6.0%		
Respiratory Therapy	3	-	5	-	11	-	12	-	1	-	32		0.5%	2.5%		
Subtotal	304	13	265	27	285	29	226	51	43	15	1258		20.3%	100.0%		
Perdue School of Business																
Accounting	45	-	39	3	51	7	36	8	3	4			196	3.2%	15.9%	
Business Administration	224	6	199	9	102	15	102	17	1	-		675	10.9%	54.6%		
Economics	4	-	-	-	5	-	4	-	-	-		13	-	1.1%		
Finance	9	-	6	-	25	1	28	2	-	-		71	1.1%	5.7%		
Information Systems	10	-	19	2	46	5	30	6	-	1		119	1.9%	9.6%		
Management	10	1	10	3	25	4	9	1	1	-		64	1.0%	5.2%		
Marketing	13	1	14	1	37	2	27	2	-	1		98	1.6%	7.9%		
Subtotal	315	8	287	18	291	34	236	36	5	6	1236	19.9%	100.0%			
Seidel School of Education and Professional Studies																
Athletic Training	37	1	13	1	12	-	7	-	-	-			71	-	6.1%	
Early Childhood Education	13	-	14	-	6	5	2	-	1	-		41	-	3.5%		
Elementary Education	131	-	153	1	149	8	157	11	9	4		623	10.1%	53.8%		
Exercise Science	14	-	23	-	32	2	12	2	-	-		85	1.4%	7.3%		
Health Education	5	-	3	-	5	-	4	-	-	-		17	-	1.5%		
Hlth, PE, and HP	34	1	48	-	42	4	49	2	-	1		181	2.9%	15.6%		
Social Work	6	-	41	4	34	20	31	5	-	-		141	2.3%	12.2%		
Subtotal	240	2	295	6	280	39	262	20	10	5		1159	18.7%	100.0%		
Undeclared Major ¹	281	5	102	4	18	4	5	-	1	1		421	6.8%			
Unclassified ²											12	313	325		5.2%	
TOTAL	1461	34	1371	80	1352	132	1173	168	65	38	12	313	6199	100.0%		

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

Table 2:

Undergraduate Enrollment by School & Discipline: Fall 1994, Fall 1999 to Fall 2003

School and Degree Program	Fall 1994	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% Change 1999 to 2003	1 Year Change	5 Year ³ Average
Fulton School of Liberal Arts									
Art	100	113	127	156	191	179	58.4%	-6.3%	153
Art (Fine)	5	2	6	6	9	19			8
Communication Arts	285	391	441	482	483	446	14.1%	-7.7%	449
Conflict Resolution	-	-	-	6	18	26		44.4%	17
English	166	134	146	136	163	165	23.1%	1.2%	149
French	3	10	11	11	11	6	-40.0%		10
History	159	131	151	193	241	267	103.8%	10.8%	197
Interdisciplinary Studies	-	-	-	19	71	92		29.6%	61
International Studies	-	-	-	-	2	17			10
Liberal Studies	136	87	116	90	19	9	-89.7%		64
Music	35	38	37	32	27	23	-39.5%	-14.8%	31
Philosophy	24	26	43	49	39	39	50.0%	0.0%	39
Political Science	129	119	107	114	129	126	5.9%	-2.3%	119
Psychology	265	276	290	292	300	289	4.7%	-3.7%	289
Social Science	12	-	-	-	-	-			-
Sociology	47	49	41	33	33	46	-6.1%	39.4%	40
Spanish	14	25	26	32	30	29	16.0%	-3.3%	28
Theatre	-	-	-	12	13	22		69.2%	16
Subtotal	1380	1401	1542	1663	1779	1800	28.5%	1.2%	1637
Henson School of Science & Technology									
Biology	545	477	453	437	438	386	-19.1%	-11.9%	438
Chemistry	57	60	59	56	50	51	-15.0%	2.0%	55
Computer Science	-	-	57	114	139	142		2.2%	113
Environmental Health	38	41	48	41	37	36	-12.2%	-2.7%	41
Geography	66	61	68	72	63	60	-1.6%	-4.8%	65
Mathematics	128	142	109	104	99	107	-24.6%	8.1%	112
Medical Technology	44	25	29	31	24	27	8.0%	12.5%	27
Nursing	287	198	229	247	305	341	72.2%	11.8%	264
Physical Science	17	2	1	-	-	-			2
Physics	46	67	66	74	81	76	13.4%	-6.2%	73
Respiratory Therapy	51	31	29	24	28	32	3.2%	14.3%	29
Subtotal	1279	1104	1148	1200	1264	1258	13.9%	-0.5%	1195
Perdue School of Business									
Accounting	268	153	152	151	172	196	28.1%	14.0%	165
Business Administration	605	776	842	842	898	675	-13.0%	-24.8%	807
Economics	32	32	23	15	13	13	-59.4%		19
Finance	-	-	-	-	14	71		407.1%	14
Information Systems	67	171	175	186	159	119		-25.2%	162
Management	-	-	-	-	3	64			34
Marketing	-	-	-	-	9	98			54
Subtotal	972	1132	1192	1194	1268	1236	9.2%	-2.5%	1204
Seidel School of Education & Professional Studies									
Athletic Training	-	-	-	3	67	71		6.0%	47
Early Childhood Education	-	-	-	-	3	41			22
Elementary Education	615	679	742	738	710	623	-8.2%	-12.3%	698
Exercise Science	-	-	-	-	37	85		129.7%	61
Health Education	-	-	-	3	9	17			10
Hlth. PE, and HP	255	317	316	332	232	181	-42.9%	-22.0%	276
Leisure Studies	8	-	-	-	-	-			-
Social Work	183	144	164	145	154	141	-2.1%	-8.4%	150
Subtotal	1061	1140	1222	1221	1212	1159	1.7%	-4.4%	1191
Undecided ¹	208	359	387	439	313	421	17.3%	34.5%	384
Unclassified ²	498	400	392	343	370	325	-18.8%	-12.2%	366
Subtotal	706	759	779	782	683	746	-1.7%	9.2%	750
TOTAL	5398	5536	5883	6060	6206	6199	12.1%	-0.1%	5977

¹ Degree-seeking students only.² Non-Degree Undergraduates³ For programs in existence for less than 5 years, average has been calculated accordingly.

Table 3:

**Secondary Education Track Enrollment
By Major and Classification
Fall 2003**

Major	FR	SO	JR	SR	USB	Total
Biology	5	7	6	8	3	29
Chemistry	3	-	1	3	-	7
English	9	19	21	20	2	71
French	-	3	1	1	1	6
History	20	38	45	46	2	151
Math	15	13	26	23	1	78
Music	2	4	3	6	-	15
Physical Education	34	41	46	53	-	174
Physics	1	1	-	-	-	2
Spanish	1	3	4	6	-	14
Total	90	129	153	166	9	547

Figure 1:

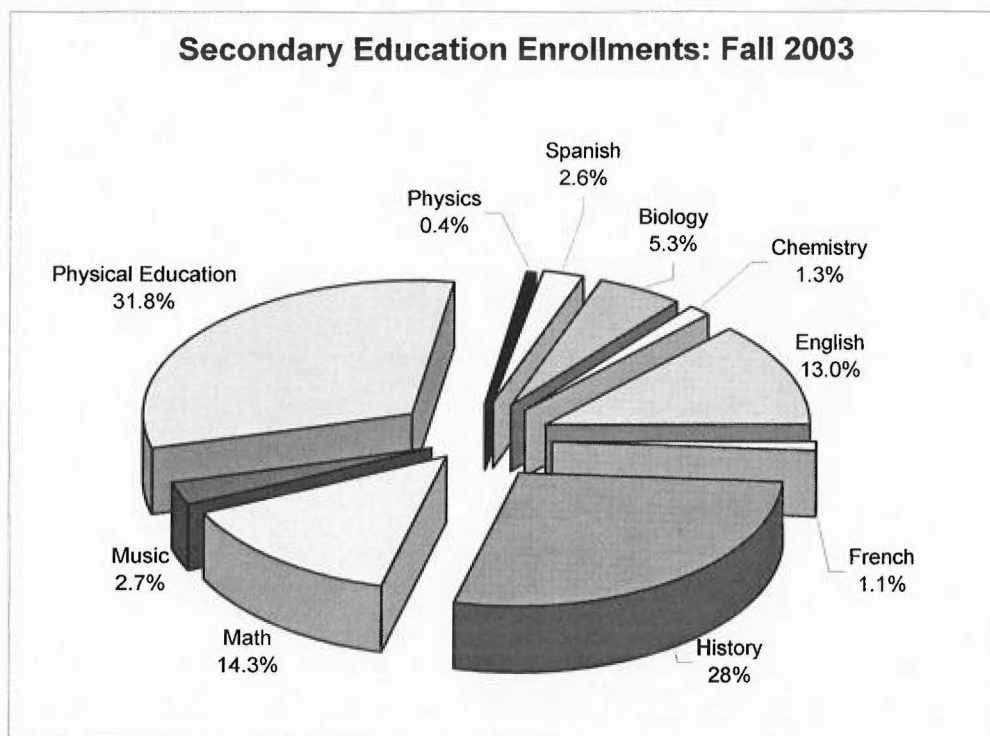


Table 4:

**Undergraduate Student Credit Hours by Department
Fall Enrollment 1999-2003**

Department	1999	2000	2001	2002	2003	% Change 1999-2003
Accounting	1,713	1,713	1,623	2,334	2,403	40.3%
Anthropology	501	444	348	480	309	-38.3%
Applied Health Physiology	-	-	-	-	-	-
Art	2,395	2,726	2,877	3,391	3,232	34.9%
Athletic Trainer	-	-	-	254	210	-
Biology	5,820	5,960	6,519	6,232	6,182	6.2%
Business Administration	6,079	6,550	7,281	885	283	-95.3%
Chemistry	2,884	2,738	3,082	2,818	2,641	-8.4%
Communication Arts	4,421	4,849	4,655	4,969	4,632	4.8%
Computer Science	1,127	1,370	1,465	1,162	1,587	40.8%
Conflict Analysis & Dispute Res	-	-	201	396	561	-
Dance	236	197	213	366	310	31.4%
Economics	1,524	1,554	1,562	1,608	1,534	0.7%
Education, Early Childhood	-	-	-	48	84	-
Education, Elementary	2,490	3,168	3,321	3,501	2,475	-0.6%
Education, General	2,325	2,207	2,022	1,874	1,704	-26.7%
Education, Secondary	288	270	318	507	324	12.5%
English	6,127	6,552	6,314	6,552	6,552	6.9%
Environmental Health	176	209	220	269	277	57.4%
Exercise Science	-	-	-	345	219	-
Finance	-	-	-	1,170	1,074	-
French	232	237	275	226	174	-25.0%
General Studies	283	271	244	319	33	-88.3%
Geography	2,739	2,802	2,830	2,712	3,005	9.7%
Geology	210	-	200	280	180	-14.3%
German	112	109	114	131	114	1.8%
Health	154	159	154	504	543	252.6%
History	6,477	7,353	7,437	7,737	7,622	17.7%
Honors	-	-	415	379	414	-
Info. Systems	1,196	1,412	1,539	2,267	2,294	91.8%
Interdisciplinary Studies	627	706	427	509	315	-49.8%
Latin	69	60	63	75	-	-100.0%
Management	-	-	-	1,689	1,835	-
Marketing	-	-	-	1,713	1,667	-
Mathematics	4,320	4,501	4,888	5,185	5,388	24.7%
Medical Technology	152	199	231	161	227	49.3%
Military Science	14	14	18	10	-	-100.0%
Modern Languages	201	252	222	180	72	-64.2%
Music	962	790	662	471	538	-44.1%
Music-Applied	377	393	380	314	293	-22.3%
Nursing	1,269	1,566	1,514	1,805	2,123	67.3%
Philosophy	1,484	1,452	1,958	1,872	1,629	9.8%
Physical Education	4,474	4,121	4,526	4,329	5,998	34.1%
Physical Education, Teacher Ed	-	-	-	-	402	-
Physics	1,212	1,501	1,122	1,491	1,530	26.2%
Political Science	1,508	1,472	1,375	1,597	1,796	19.1%
Pre-Engineering	-	-	21	39	18	-
Psychology	4,453	5,064	5,073	5,027	5,230	17.4%
Respiratory Therapy	310	267	279	279	390	25.8%
Russian	45	27	21	54	36	-20.0%
Science Education	96	-	-	-	-	-100.0%
Social Science	-	3	15	9	9	-
Social Work	1,398	1,639	1,491	1,457	981	-29.8%
Sociology	1,452	1,752	1,728	1,770	1,875	29.1%
Spanish	921	1,093	982	1,107	1,065	15.6%
Theatre	-	-	561	597	638	-
TOTALS	74,853	79,722	82,786	85,456	85,027	13.6%
Total FTES	4,990.2	5,314.8	5,519.1	5,697.1	5,668.5	13.6%

Table 1:

UNDERGRADUATE Degrees Awarded by School
1998-99 through 2002-03

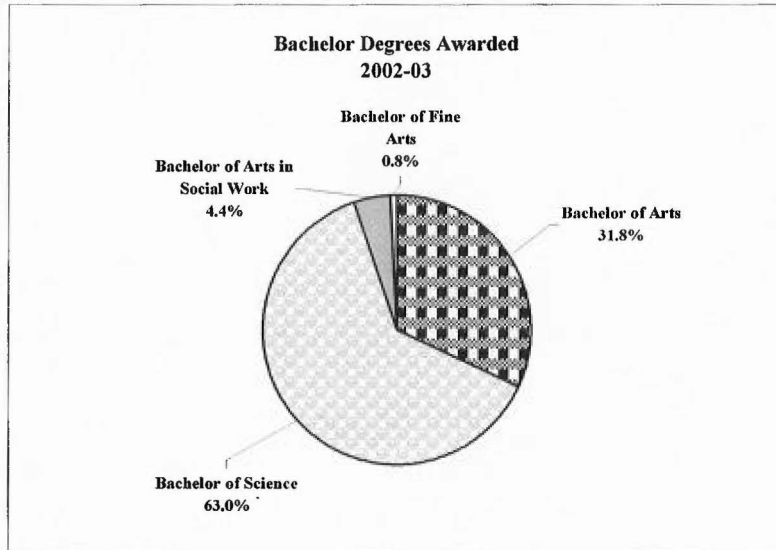
School	1998-99		1999-00		2000-2001		2001-2002		2002-03	
	No.	%	No.	%	No.	%	No.	%	No.	%
Fulton School of Liberal Arts										
Art	17	1.6%	23	1.8%	27	2.1%	31	2.4%	37	2.7%
Art (Fine)	3	0.3%	2	0.2%	2	0.2%	2	0.2%	11	0.8%
Communication Arts	115	10.9%	94	7.3%	122	9.5%	129	10.1%	143	10.5%
Conflict Analysis/Dispute Res	-	-	-	-	-	-	4	0.3%	3	0.2%
English	31	2.9%	33	2.6%	42	3.3%	31	2.4%	38	2.8%
French	1	0.1%	3	0.2%	1	0.1%	3	0.2%	5	0.4%
History	47	4.5%	37	2.9%	33	2.6%	45	3.5%	52	3.8%
Interdisciplinary Studies	-	-	-	-	-	-	26	2.0%	53	3.9%
Liberal Studies	62	5.9%	65	5.1%	69	5.4%	52	4.1%	12	0.9%
Music	4	0.4%	1	0.1%	5	0.4%	8	0.6%	9	0.7%
Philosophy	12	1.1%	6	0.5%	9	0.7%	22	1.7%	16	1.2%
Political Science	25	2.4%	28	2.2%	33	2.6%	25	1.9%	25	1.8%
Psychology	67	6.3%	71	5.5%	85	6.6%	79	6.2%	58	4.3%
Sociology	8	0.8%	16	1.2%	16	1.2%	12	0.9%	7	0.5%
Spanish	4	0.4%	6	0.5%	8	0.6%	12	0.9%	13	1.0%
Theatre	-	-	-	-	-	-	2	0.2%	6	0.4%
Subtotal	396	33.9%	385	36.5%	452	35.2%	483	37.6%	488	35.8%
Henson School of Science & Technology										
Biology	106	10.0%	92	7.2%	92	7.2%	90	7.0%	104	7.6%
Chemistry	11	1.0%	6	0.5%	13	1.0%	12	0.9%	10	0.7%
Computer Science	-	-	-	-	1	0.1%	11	0.9%	6	0.4%
Environmental Health	15	1.4%	6	0.5%	13	1.0%	12	0.9%	10	0.7%
Geography	22	2.1%	22	1.7%	17	1.3%	22	1.7%	28	2.1%
Math	21	2.0%	16	1.2%	27	2.1%	12	0.9%	22	1.6%
Medical Technology	11	1.0%	9	0.7%	5	0.4%	10	0.8%	7	0.5%
Nursing	48	4.5%	37	2.9%	55	4.3%	54	4.2%	56	4.1%
Physics	4	0.4%	9	0.7%	5	0.4%	8	0.6%	13	1.0%
Respiratory Therapy	17	1.6%	14	1.1%	7	0.5%	11	0.9%	7	0.5%
Subtotal	255	21.8%	211	20.0%	235	18.3%	242	18.9%	263	19.3%
Perdue School of Business										
Accounting	42	4.0%	26	2.0%	46	3.6%	30	2.3%	25	1.8%
Business Administration	153	14.5%	141	11.0%	181	14.1%	171	13.3%	168	12.3%
Economics	1	0.1%	6	0.5%	11	0.9%	2	0.2%	2	0.1%
Finance	0	0.0%	0	0.0%	0	0.0%	0	0.0%	23	1.7%
Information Systems	36	3.4%	33	2.6%	56	4.4%	69	5.4%	65	4.8%
Management	-	-	-	-	-	-	-	-	1	0.1%
Marketing	-	-	-	-	-	-	-	-	11	0.8%
Subtotal	232	19.8%	206	19.5%	294	22.9%	272	21.2%	295	21.6%
Seidel School of Education & Professional Studies										
Athletic Training	-	-	-	-	-	-	8	0.6%	9	0.7%
Elementary Education	167	15.8%	137	10.7%	168	13.1%	169	13.2%	194	14.2%
Exercise Science	-	-	-	-	-	-	-	-	19	1.4%
Health, PE, and Human Perf.	52	4.9%	63	4.9%	62	4.8%	63	4.9%	37	2.7%
Social Work	67	6.3%	54	4.2%	74	5.8%	46	3.6%	59	4.3%
Subtotal	286	24.5%	254	24.1%	304	23.7%	286	22.3%	318	23.3%
TOTAL	1169	100.0%	1056	100.0%	1285	100.2%	1283	100.0%	1364	100.0%
Honor Degrees										
Cum Laude	176	50.0%	172	49.3%	216	51.4%	237	52.9%	285	52.6%
Magna Cum Laude	90	25.6%	97	27.8%	109	26.0%	114	25.4%	128	23.6%
Summa Cum Laude	82	23.3%	71	20.3%	90	21.4%	81	18.1%	107	19.7%
Bellavance Honors	4	1.1%	9	2.6%	5	1.2%	16	3.6%	22	4.1%
TOTAL	352	100.0%	349	100.0%	420	100.0%	448	100.0%	542	100.0%
Percent of Total Degrees										
Awarded based on Total	30.1%		33.0%		32.7%		34.9%		39.7%	
Undergraduate Degrees										

Source: Honor degree data from Registrar.

Table 2: BACHELOR Degrees Awarded by Academic Years: AY 1998-99 through 2002-03

	1998-99	1999-00	2000-01	2001-02	2002-03
Grand Total Baccalaureate Degree:	1,169	1,056	1,285	1,283	1,364
Bachelor of Arts	376	363	423	441	434
Bachelor of Science	722	637	786	794	859
Bachelor of Arts in Social Work	68	54	74	46	60
Bachelor of Fine Arts	3	2	2	2	11

Figure: 1



**Number of Undergraduate Students Graduating
with a Secondary Education Track
by Major: AY 1998-1999 to AY 2002-2003**

Table 3:

Major	1998-99	1999-00	2000-01	2001-02	2002-03
Biology	4	2	3	-	7
Chemistry	4	2	2	1	-
English	6	9	9	6	11
French	1	1	-	1	2
History	14	15	7	13	19
Mathematics	8	4	7	3	8
Music	3	-	3	4	6
Physical Education	24	24	30	34	22
Spanish	-	1	1	4	2
Total	64	58	62	66	77

Table 4:

**2002-03 Undergraduate Degrees Awarded
By Major and Track**
(Reports only on those degree programs in which a degree recipient completed track requirements.)

Major	TOTAL	ACST	ANTH	APPI	ATTR	BACH	BCHM	CERA	CERT	CFTT	COSC	ECON	ENGR	ENSC	EXNC	EXSC	GLAS	GRPH	HSRP	INDY	INPO	INTL	IPOR	JRNL	MASS	MCFL	NRND	NURS	ODED	PERF	PHOT	PREH	SCED	SOSW	WRIT	No track	
Art	1								1																												35
Art(fine)	9							2									1	4													2						2
Biology	61													19																			35	7			42
Bus Admin.	12											5									3		4														154
Chemlatry	10	3					7																														
Comm Arts	138																						49	25	64												4
English	12														7																						26
Exercise Science	7																																				12
French	2																																	2			2
Hilstory	19																																				33
Interdisc Studies	1		1																																		52
Liberal Studies	2		2																																		10
Mathematics	9										1																								8		13
Music	7			1																															6		2
Nursing	37					13																						1	23								19
Hlth, PE, and HP	37				1					1						9					1																
Physics	7												2													5				3							6
Political Science	4																					4															21
Psychology	2																			2																	56
Social Work	12																																		12		47
Spanish	2																																	2			5
Theatre	3																														3						1
All other majors																																					
Total	394	3	3	1	1	13	7	2	1	1	1	5	2	19	7	9	1	4	2	4	4	4	49	25	64	5	1	23	3	3	2	35	77	12	1	542	

Key to Tracks:

ACBI: American Chemical Society, Biochemistry
 ACST: American Chemical Society, Chemistry
 ANTH: Anthropology
 APPI: Professional Studies, Composition
 APPC: Applied Politics
 BACH: G/UG 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
 HRSP: Human Services
 INDV: Individualized Business
 INPO: International Politics
 INTL: International Business
 IPOR: Interspersed/Organizational Communication
 JRNL: Journalism/Public Relations
 MASS: Mass Media
 MCCL: 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

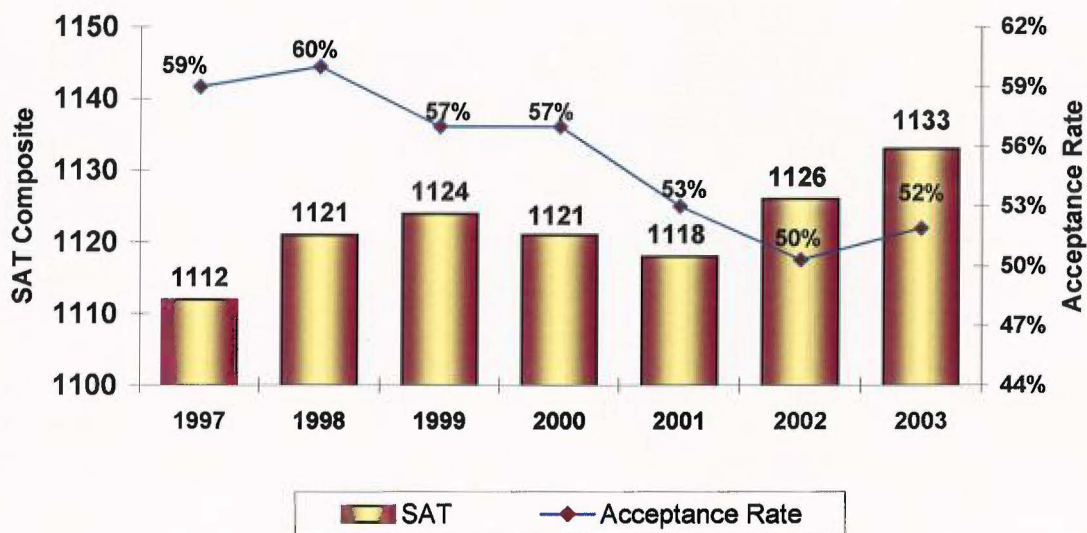
Table 5:

**2002-03 Degrees Awarded
By Major and Concentration**
(Covers only those programs where concentrations are offered)

Major	TOTAL	Comparative Literature	Computer Science	Creative Writing	Film	Finance	International	Linguistics	Mngmt.	Mktg.	Statistics	No Concentration
Business	154					20	8		62	64		12
English	25	11		7	6			1				13
Mathematics	7		4								3	15
Total	186	11	4	7	6	20	8	1	62	64	3	40

Retention and Graduation Rates, Freshmen and Transfer Summaries

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



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

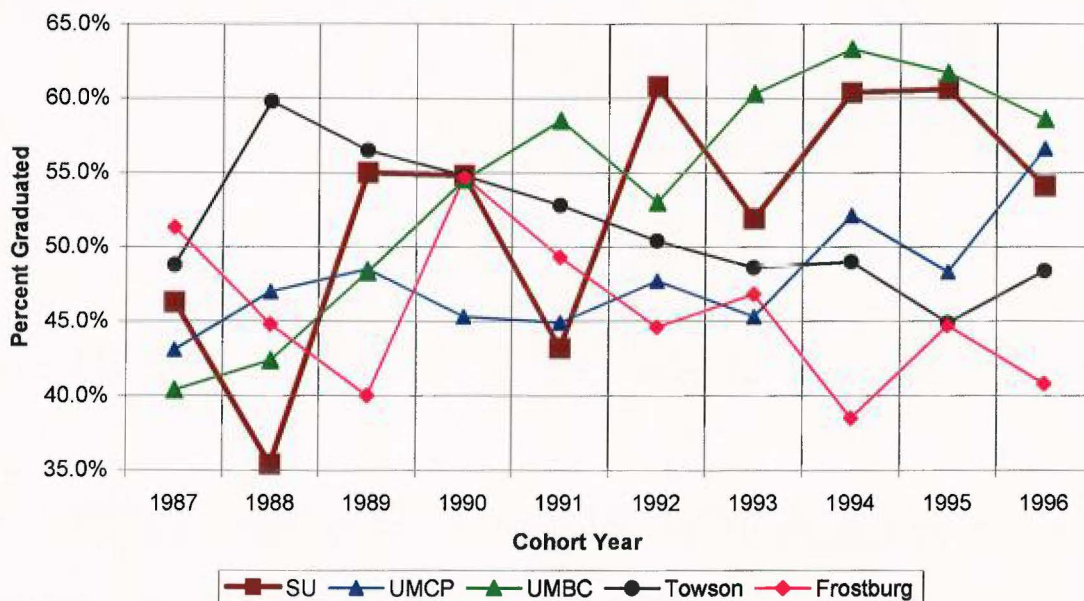


Table 1:

Salisbury University
Retention and Graduation Statistics for Freshmen Class Cohorts
Fall 1985 through Fall 2002

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				
2002	900	822 91.3%	718 79.8%																							
2001	941	869 92.3%	765 81.3%	0 0.0%	725 77.0%	0 0.0%	687 73.0%																			
2000	929	873 94.0%	767 82.6%	0 0.0%	746 80.3%	0 0.0%	701 75.5%	1 0.1%	688 74.1%	6 0.6%	661 71.2%	0 0.0%														
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%	35 4.1%	571 66.7%	388 45.3%	157 18.3%							430 50.2%				
1998	915	859 93.9%	740 80.9%	0 0.0%	703 76.8%	0 0.0%	667 72.9%	0 0.0%	660 72.1%	0 0.0%	639 69.8%	22 2.4%	613 67.0%	389 42.5%	224 24.5%	110 12.0%	115 12.6%	54 5.9%	25 2.7%			411 44.9%	575 62.8%			
1997	868	816 94.1%	711 82.0%	0 0.0%	684 78.9%	0 0.0%	629 72.5%	0 0.0%	626 72.2%	7 0.8%	606 69.9%	26 3.0%	571 65.9%	368 42.4%	200 23.1%	102 11.8%	106 12.2%	56 6.5%	54 6.2%	15 1.7%	53 6.1%	5 0.6%	401 46.2%	559 64.4%	579 66.7%	
1996	685	654 95.5%	580 84.7%	0 0.0%	553 80.7%	0 0.0%	514 75.0%	1 0.1%	502 73.3%	6 0.9%	464 67.7%	24 3.5%	443 64.7%	268 39.1%	148 21.6%	86 12.6%	72 10.5%	39 5.7%	37 5.4%	11 1.6%	29 5.6%	8 1.2%	299 43.6%	424 61.9%	443 64.7%	
1995	642	602 93.8%	536 83.5%	0 0.0%	508 79.1%	1 0.2%	486 75.7%	0 0.0%	475 74.0%	8 1.2%	454 70.7%	26 4.0%	430 67.0%	287 44.7%	129 20.1%	50 7.8%	71 11.1%	39 6.1%	31 4.8%	14 2.2%	23 3.6%	5 0.8%	322 50.2%	411 64.0%	430 67.0%	
1994	678	624 92.0%	539 79.5%	1 0.1%	508 74.9%	0 0.0%	469 69.2%	0 0.0%	471 69.5%	8 1.2%	449 66.2%	15 2.2%	428 63.1%	239 35.3%	130 19.2%	60 8.8%	71 10.5%	30 4.4%	28 4.1%	13 1.9%	19 2.8%	0 0.0%	263 38.8%	353 52.1%	366 54.0%	
1993	726	662 91.2%	571 78.7%	0 0.0%	535 73.7%	0 0.0%	488 67.2%	0 0.0%	480 66.1%	8 1.1%	460 63.4%	11 1.5%	449 61.8%	277 38.2%	158 21.8%	76 10.5%	80 11.0%	33 4.5%	36 5.0%	15 2.1%	25 3.4%	0 0.0%	296 40.8%	405 55.8%	420 57.9%	
1992	634		82.6%				71.3%				66.1%												41.6%	57.6%	59.2%	
1991	711		79.5%				68.5%				64.8%												40.2%	54.7%	56.8%	
1990	659		78.3%				67.4%				62.1%												40.2%	53.6%	57.2%	
1989	773		83.6%				70.1%				66.4%												38.4%	56.0%	59.2%	
1988	855		76.7%				66.4%				63.7%												32.3%	50.9%	53.9%	
1987	803		77.1%				67.5%				63.1%												36.6%	50.9%	55.4%	
1986	685		72.0%				57.5%				53.9%												27.4%	43.5%	48.0%	
1985	710		75.6%				57.7%				54.0%												27.9%	45.6%	48.9%	
Retention Rates 5-year average			Year 1 81.4%				Year 2 73.9%				Year 3 70.0%											Graduation Rates 5-year average		4-year 47.0%	5-year 61.0%	6-year 62.0%

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 2002

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				
2002 Full Cohort		900	822	718																						
			91.3%	79.8%																						
African-American	84		81	63																						
			96.4%	75.0%																						
White, non-Hispanic	716		652	584																						
			91.1%	81.6%																						
Other	100		89	71																						
			89.0%	71.0%																						
2001 Full Cohort		941	869	765	0	725	0	687																		
			92.3%	81.3%	0.0%	77.0%	0%	73.0%																		
African-American	85		75	63	0	54	0	56																		
			88.2%	74.1%	0.0%	63.5%	0.0%	65.9%																		
White, non-Hispanic	746		698	622	0	595	0	558																		
			93.6%	83.4%	0.0%	79.8%	0.0%	74.8%																		
Other	110		96	80	0	76	0	73																		
			87.3%	72.7%	0.0%	69.1%	0.0%	66.4%																		
2000 Full Cohort		929	873	767	0	746	0	701	1	688	6	661														
			94.0%	82.6%	0.0%	80.3%	0%	75.5%	0.1%	74.1%	0.6%	71.2%														
African-American	32		30	24	0	23	0	19	0	19	0	17														
			93.8%	75.0%	0.0%	71.9%	0.0%	59.4%	0.0%	59.4%	0.0%	53.1%														
White, non-Hispanic	825		779	695	0	680	0	639	1	627	4	605														
			94.4%	84.2%	0.0%	82.4%	0.0%	77.5%	0.1%	76.0%	0.5%	73.3%														
Other	72		64	48	0	43	0	43	0	42	2	39														
			88.9%	66.7%	0.0%	59.7%	0.0%	59.7%	0.0%	58.3%	2.8%	54.2%														
1999 Full Cohort		856	795	705	0	678	0	649	0	629	7	612	35	571	388	157						430				
			92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.1%	66.7%	45.3%	18.3%						50.2%				
African-American	36		29	22	0	23	0	22	0	23	0	23	0	23	9	12						9				
			90.6%	61.1%	0.0%	63.9%	0.0%	61.1%	0.0%	63.9%	0.0%	63.9%	0.0%	63.9%	25.0%	33.3%						25.0%				
White, non-Hispanic	750		705	632	0	608	0	580	0	562	6	547	33	507	357	130						396				
			94.0%	84.3%	0.0%	81.1%	0.0%	77.3%	0.0%	74.9%	0.8%	72.9%	4.4%	67.6%	47.6%	17.3%						52.8%				
Other	70		61	51	0	47	0	47	0	44	1	42	2	41	22	15						25				
			87.1%	72.9%	0.0%	67.1%	0.0%	67.1%	0.0%	62.9%	1.4%	60.0%	2.9%	58.6%	31.4%	21.4%						35.7%				
1998 Full Cohort		915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25		411	575			
			93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.8%	15.5%	5.9%	2.7%		44.9%	62.8%			
African-American	37		35	25	0	23	0	22	0	21	0	17	0	15	8	4	2	2	1	2		8	11			
			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%	5.7%	8.0%	2.7%	5.4%		21.6%	29.7%			
White, non-Hispanic	766		720	631	0	602	0	575	0	570	0	556	20	533	335	203	100	103	48	18		355	503			
			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%	13.9%	16.3%	6.3%	3.0%		46.3%	65.7%			
Other	112		104	84	0	78	0	69	0	69	0	66	2	65	46	17	8	10	5	5		48	61			
			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%	7.7%	11.9%	4.5%	4.5%		42.9%	54.5%			
1997 Full Cohort		868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579
			94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%
African-American	43		36	27	0	29	0	24	0	25	0	21	1	21	8	9	5	3	1	3	1	2	0	9	15	16
			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%	2.3%	4.7%	0.0%	20.9%	34.9%	37.2%
White, non-Hispanic	804		763	670	0	642	0	596	0	592	5	577	25	542	358	185	92	101	55	50	14	51	5	388	535	554
			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%	1.7%	6.3%	0.6%	48.3%	66.5%	68.9%
Other	21		17	14	0	13	0	9	0	9	2	8	0	8	2	6	5	2	0	1	0	0	0	4	9	9
			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%	0.0%	0.0%	0.0%	19.0%	42.9%	42.9%
1996 Full Cohort		685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443
			95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%
African-American	61		57	43	0	41	0	38	0	39	0	34	0	35	15	18	8	10	3	7	2	5	2	15	26	30
			93.4%	70.5%	0.0%	67.2%	0.0%	62.3%	0.0%	63.9%	0.0%	55.7%	0.0%	57.4%	24.6%	29.5%	13.1%	16.4%	4.9%	11.5%	3.3%	8.2%	3.3%	24.6%	42.6%	49.2%
White, non-Hispanic	609		583	526	0	501	0	466	1	453	6	421	24	399	249	125	77	59	33	30	9	24	6	280	390	405
			95.7%	86.4%	0.0%	82.3%	0.0%	76.5%	0.2%	74.4%	1.0%	69.1%	3.9%	65.5%	40.9%	20.5%	12.6%	9.7%	5.4%	4.9%	1.5%	3.9%	1.0%	46.0%	64.0%	66.5%
Other	15		14	11	0	11	0	10	0	10	0	9	0	9	4	5	1	3	3	0	0	0	0	4	8	8
			93.3%	86.4%	0.0%	73.3%	0.0%	66.7%	0.0%	66.7%	0.0%	60.0%	0.0%	60.0%	26.7%	33.3%	6.7%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	26.7%	53.3%	53.3%

F-2.0

Table 2:

Salisbury University
Retention and Graduation Statistics for Freshmen Class Cohorts - BY RACE/ETHNICITY
Fall 1993 through Fall 2002

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	5-year	6-year	
		Sem 2	Sem 1	Grads	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Sem 1	Sem 2	Grads	Rate	Rate	Rate		
1995 Full Cohort		642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430
			93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%
African-American		34	29	27	0	25	0	25	0	23	0	22	2	19	8	12	5	6	5	1	1	1	0	10	20	21
			85.3%	79.4%	0.0%	73.5%	0.0%	73.5%	0.0%	67.6%	0.0%	64.7%	5.9%	55.9%	23.5%	35.3%	14.7%	17.6%	14.7%	2.9%	2.9%	2.9%	0.0%	29.4%	58.8%	61.8%
White, non-Hispanic		591	558	496	0	472	1	450	0	443	8	423	24	402	272	115	44	65	34	30	13	22	5	305	383	401
			94.4%	83.9%	0.0%	79.9%	0.2%	76.1%	0.0%	75.0%	1.4%	71.6%	4.1%	68.0%	46.0%	19.5%	7.4%	11.0%	5.8%	5.1%	2.2%	3.7%	0.8%	51.6%	64.8%	67.9%
Other		17	15	13	0	11	0	11	0	9	0	9	0	9	7	2	1	0	0	0	0	0	0	7	8	8
			88.2%	83.9%	0.0%	64.7%	0.0%	64.7%	0.0%	52.9%	0.0%	52.9%	0.0%	52.9%	41.2%	11.8%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	41.2%	47.1%	47.1%
1994 Full Cohort		678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366
			92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%
African-American		53	48	38	0	36	0	35	0	36	0	32	0	31	14	13	5	9	2	4	2	1	0	14	21	23
			90.6%	71.7%	0.0%	67.9%	0.0%	66.0%	0.0%	67.9%	0.0%	60.4%	0.0%	58.5%	26.4%	24.5%	9.4%	17.0%	3.8%	7.5%	3.8%	1.9%	0.0%	26.4%	39.6%	43.4%
White, non-Hispanic		609	562	490	1	462	0	426	0	428	8	410	15	390	221	115	55	61	27	24	11	18	0	245	327	338
			92.3%	80.5%	0.2%	75.9%	0.0%	70.0%	0.0%	70.3%	1.3%	67.3%	2.5%	64.0%	36.3%	18.9%	9.0%	10.0%	4.4%	3.9%	1.8%	3.0%	0.0%	40.2%	53.7%	55.5%
Other		16	14	11	0	10	0	8	0	7	0	7	0	7	4	2	0	1	1	0	0	0	0	4	5	5
			87.5%	68.8%	0.0%	62.5%	0.0%	50.0%	0.0%	43.8%	0.0%	43.8%	0.0%	43.8%	25.0%	12.5%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%	0.0%	25.0%	31.3%	31.3%
1993 Full Cohort		726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420
			91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%
African-American		55	42	32	0	33	0	31	0	31	0	28	0	27	14	12	5	7	3	3	3	1	0	14	22	25
			76.4%	58.2%	0.0%	60.0%	0.0%	56.4%	0.0%	56.4%	0.0%	50.9%	0.0%	49.1%	25.5%	21.8%	9.1%	12.7%	5.5%	5.5%	5.5%	1.8%	0.0%	25.5%	40.0%	45.5%
White, non-Hispanic		654	604	526	0	490	0	446	0	439	8	422	11	412	259	140	66	71	30	33	11	23	0	278	374	385
			92.4%	80.4%	0.0%	74.9%	0.0%	68.2%	0.0%	67.1%	1.2%	64.5%	1.7%	63.0%	39.6%	21.4%	10.1%	10.9%	4.6%	5.0%	1.7%	3.5%	0.0%	42.5%	57.2%	58.9%
Other		17	16	13	0	12	0	11	0	10	0	10	0	10	4	6	5	2	0	0	1	1	0	4	9	10
			94.1%	80.4%	0.0%	70.6%	0.0%	64.7%	0.0%	58.8%	0.0%	58.8%	0.0%	58.8%	23.5%	35.3%	29.4%	11.8%	0.0%	0.0%	5.9%	5.9%	0.0%	23.5%	52.9%	58.8%
Retention Rates			Year 1						Year 2						Year 3						Graduation Rates		4-year	5-year	6-year	
5-year average-ALL			81.4%						73.9%						70.0%						Average-ALL		47.0%	61.0%	62.0%	
African-American			70.6%						60.3%						53.5%						African-American		24.3%	41.1%	47.4%	
White, non-hispanic			83.2%						75.8%						72.0%						White, non-hispanic		49.0%	62.9%	63.5%	
Other			71.7%						59.4%						54.1%						Other		33.1%	45.8%	46.7%	

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

Table 3:

Salisbury University
Retention and Graduation Statistics for Freshmen Class Cohorts - BY GENDER
Fall 1993 through Fall 2002

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			
2002	900	822	718																							
		91.3%	79.8%																							
Male	375	339	279																							
		90.4%	74.4%																							
Female	525	483	439																							
		92.0%	83.6%																							
2001	941	869	765	0	725	0	687																			
		92.3%	81.3%	0.0%	77.0%	0.0%	73.0%																			
Male	400	361	309	0	286	0	274																			
		90.3%	77.3%	0.0%	71.5%	0.0%	68.5%																			
Female	541	508	456	0	439	0	413																			
		93.9%	84.3%	0.0%	81.1%	0.0%	76.3%																			
2000	929	873	767	0	746	0	701	1	688	6	661															
		94.0%	82.6%	0.0%	80.3%	0.0%	75.5%	0.1%	74.1%	0.6%	71.2%															
Male	389	368	315	0	305	0	282	0	279	2	270															
		94.6%	81.0%	0.0%	78.4%	0.0%	72.5%	0.0%	71.7%	0.6%	69.4%															
Female	540	505	452	0	441	0	419	1	409	4	391															
		93.5%	83.7%	0.0%	81.7%	0.0%	77.6%	0.2%	75.7%	0.7%	72.4%															
1999	856	795	705	0	678	0	649	0	629	7	612	35	571	388	157								430			
		92.9%	82.4%	0.0%	79.2%	0.0%	75.8%	0.0%	73.5%	0.8%	71.5%	4.1%	66.7%	45.3%	18.3%								50.2%			
Male	337	307	274	0	268	0	246	0	237	1	236	7	223	132	79								140			
		91.1%	81.3%	0.0%	79.5%	0.0%	73.0%	0.0%	70.3%	0.3%	70.0%	2.1%	66.2%	39.2%	23.4%								41.6%			
Female	519	488	431	0	410	0	403	0	392	6	376	28	348	256	78								290			
		94.0%	83.0%	0.0%	79.0%	0.0%	77.6%	0.0%	75.5%	1.2%	72.4%	5.4%	67.1%	49.3%	15.0%								55.9%			
1998	915	859	740	0	703	0	667	0	660	0	639	22	613	389	224	110	115	54	25				411	575		
		93.9%	80.9%	0.0%	76.8%	0.0%	72.9%	0.0%	72.1%	0.0%	69.8%	2.4%	67.0%	42.5%	24.5%	12.0%	12.6%	5.9%	2.7%				44.9%	62.8%		
Male	394	366	303	0	287	0	270	0	274	0	264	0	261	133	128	62	64	28	17				133	223		
		92.9%	76.9%	0.0%	72.8%	0.0%	68.5%	0.0%	69.5%	0.0%	67.0%	0.0%	66.2%	33.8%	32.5%	15.7%	16.2%	7.1%	4.3%				33.8%	56.6%		
Female	521	493	437	0	416	0	397	0	386	0	375	22	352	256	96	48	51	26	8				278	352		
		94.6%	83.9%	0.0%	79.8%	0.0%	76.2%	0.0%	74.1%	0.0%	72.0%	4.2%	67.6%	49.1%	18.4%	9.2%	9.8%	5.0%	1.5%				53.4%	67.6%		
1997	868	816	711	0	684	0	629	0	626	7	606	26	571	368	200	102	106	56	54	15	53	5	401	559	579	
		94.1%	82.0%	0.0%	78.9%	0.0%	72.5%	0.0%	72.2%	0.8%	69.9%	3.0%	65.9%	42.4%	23.1%	11.8%	12.2%	6.5%	6.2%	1.7%	6.1%	0.6%	46.2%	64.4%	66.7%	
Male	365	339	289	0	278	0	251	0	250	1	240	4	231	123	110	51	59	26	26	12	18	3	128	205	220	
		92.9%	79.2%	0.0%	76.2%	0.0%	68.8%	0.0%	68.5%	0.3%	66.8%	1.1%	63.3%	33.7%	30.1%	14.0%	16.2%	7.1%	7.1%	3.3%	4.9%	0.8%	36.1%	56.2%	60.3%	
Female	503	477	422	0	406	0	378	0	376	6	366	22	340	245	90	51	47	30	28	3	35	2	273	354	359	
		94.8%	84.1%	0.0%	80.9%	0.0%	75.3%	0.0%	74.9%	1.2%	72.9%	4.4%	67.7%	48.8%	17.9%	10.1%	9.3%	6.0%	5.6%	0.6%	7.0%	0.4%	54.3%	70.4%	71.4%	
1996	685	654	580	0	553	0	514	1	502	6	464	24	443	268	148	86	72	39	37	11	29	8	299	424	443	
		95.5%	84.7%	0.0%	80.7%	0.0%	75.0%	0.1%	73.3%	0.9%	67.7%	3.5%	64.7%	39.1%	21.6%	12.6%	10.5%	5.7%	5.4%	1.6%	4.2%	1.2%	43.6%	61.9%	64.7%	
Male	296	281	244	0	235	0	213	0	209	0	193	8	188	85	93	47	45	26	25	7	17	5	93	166	178	
		94.9%	82.4%	0.0%	79.4%	0.0%	72.0%	0.0%	70.6%	0.0%	66.2%	2.7%	63.5%	28.7%	31.4%	15.9%	15.2%	8.8%	8.4%	2.4%	5.7%	1.7%	31.4%	56.1%	60.1%	
Female	389	373	336	0	318	0	301	1	293	6	271	16	255	183	55	39	27	13	12	4	12	3	206	258	265	
		95.9%	86.4%	0.0%	81.7%	0.0%	77.4%	0.3%	75.3%	1.5%	69.7%	4.1%	65.6%	47.0%	14.1%	10.0%	6.9%	3.3%	3.1%	1.0%	3.1%	0.8%	53.0%	66.3%	68.1%	

Table 3:

Salisbury University
Retention and Graduation Statistics for Freshmen Class Cohorts - BY GENDER
Fall 1993 through Fall 2002

Fall 1995 through Fall 1992																						4-year	5-year	6-year	
Entering		Year 1	Year 2 Retention/Graduation				Year 3 Retention/Graduation				Year 4 Retention/Graduation				Year 5 Retention/Graduation				Year 6 Retention/Graduation				Graduation	Graduation	Graduation
Fall	Cohort	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	Rate	Rate	Rate
1995	642	602	536	0	508	1	486	0	475	8	454	26	430	287	129	50	71	39	31	14	23	5	322	411	430
		93.8%	83.5%	0.0%	79.1%	0.2%	75.7%	0.0%	74.0%	1.2%	70.7%	4.0%	67.0%	44.7%	20.1%	7.8%	11.1%	6.1%	4.8%	2.2%	3.6%	0.8%	50.2%	64.0%	67.0%
Male	230	213	190	0	178	0	166	0	166	1	163	5	157	96	56	20	33	18	14	4	11	2	102	140	146
		92.6%	82.6%	0.0%	77.4%	0.0%	72.2%	0.0%	72.2%	0.4%	70.9%	2.2%	68.3%	41.7%	24.3%	8.7%	14.3%	7.8%	6.1%	1.7%	4.8%	0.9%	44.3%	60.9%	63.5%
Female	412	390	346	0	330	1	320	0	309	7	291	21	273	191	73	30	38	21	17	10	12	3	220	271	284
		94.7%	84.0%	0.0%	80.1%	0.2%	77.7%	0.0%	75.0%	1.7%	70.6%	5.1%	66.3%	46.4%	17.7%	7.3%	9.2%	5.1%	4.1%	2.4%	2.9%	0.7%	53.4%	65.8%	68.9%
1994	678	624	539	1	508	0	469	0	471	8	449	15	428	239	130	60	71	30	28	13	19	0	263	353	366
		92.0%	79.5%	0.1%	74.9%	0.0%	69.2%	0.0%	69.5%	1.2%	66.2%	2.2%	63.1%	35.3%	19.2%	8.8%	10.5%	4.4%	4.1%	1.9%	2.8%	0.0%	38.8%	52.1%	54.0%
Male	282	259	221	1	210	0	191	0	194	1	186	0	182	79	71	35	37	14	16	7	8	0	81	130	137
		91.8%	78.4%	0.4%	74.5%	0.0%	67.7%	0.0%	68.8%	0.4%	66.0%	0.0%	64.5%	28.0%	25.2%	12.4%	13.1%	5.0%	5.7%	2.5%	2.8%	0.0%	28.7%	46.1%	48.6%
Female	396	365	318	0	298	0	278	0	277	7	263	15	246	160	59	25	34	16	12	6	11	0	182	223	229
		92.2%	80.3%	0.0%	75.3%	0.0%	70.2%	0.0%	69.9%	1.8%	66.4%	3.8%	62.1%	40.4%	14.9%	6.3%	8.6%	4.0%	3.0%	1.5%	2.8%	0.0%	46.0%	56.3%	57.8%
1993	726	662	571	0	535	0	488	0	480	8	460	11	449	277	158	76	80	33	36	15	25	0	296	405	420
		91.2%	78.7%	0.0%	73.7%	0.0%	67.2%	0.0%	66.1%	1.1%	63.4%	1.5%	61.8%	38.2%	21.8%	10.5%	11.0%	4.5%	5.0%	2.1%	3.4%	0.0%	40.8%	55.8%	57.9%
Male	321	289	243	0	226	0	200	0	196	2	192	2	189	88	94	36	56	20	28	12	17	0	92	148	160
		90.0%	75.7%	0.0%	70.4%	0.0%	62.3%	0.0%	61.1%	0.6%	59.8%	0.6%	58.9%	27.4%	29.3%	11.2%	17.4%	6.2%	8.7%	3.7%	5.3%	0.0%	28.7%	46.1%	49.8%
Female	405	373	328	0	309	0	288	0	284	6	268	9	260	189	64	40	24	13	8	3	8	0	204	257	260
		92.1%	81.0%	0.0%	76.3%	0.0%	71.1%	0.0%	70.1%	1.5%	66.2%	2.2%	64.2%	46.7%	15.8%	9.9%	5.9%	3.2%	2.0%	0.7%	2.0%	0.0%	50.4%	63.5%	64.2%
Retention Rates		Year 1					Year 2					Year 3					Graduation Rates				4-year	5-year	6-year		
5-year average-ALL		81.4%					73.9%					70.0%					Average-ALL				47.0%	61.0%	62.0%		
Male		78.2%					70.3%					67.5%					Male				37.2%	55.2%	56.5%		
Female		83.7%					76.6%					71.9%					Female				54.0%	65.3%	66.1%		

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 five years highlighted.

Source: SPSS Longitudinal Research Files

Figure 1:

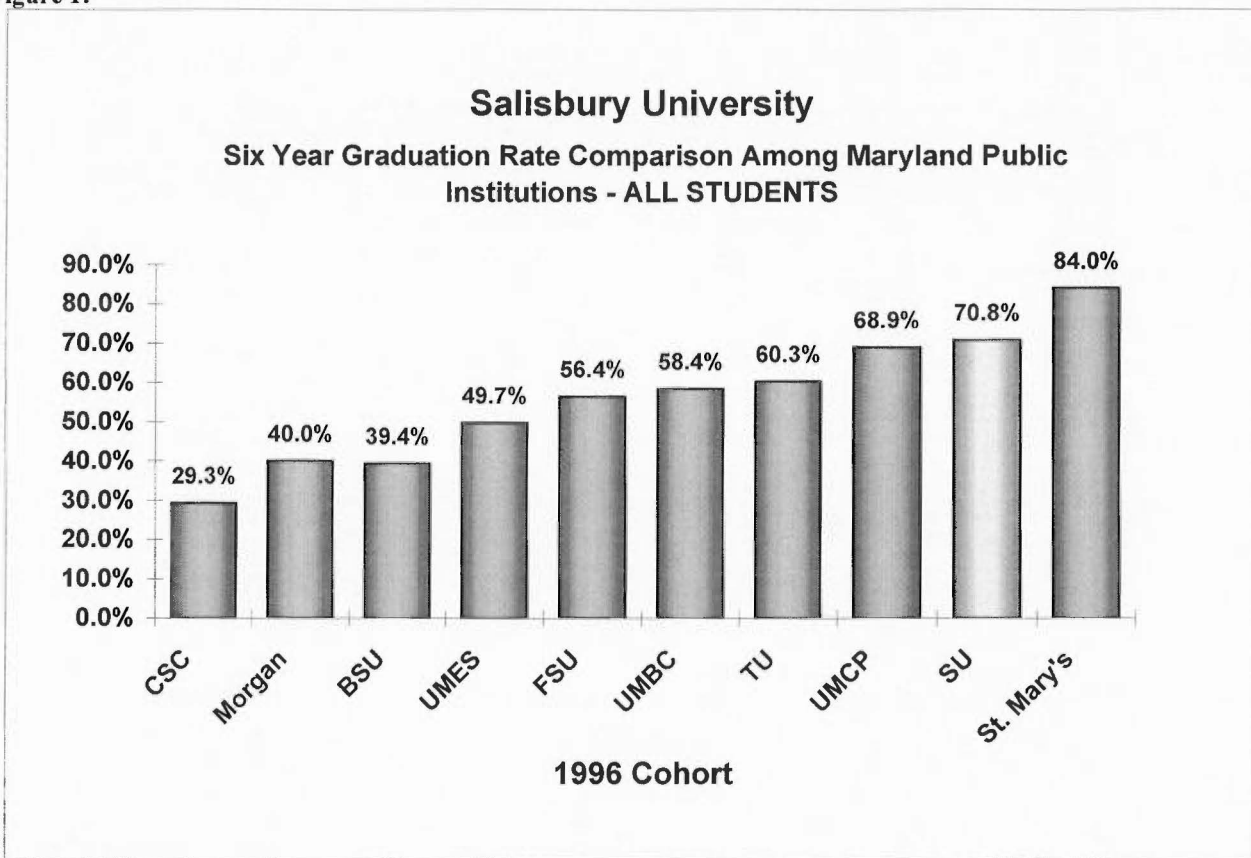
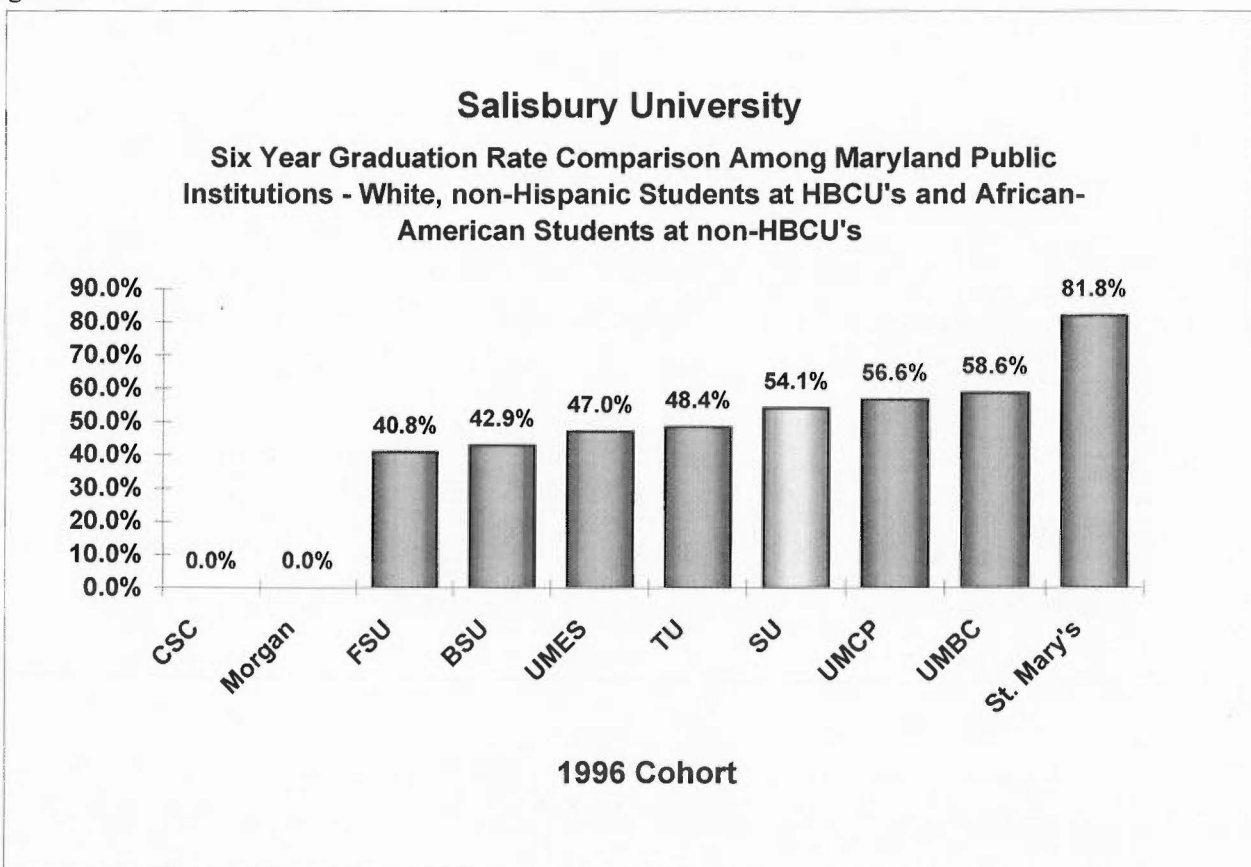


Figure 2:



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:

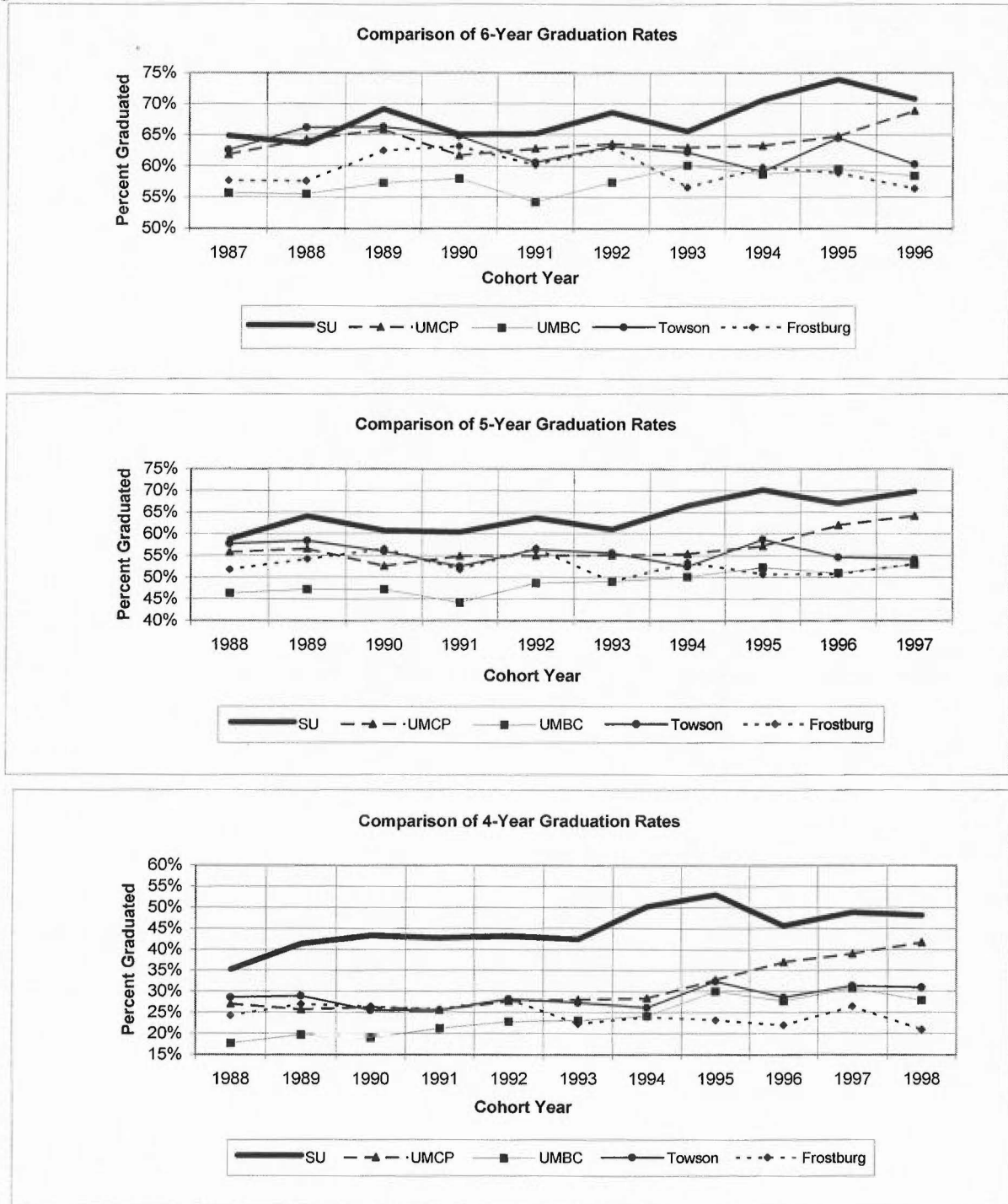


Table 4: Comparison of Average Graduation Rates Among Selected USM Institutions
First-time, Full-time, Degree-seeking Freshmen
Average of 1994, 1995, and 1996 Cohorts

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Frostburg	23.2%	51.5%	58.4%
Salisbury	47.5%	69.0%	71.8%
Towson	30.3%	55.8%	61.3%
UMBC	28.8%	52.0%	58.9%
UMCP	39.2%	61.1%	65.7%

Table 1:

Enrollment by Residence and Race/Ethnicity
(Full and Part-Time) NEW UNDERGRADUATE¹ Students: Fall 2003

MARYLAND COUNTIES	African-American	White	Other²	Total
Eastern Shore Counties				
Caroline	-	6	2	8
Cecil	-	13	2	15
Dorchester	1	8	4	13
Kent	-	4	3	7
Queen Anne's	-	16	1	17
Somerset	2	7	6	15
Talbot	1	11	2	14
Wicomico	12	76	34	122
Worcester	1	31	11	43
Subtotal	17	172	65	254
Western Shore Counties				
Allegany	-	1	-	1
Anne Arundel	5	61	9	75
Baltimore	7	82	18	107
Baltimore City	5	-	-	5
Calvert	1	12	-	13
Carroll	-	30	5	35
Charles	-	13	4	17
Frederick	1	35	5	41
Garrett	-	-	-	-
Harford	3	39	5	47
Howard	3	53	11	67
Montgomery	9	58	37	104
Prince George's	39	21	14	74
St. Mary's	-	5	1	6
Washington	1	18	4	23
Unknown County	-	-	-	-
Subtotal	74	428	113	615
TOTAL MD. RESIDENTS	91	600	178	869
OUT-OF-STATE	8	153	32	193
FOREIGN COUNTRIES	-	-	13	13
UNKNOWN RESIDENCE	-	-	-	-
TOTAL NONRESIDENTS	8	153	45	206
GRAND TOTAL	99	753	223	1,075

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

O:/Factbook/2003-04/new ug students by residency

**Table 2: Applications/Acceptances/Enrollment
First-Time Freshmen, Fall 1999 to Fall 2003**

Applicants for 1st Time Freshman Admission	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Within County					
Applied	199	196	187	182	186
% of grand total	4.4%	4.4%	3.8%	3.4%	3.4%
Accepted	135	120	129	109	134
% of grand total	5.2%	4.7%	5.0%	4.1%	4.6%
Selectivity	67.8%	61.2%	69.0%	59.9%	72.0%
Enrolled	88	78	89	77	79
% of grand total	10.1%	8.4%	9.4%	8.6%	8.3%
Yield	65.2%	65.0%	69.0%	70.6%	59.0%
Outside County, In-State					
Applied	2876	3030	3416	3719	3891
% of grand total	63.9%	67.8%	68.6%	70.2%	70.1%
Accepted	1605	1696	1833	1862	1978
% of grand total	62.4%	66.9%	70.6%	69.6%	68.6%
Selectivity	55.8%	56.0%	53.7%	50.1%	50.8%
Enrolled	586	631	690	647	684
% of grand total	67.4%	67.6%	73.2%	71.9%	72.0%
Yield	36.5%	37.2%	37.6%	34.7%	34.6%
Outside State					
Applied	1400	1217	1348	1361	1434
% of grand total	31.1%	27.3%	27.1%	25.7%	25.8%
Accepted	818	708	620	689	746
% of grand total	31.8%	27.9%	23.9%	25.8%	25.9%
Selectivity	58.4%	58.2%	46.0%	50.6%	52.0%
Enrolled	189	219	157	170	179
% of grand total	21.7%	23.4%	16.7%	18.9%	18.8%
Yield	23.1%	30.9%	25.3%	24.7%	24.0%
International					
Applied	26	23	27	36	38
% of grand total	0.6%	0.5%	0.5%	0.7%	0.7%
Accepted	14	13	16	15	26
% of grand total	0.5%	0.5%	0.6%	0.6%	0.9%
Selectivity	53.8%	56.5%	59.3%	41.7%	68.4%
Enrolled	7	6	6	6	8
% of grand total	0.8%	0.6%	0.6%	0.7%	0.8%
Yield	50.0%	46.2%	37.5%	40.0%	30.8%
GRAND TOTAL					
Applied	4501	4466	4978	5298	5549
Accepted	2572	2537	2598	2675	2884
Enrolled	870	934	942	900	950
Acceptance Rate	57%	57%	52%	50%	52%
Yield	34%	37%	36%	34%	33%

o:\fb0203\ug enr1 & dem\appl-accept-enrl

**Table 3: Applications/Acceptances/Enrollment
Transfer Students Fall 1999 to Fall 2003**

Applicants for Transfer From Other Institutions	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Within County					
Applied	115	132	107	150	198
% of grand total	10.8%	12.2%	9.9%	11.9%	14.8%
Accepted	100	101	88	129	171
% of grand total	12.6%	12.6%	11.2%	12.8%	16.2%
Selectivity	87.0%	76.5%	82.2%	86.0%	86.4%
Enrolled	90	91	73	105	129
% of grand total	15.7%	15.3%	12.7%	15.1%	12.2%
Yield	90.0%	90.1%	83.0%	81.4%	75.4%
Outside County, In-State					
Applied	708	694	712	823	912
% of grand total	66.5%	64.3%	65.7%	65.5%	68.4%
Accepted	526	526	535	677	727
% of grand total	66.5%	65.8%	68.2%	67.1%	54.5%
Selectivity	74.3%	75.8%	75.1%	82.3%	79.7%
Enrolled	379	399	412	483	466
% of grand total	66.0%	67.3%	71.4%	69.3%	44.1%
Yield	72.1%	75.9%	77.0%	71.3%	64.1%
Outside State					
Applied	235	235	254	247	207
% of grand total	22.1%	21.8%	23.4%	19.6%	15.5%
Accepted	163	160	159	184	151
% of grand total	20.6%	20.0%	20.3%	18.2%	11.3%
Selectivity	69.4%	68.1%	62.6%	74.5%	72.9%
Enrolled	103	97	91	94	77
% of grand total	17.9%	16.4%	15.8%	13.5%	7.3%
Yield	63.2%	60.6%	57.2%	51.1%	51.0%
International					
Applied	6	18	11	37	17
% of grand total	0.6%	1.7%	1.0%	2.9%	1.3%
Accepted	2	13	3	19	7
% of grand total	0.3%	1.6%	0.4%	1.9%	0.5%
Selectivity	33.3%	72.2%	27.3%	51.4%	41.2%
Enrolled	2	6	1	15	3
% of grand total	0.3%	1.0%	0.2%	2.2%	0.3%
Yield	100.0%	46.2%	33.3%	78.9%	42.9%
GRAND TOTAL					
Applied	1064	1079	1084	1257	1334
Accepted	791	800	785	1009	1056
Enrolled	574	593	577	697	675
Acceptance Rate	74%	74%	72%	80%	79%
Yield	73%	74%	74%	69%	64%

Table 4:

Applications/Acceptances/Enrollment by Race/Ethnicity
First-Time Freshmen, Fall 2003

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total ¹	% of Total by Location
Within County								
Applied	20	1	21	4	125	15	186	3.4%
Accepted	11	1	17	2	94	9	134	4.6%
Enrolled	7	-	11	1	54	6	79	8.3%
Outside County, In-State								
Applied	547	18	151	127	2722	326	3891	70.1%
Accepted	217	10	93	75	1435	148	1978	68.6%
Enrolled	67	5	29	27	511	45	684	72.0%
Outside State								
Applied	82	2	20	37	1166	127	1434	25.8%
Accepted	29	1	14	16	631	55	746	25.9%
Enrolled	7	-	6	5	150	11	179	18.8%
International								
Applied	-	-	-	-	-	38	38	0.7%
Accepted	-	-	-	-	-	26	26	0.9%
Enrolled	-	-	-	-	-	8	8	0.8%
GRAND TOTAL								
Applied	649	21	192	168	4,013	506	5549	
% applied by race/ethnicity	11.7%	0.4%	3.5%	3.0%	72.3%	9.1%		
Accepted	257	12	124	93	2,160	238	2884	
% accepted by race/ethnicity	8.9%	0.4%	4.3%	3.2%	74.9%	8.3%		
Enrolled	81	5	46	33	715	70	950	
% enrolled by race/ethnicity	8.5%	0.5%	4.8%	3.5%	75.3%	7.4%		
Acceptance Rate	39.6%	57.1%	64.6%	55.4%	53.8%	47.0%		
Yield	31.5%	41.7%	37.1%	35.5%	33.1%	29.4%		

Table 5:

Applications/Acceptances/Enrollment by Race/Ethnicity
Transfer Students Fall 2003

Applicants for 1st Time Freshman Admission	African-American	American Indian	Asian	Hispanic	White	Unknown	Total	% of Total by Location
Within County								
Applied	27	1	7	4	141	18	198	14.8%
Accepted	23	1	7	2	125	13	171	16.2%
Enrolled	14	1	5	2	98	9	129	19.1%
Outside County, In-State								
Applied	105	1	20	20	654	112	912	68.4%
Accepted	63	1	17	19	539	88	727	68.8%
Enrolled	43	1	10	11	350	51	466	69.0%
Outside State								
Applied	29	1	1	7	144	25	207	15.5%
Accepted	14	-	1	5	115	16	151	14.3%
Enrolled	7	-	-	3	58	9	77	11.4%
International								
Applied	-	-	-	-	-	17	17	1.3%
Accepted	-	-	-	-	-	7	7	0.7%
Enrolled	-	-	-	-	-	3	3	0.4%
GRAND TOTAL								
Applied	161	3	28	31	939	172	1,334	
% applied by race/ethnicity	2.9%	0.1%	0.5%	0.6%	16.9%	3.1%		
Accepted	100	2	25	26	779	124	1,056	
% accepted by race/ethnicity	3.5%	0.1%	0.9%	0.9%	27.0%	4.3%		
Enrolled	64	2	15	16	506	72	675	
% enrolled by race/ethnicity	6.7%	0.2%	1.6%	1.7%	53.3%	7.6%		
Acceptance Rate	62.1%	66.7%	89.3%	83.9%	83.0%	72.1%		
Yield	64.0%	100.0%	60.0%	61.5%	65.0%	58.1%		

Table 6:

SAT Score Ranges
New Freshmen¹
Fall 1999 - Fall 2003

	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	#/ % of Total		#/ % of Total		#/ % of Total		#/ % of Total		#/ % of Total	
SAT-VERBAL										
Score Ranges										
700-800	26	3.0%	24	2.6%	18	1.9%	14	1.6%	22	2.3%
600-699	194	22.4%	192	20.6%	201	21.3%	206	22.9%	215	22.6%
500-599	513	59.2%	561	60.1%	510	54.1%	514	57.1%	552	58.1%
Sub-total		84.5%		83.2%		77.4%		81.6%		83.1%
400-499	114	13.1%	138	14.8%	166	17.6%	138	15.3%	141	14.8%
300-399	3	0.3%	1	0.1%	5	0.5%	2	0.2%	5	0.5%
200-299	-	0.0%	-	0.0%	1	0.1%	-	0.0%	0	0.0%
Others ²	17	2.0%	18	1.9%	41	4.4%	26	2.9%	15	1.6%
Total New Freshmen ¹	867	100.0%	934	100.0%	942	100%	900	100%	950	100.0%
MEAN Score	560		554		552		555		555	
SAT-MATH										
Score Ranges										
700-800	21	2.4%	21	2.2%	17	1.8%	31	3.4%	36	3.8%
600-699	229	26.4%	261	27.9%	269	28.6%	269	29.9%	323	34.0%
500-599	499	57.6%	534	57.2%	498	52.9%	486	54.0%	486	51.2%
Sub-total		86.4%		87.4%		83.2%		87.3%		88.9%
400-499	101	11.6%	100	10.7%	112	11.9%	85	9.4%	90	9.5%
300-399	-	0.0%	-	0.0%	5	0.5%	3	0.3%	0	0.0%
200-299	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0	0.0%
Others ²	17	2.0%	18	1.9%	41	4.4%	26	2.9%	15	1.6%
Total New Freshmen	867	100.0%	934	100.0%	942	100%	900	100%	950	100.0%
MEAN Score	564		567		566		571		578	
SAT-COMBINED										
Score Ranges										
1500-1600	0	0	0	0	0	0	0	0	1	0
1400-1499	7	0.8%	6	0.6%	5	0.5%	6	0.7%	5	0.5%
1300-1399	44	5.1%	47	5.0%	41	4.4%	36	4.0%	63	6.6%
1200-1299	141	16.3%	131	14.0%	153	16.2%	151	16.8%	170	17.9%
1100-1199	290	33.4%	325	34.8%	336	35.7%	353	39.2%	354	37.3%
1000-1099	303	34.9%	355	38.0%	273	29.0%	259	28.8%	280	29.5%
Sub-total		90.5%		92.5%		85.8%		89.4%		91.8%
900-999	62	7.2%	49	5.2%	73	7.7%	56	6.2%	53	5.6%
800-899	3	0.3%	3	0.3%	17	1.8%	13	1.4%	0	0.0%
700-799	-	0.0%	-	0.0%	3	0.3%	-	0.0%	0	0.0%
600-699	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0	0.0%
500-599	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0	0.0%
Others ²	17	2.0%	18	1.9%	41	4.4%	26	2.9%	24	2.5%
Total New Freshmen	867	100.0%	934	100.0%	942	100%	900	100%	950	100%
MEAN Score	1124		1121		1118		1126		1133	

¹ Total number includes full and part-time first-time freshmen.² "Others" are freshmen without SAT scores.

Table 7:

**Comparison of MEAN SAT scores at Salisbury University, State-wide, and Nationally
Fall 1999-2003**

Year	Total Entering	Total w/ Scores	Salisbury University			Maryland			National			High School GPA
			Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite	
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
2003	950	935	555	578	1133	509	515	1024	507	519	1026	3.47

Figure 1: Salisbury University First-Time Freshmen MEAN SAT Scores, 1999-2003

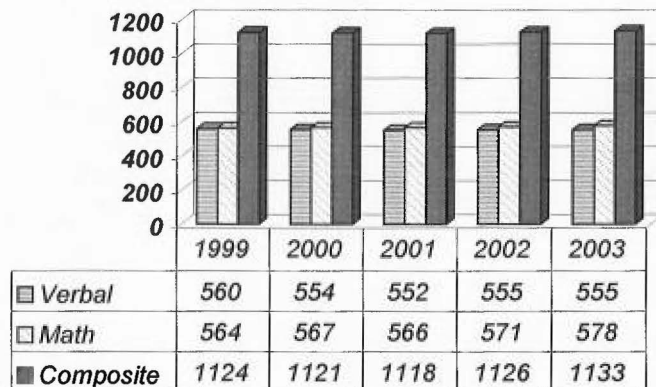


Figure 2:

2003 SAT Mean Scores: National, State, & SU

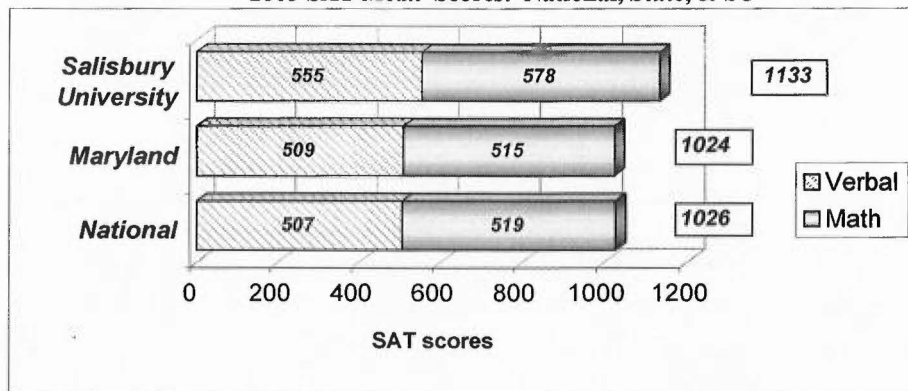


Table 8:

Comparison of 2003 SAT Scores by Percentiles for SU, State, and National

	25th Percentile			50th Percentile			75th Percentile		
	Verbal	Math	Composite ¹	Verbal	Math	Composite	Verbal	Math	Composite
Salisbury University	510	530	1040	550	580	1130	600	620	1220
Maryland ²	430	430	860	510	520	1030	590	600	1190
National ²	430	440	870	510	520	1030	580	600	1180

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

Table 1:

Undergraduate Financial Aid Awards Summary

Fiscal Year 1999-00 to 2002-03

Type	Number of Recipients				% of FY 03
	FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	FTES*
GRANTS					
Federal Pell Grants	846	886	940	991	17.7%
Federal Supplemental Educational Opportunities Grants	194	185	220	295	5.3%
Vocational Rehabilitation Grants	30	25	18	-	-
Grants from Private Sources	26	25	19	15	0.3%
Institutional Grants ³	89	96	134	198	3.5%
Other Federal Grants	89	96	134	827	14.8%
LOANS					
Federal Perkins Loans	165	169	152	133	2.4%
Federal Stafford Loans	2629	2765	2910	3770	67.4%
Federal PLUS Loans ¹	911	1009	1085	1190	21.3%
From Private Sources	38	59	101	159	2.8%
SCHOLARSHIPS					
General State	724	706	774	368	6.6%
House of Delegates	190	185	199	269	4.8%
Senatorial	266	255	260	334	6.0%
State Distinguished	39	35	33	26	0.5%
All Other From Commission ²	102	336	586	-	-
Other Race/Desegregation	-	-	-	-	-
Federal Scholarships	2	-	-	-	-
Institutional High Ability	147	164	168	90	1.6%
Other Institutional Scholarships	27	30	80	263	4.7%
Private High Ability	263	292	311	80	1.4%
Other Private Scholarships	430	426	492	724	12.9%
Tuition waivers for emp./dependents	225	252	247	272	4.9%
Tuition waivers for senior cit./disabled	29	22	25	21	0.4%
Tuition waivers for students	241	237	235	263	4.7%
STUDENT EMPLOYMENT					
Federal College Work/Study	78	98	96	95	1.7%
Inst. Work-Study Student Employment	59	76	96	-	-
Recipients for ALL Types of Aid	3813	4063	4305	4555	81.5%
Total Dollar Amount of Aid*	\$23,430,442	\$26,747,371	\$29,941,007	\$32,597,969	
				UG FTES FY 03	5591

¹PLUS is a program whereby parents take out loans on behalf of the education of their children.²Commission indicates Maryland Higher Education Commission through the State Scholarship Board.³Improved computer programming has permitted more concise identification and allocation of grant sources beginning in FY 1996-97

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

Table 2:

Salisbury University
Financial Aid Comparison Among Select Maryland Public Institutions
FY 2002

	Bowie State	Coppin State	Frostburg State	Salisbury	Towson	UMBC	UMCP	UMES	Morgan State	St. Mary's College
# FT undergraduates, Fall 2001 ¹	3,542	3,239	4,354	6,010	13,989	9,328	25,099	3,136	5,974	1,688
Grants ²	\$ 5,022,918	\$ 5,918,762	\$ 4,045,577	\$ 2,543,056	\$ 7,669,798	\$ 6,603,083	\$ 18,881,810	\$ 5,982,970	\$ 13,108,313	\$ 856,195
Grants awarded	2,246	2,933	2,562	1,331	3,587	3,729	9,439	2,746	5,180	375
Unduplicated #	1,426	1,885	1,545	964	2,581	2,232	5,883	1,777	3,627	255
Average award per FT undergrad	\$ 1,418	\$ 1,827	\$ 929	\$ 423	\$ 548	\$ 708	\$ 752	\$ 1,908	\$ 2,194	\$ 507
Loans ²	\$ 10,035,406	\$ 7,540,708	\$ 12,579,357	\$ 19,917,383	\$ 42,924,211	\$ 22,357,277	\$ 67,487,107	\$ 11,271,391	\$ 25,589,001	\$ 6,871,431
Loans awarded	2,015	1,773	3,234	4,147	8,428	4,481	13,347	2,559	6,376	1,380
Unduplicated #	1,703	1,652	2,386	3,005	6,151	3,527	10,226	2,112	5,270	910
Average award per FT undergrad	\$ 2,833	\$ 2,328	\$ 2,889	\$ 3,314	\$ 3,068	\$ 2,397	\$ 2,689	\$ 3,594	\$ 4,283	\$ 4,071
Scholarships ²	\$ 3,224,894	\$ 2,962,662	\$ 6,297,742	\$ 7,340,431	\$ 20,858,240	\$ 20,182,609	\$ 42,770,386	\$ 4,538,945	\$ 13,672,696	\$ 3,544,133
Scholarships awarded	1,938	1,549	2,972	3,511	8,044	5,657	15,277	1,900	3,652	1,407
Unduplicated #	1,347	1,387	2,069	2,574	5,533	4,326	11,314	1,584	2,789	904
Average award per FT undergrad	\$ 910	\$ 915	\$ 1,446	\$ 1,221	\$ 1,491	\$ 2,164	\$ 1,704	\$ 1,447	\$ 2,289	\$ 2,100
Student Employment ²	\$ 236,819	\$ 222,891	\$ 769,134	\$ 140,124	\$ 447,823	\$ 137,344	\$ 1,408,838	\$ 2,053,029	\$ 2,976,776	\$ 49,631
Student Employment awarded	131	138	1,282	192	301	230	1,734	1,076	938	87
Unduplicated #	131	138	999	96	301	115	906	1,015	870	87
Average award per FT undergrad	\$ 67	\$ 69	\$ 177	\$ 23	\$ 32	\$ 15	\$ 56	\$ 655	\$ 498	\$ 29
Total financial aid awarded ²	\$ 18,520,037	\$ 16,645,023	\$ 23,691,810	\$ 29,940,994	\$ 71,900,072	\$ 49,280,313	\$ 130,548,141	\$ 23,846,335	\$ 55,346,786	\$ 11,321,390
Total financial aid awarded	6,330	6,393	10,050	9,181	20,360	14,097	39,797	8,281	16,146	3,249
Unduplicated #	2,468	2,746	3,500	4,305	9,069	6,504	17,121	3,179	5,797	1,265
Average award package per FT undergrad	\$ 5,229	\$ 5,139	\$ 5,441	\$ 4,982	\$ 5,140	\$ 5,283	\$ 5,201	\$ 7,604	\$ 9,265	\$ 6,707
Percent of aid offered as grants	27%	36%	17%	8%	11%	13%	14%	25%	24%	8%
Percent of aid offered as loans	54%	45%	53%	67%	60%	45%	52%	47%	46%	61%
Percent of aid offered as scholarships	17%	18%	27%	25%	29%	41%	33%	19%	25%	31%
Percent of other forms of aid	1%	1%	3%	0	1%	0%	1%	9%	5%	0%

Notes:

¹Source for full time headcounts is the MHEC report "Trends in Enrollment by Race and Gender at Maryland Higher Education Institutions, June 2002.²Source for financial aid award dollar amounts and award headcounts is the MHEC report "Maryland Student Financial Support", October 2002

Salisbury University
Select Financial Aid Comparison Among Maryland Public Institutions
by Type of Aid in FY 2002

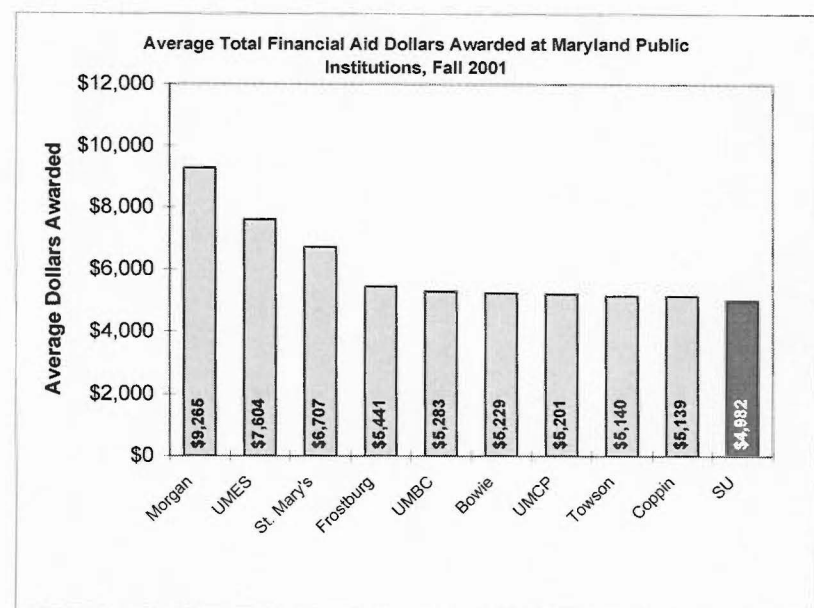
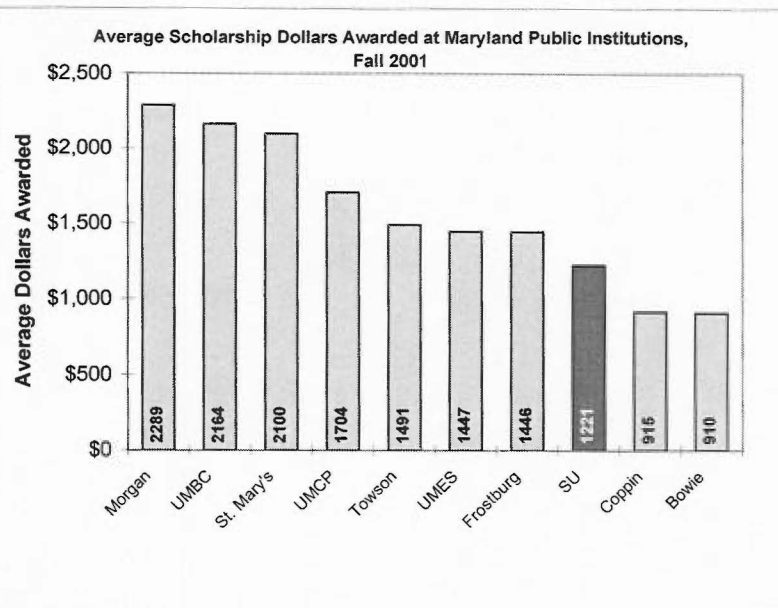
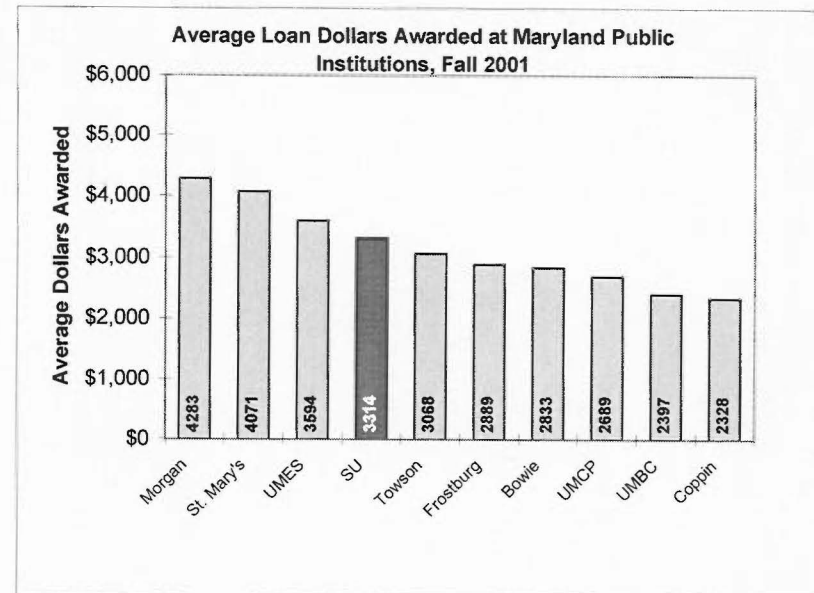
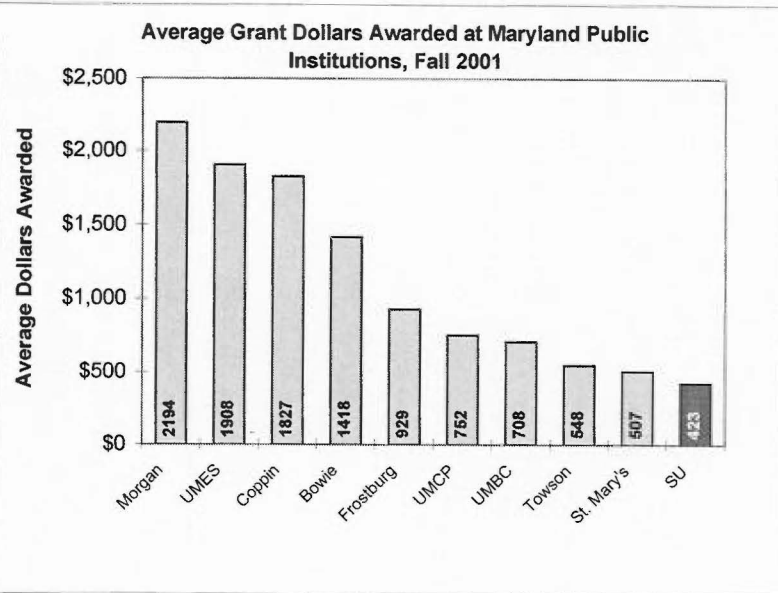
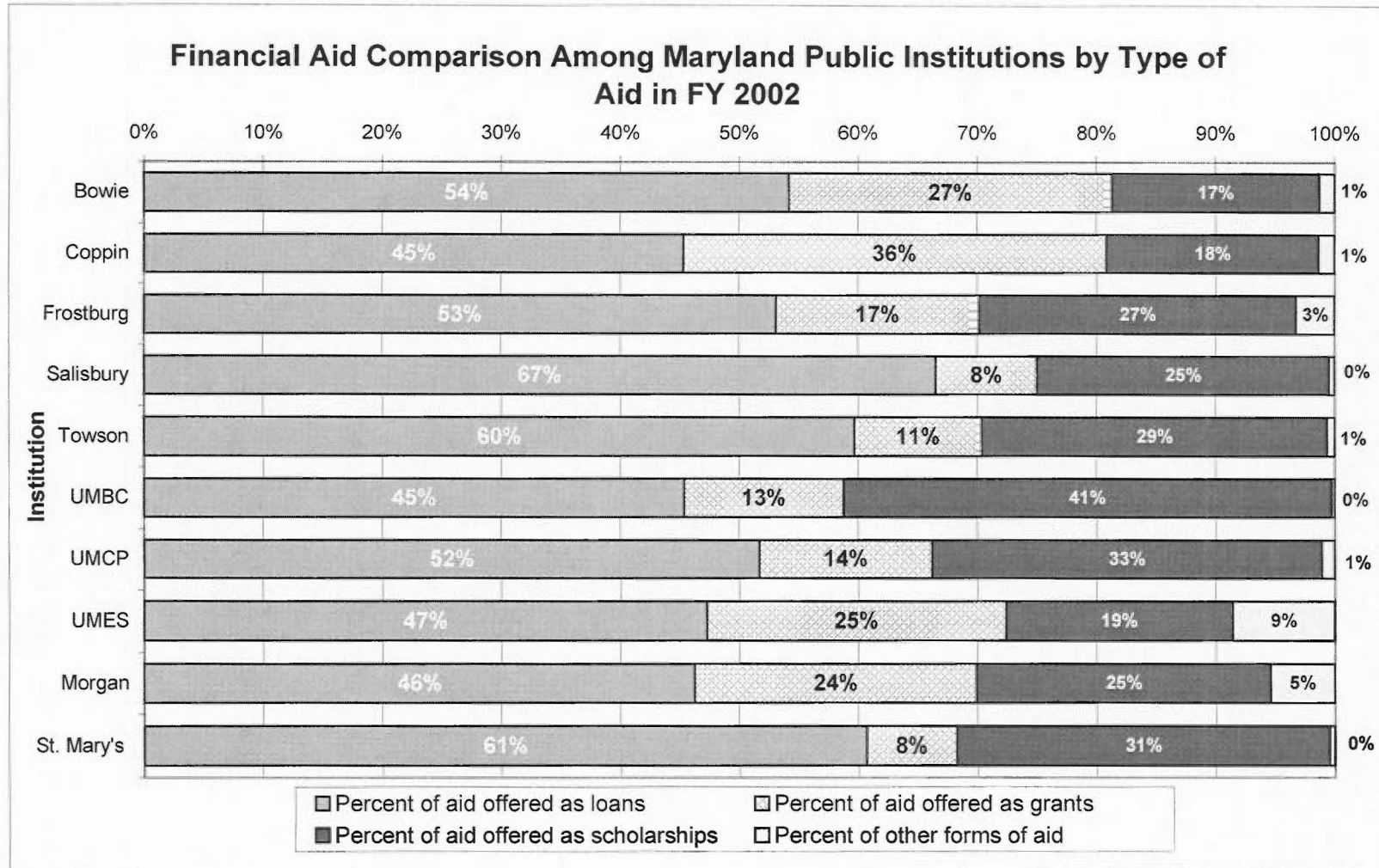


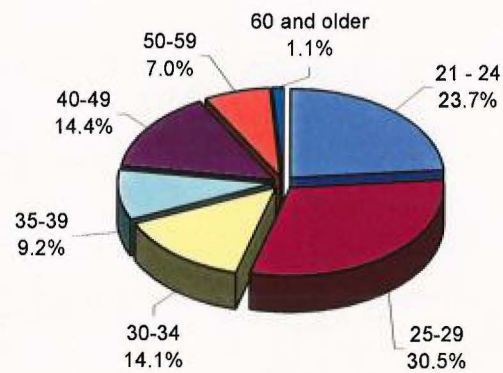
Figure 2:

F-17.0



Graduate Enrollment & Demographics

Fall 2003: Graduate Student Age Distribution



6-Yr Enrollment Trend: Graduate Programs

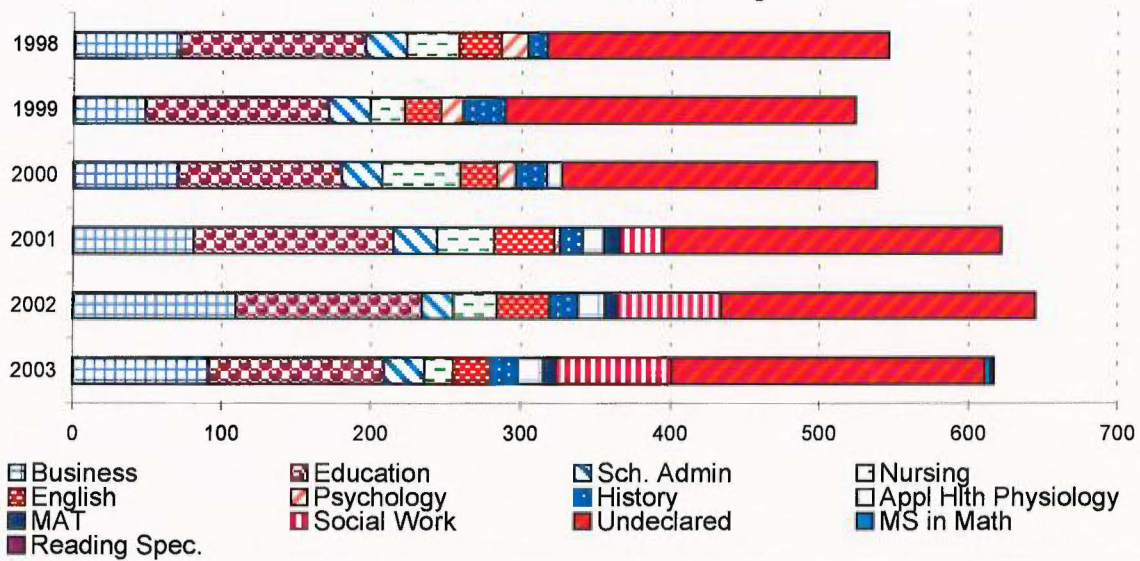


Table 1:

Total Graduate Enrollment: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	650	524	538	622	645	617
% Annual Growth	2.7%	-4.0%	2.7%	15.6%	3.7%	-4.3%
Total Men	207	153	165	174	184	171
% Men	31.8%	29.2%	30.7%	28.0%	28.5%	27.7%
Total Women	443	371	373	448	461	446
% Women	68.2%	70.8%	69.3%	72.0%	71.5%	72.3%
F.T.E.S.	228	190.6	204.3	249.3	288.0	281.3
% Annual Growth	3.6%	-2.2%	7.2%	22.0%	15.5%	-2.3%
Full-Time Students	155	83	110	118	154	154
Men	63	26	48	46	58	58
Women	92	57	62	72	96	96
% Full-Time	23.8%	15.8%	20.4%	19.0%	23.9%	25.0%
Average Age	N/A	31	28	28	27	28
Part-Time Students	495	441	428	504	491	463
Men	144	127	117	128	126	113
Women	351	314	311	376	365	350
% Part-Time	76.2%	84.2%	79.6%	81.0%	76.1%	75.0%
Average Age	N/A	35	35	35	36	35
Average Graduate Student Age	N/A	34	34	34	34	33

Figure 1:

Full-Time and Part-Time Graduate Enrollment: 1994, 1999-2003

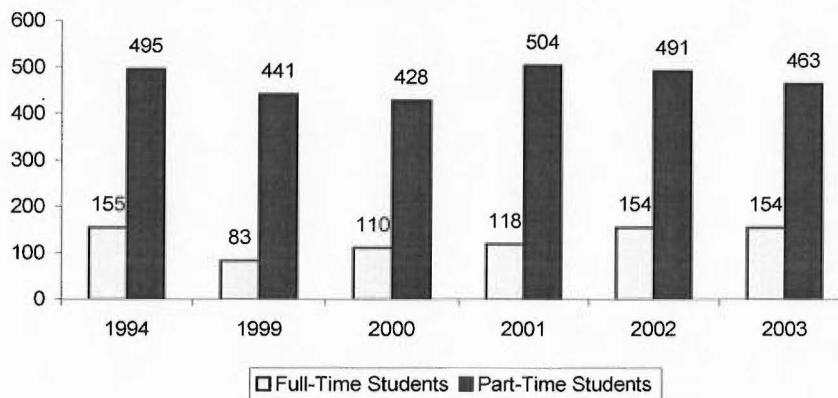


Table 2:

Total Graduate Enrollment by Race/Ethnicity, Sex, and Status: Fall 2003

Ethnicity	Full-time		Part-Time		Total		Total Both Sexes	Percent of Total ¹
	Male	Female	Male	Female	Male	Female		
African-American	2	16	10	23	12	39	51	9.0%
American Indian	1	-	-	-	1	-	1	0.0%
Asian/Pacific Islander	1	1	-	1	1	2	3	0.5%
Hispanic	-	-	-	5	-	5	5	0.9%
White	44	64	90	295	134	359	493	87.1%
International	7	4	-	2	7	6	13	2.3%
Subtotal	55	85	100	326	155	411	566	100.0%
Unknown	3	11	13	24	16	35	51	8.3%
TOTAL	58	96	113	350	171	446	617	

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

Figure 2:

Fall 2003 Graduate Enrollment by Known Race/Ethnicity

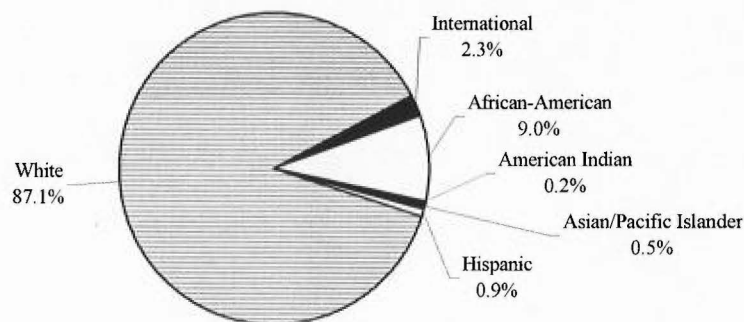


Figure 3:

Graduate Enrollment by Sex and Status: Fall 2003

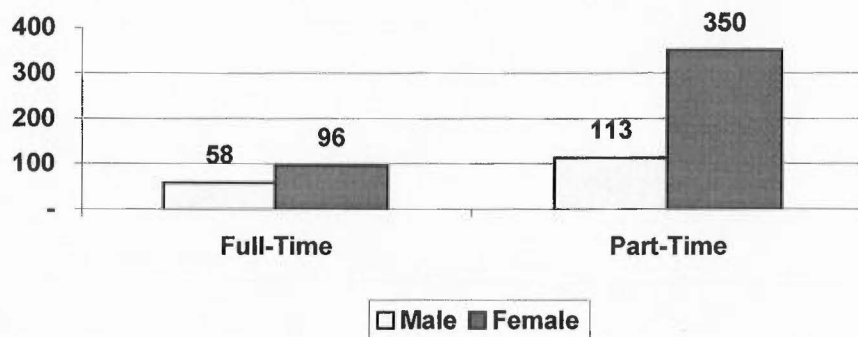


Table 3: Total Graduate Demographics: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	650	524	538	622	645	617
MD Residents	504	429	421	518	507	529
% MD Residents	77.5%	81.9%	78.3%	83.3%	78.6%	85.7%
Out-of-State	132	79	97	85	112	75
International	14	14	18	19	25	13
Other ²	-	2	2	-	1	-
African-American	43	38	38	46	63	51
American Indian	-	1	1	2	-	1
Asian/Pacific Islander	5	5	5	4	6	3
Hispanic	-	3	8	5	6	5
International	14	14	18	19	25	13
White	588	450	443	517	506	493
Unknown	-	13	25	29	39	51
% Known Minority	7.4%	9.2%	10.1%	9.6%	12.4%	10.6%
% Minority + International	9.5%	11.9%	13.6%	12.8%	16.5%	12.9%
% Unknown	-	2.5%	4.6%	4.7%	6.0%	8.3%

NOTES: ²Students with "OTHER" residence detailed on Glossary page.

Figure 4:

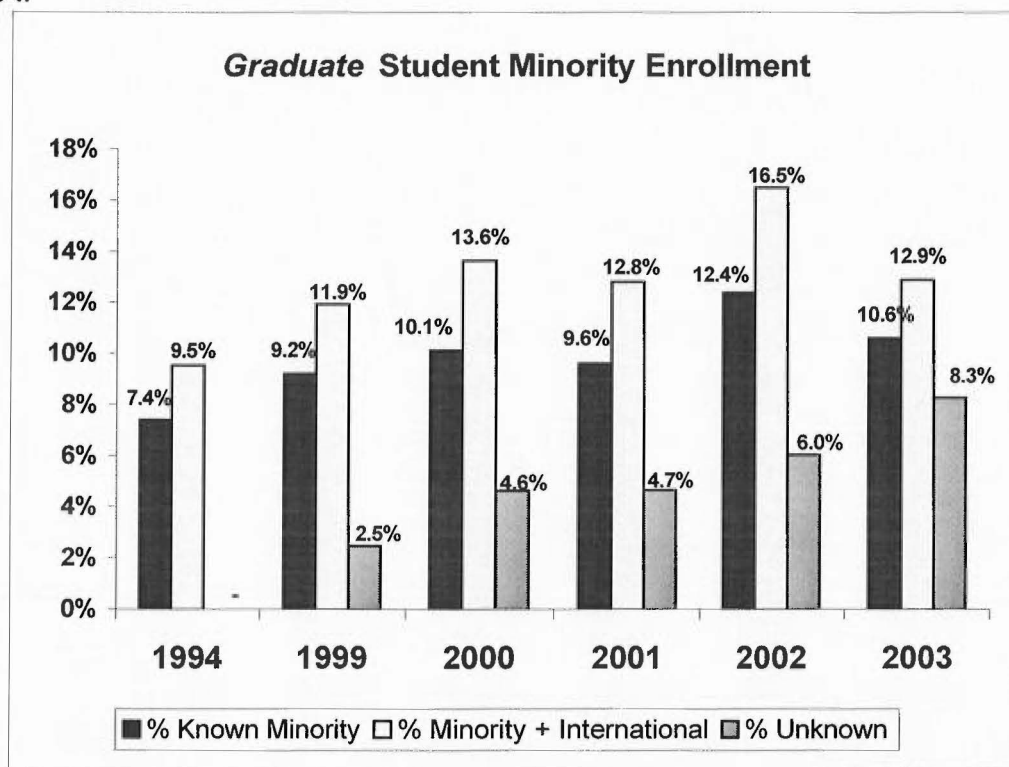


Table 4:

Total Graduate Enrollments by Age and Sex: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003
Total Headcount	650	524	538	622	645	617
Total 20 and Younger ¹	-	-	-	-	-	-
Men	-	-	-	-	-	-
Women	-	-	-	-	-	-
% less than 20 years old	-	-	-	-	-	-
Total 21-24 Yrs Old ²	134	74	93	106	143	146
Men	50	20	36	30	58	49
Women	84	54	57	76	85	97
% 21 - 24 yrs old	20.6%	14.1%	17.3%	17.0%	22.2%	23.7%
Total 25-29 Yrs Old	202	162	167	180	159	188
Men	70	51	49	48	39	56
Women	132	111	118	132	120	132
% 25-29 Yrs Old	31.1%	30.9%	31.0%	28.9%	24.7%	30.5%
Total 30-34 Yrs Old	103	103	93	124	119	87
Men	38	35	33	40	29	19
Women	65	68	60	84	90	68
% 30-34 Yrs Old	15.8%	19.7%	17.3%	19.9%	18.4%	14.1%
Total 35-39 Yrs Old	77	57	63	74	66	57
Men	18	16	21	19	21	13
Women	59	41	42	55	45	44
% 35-39 Yrs Old	11.8%	10.9%	11.7%	11.9%	10.2%	9.2%
Total 40-49 Yrs Old	115	106	91	93	112	89
Men	26	22	16	18	20	19
Women	89	84	75	75	92	70
% 40-49 Yrs Old	17.7%	20.2%	16.9%	15.0%	17.4%	14.4%
Total 50-59 Yrs Old	15	19	28	41	41	43
Men	4	7	9	18	15	12
Women	11	12	19	23	26	31
% 50-59 Yrs Old	2.3%	3.6%	5.2%	6.6%	6.4%	7.0%
Total 60 and Older	4	3	3	4	5	7
Men	1	2	1	1	2	3
Women	3	1	2	3	3	4
% 60 and Older	0.6%	0.6%	0.6%	0.6%	0.8%	1.1%
Average Age						
ALL STUDENTS	N/A	33.7	33.5	33.7	33.6	33.0
Men	N/A	33.4	32.3	33.7	32.8	32.1
Women	N/A	33.9	34.0	33.7	33.9	33.3

NOTES: ¹Prior to 2000, this category only included students less than 20 years old²Prior to 2000, this category included students between the ages of 20 and 24 years old

Table 5:

Total Graduate Enrollment by State: 1994, 1999-2003

Fall Semesters	1994	1999	2000	2001	2002	2003	Top Feeder States	% Change Since 1999
Total Headcount	650	524	538	622	645	617		
California	2	-	1	2	1	1		
Connecticut	-	1	1	1	3	-		
Delaware	63	27	25	25	53	43	7.0%	59.3%
District of Columbia	1	-	-	-	-	1		
Florida	1	1	1	2	1	-		
Georgia	2	-	-	-	-	-		
Idaho	-	-	2	1	1	-		
Illinois	1	-	-	-	-	-		
Indiana	1	-	-	-	-	-		
Iowa	1	-	-	-	-	-		
Kentucky	-	-	1	1	-	-		
Maine	-	-	-	-	-	1		
Maryland	504	429	421	518	507	529	85.7%	23.3%
Massachusetts	-	1	2	1	1	-		
Michigan	-	1	1	-	-	-		
Minnesota	1	-	-	-	-	-		
Mississippi	1	-	-	-	-	-		
New Jersey	11	4	7	9	11	8	1.3%	100.0%
New Mexico	-	-	-	-	-	-		
New York	13	11	17	15	7	4	0.6%	-63.6%
North Carolina	-	4	1	-	-	-		
North Dakota	-	1	5	3	2	-		
Ohio	-	2	1	1	-	1		
Pennsylvania	9	10	6	7	10	8	1.3%	-20.0%
Rhode Island	1	-	-	-	-	-		
South Carolina	1	-	-	-	-	-		
Utah	-	-	1	1	2	-		
Vermont	1	-	1	1	-	-		
Virginia	21	15	22	14	20	7	1.1%	-53.3%
Washington	-	-	-	-	-	-		
West Virginia	-	1	2	1	-	1		
Wisconsin	1	-	-	-	-	-		
Foreign Countries	14	14	18	19	25	13	2.1%	-7.1%
Other	-	2	2	-	1	-		

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

See Glossary for additional details

Figure 5:

Total Graduate Enrollment and Maryland Residency

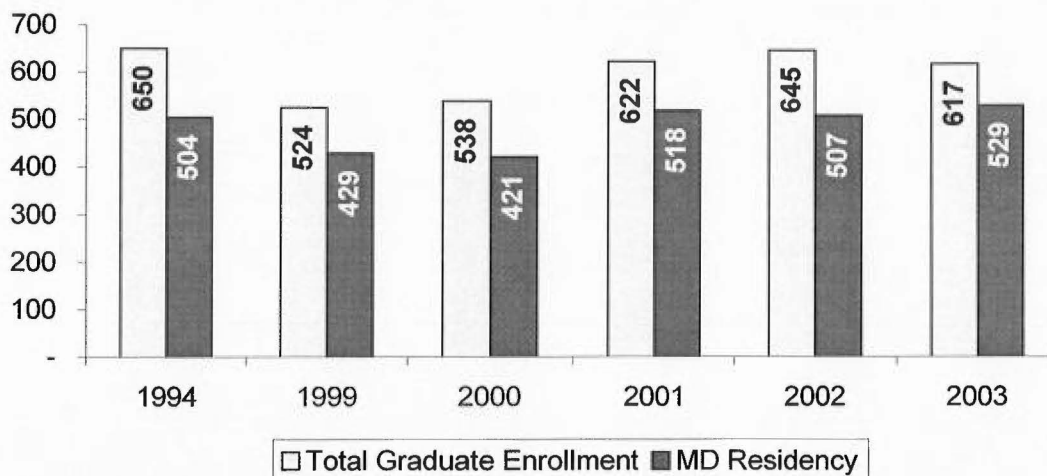


Figure 6:

FALL 2003 Graduate Enrollment (617) Residency by Region

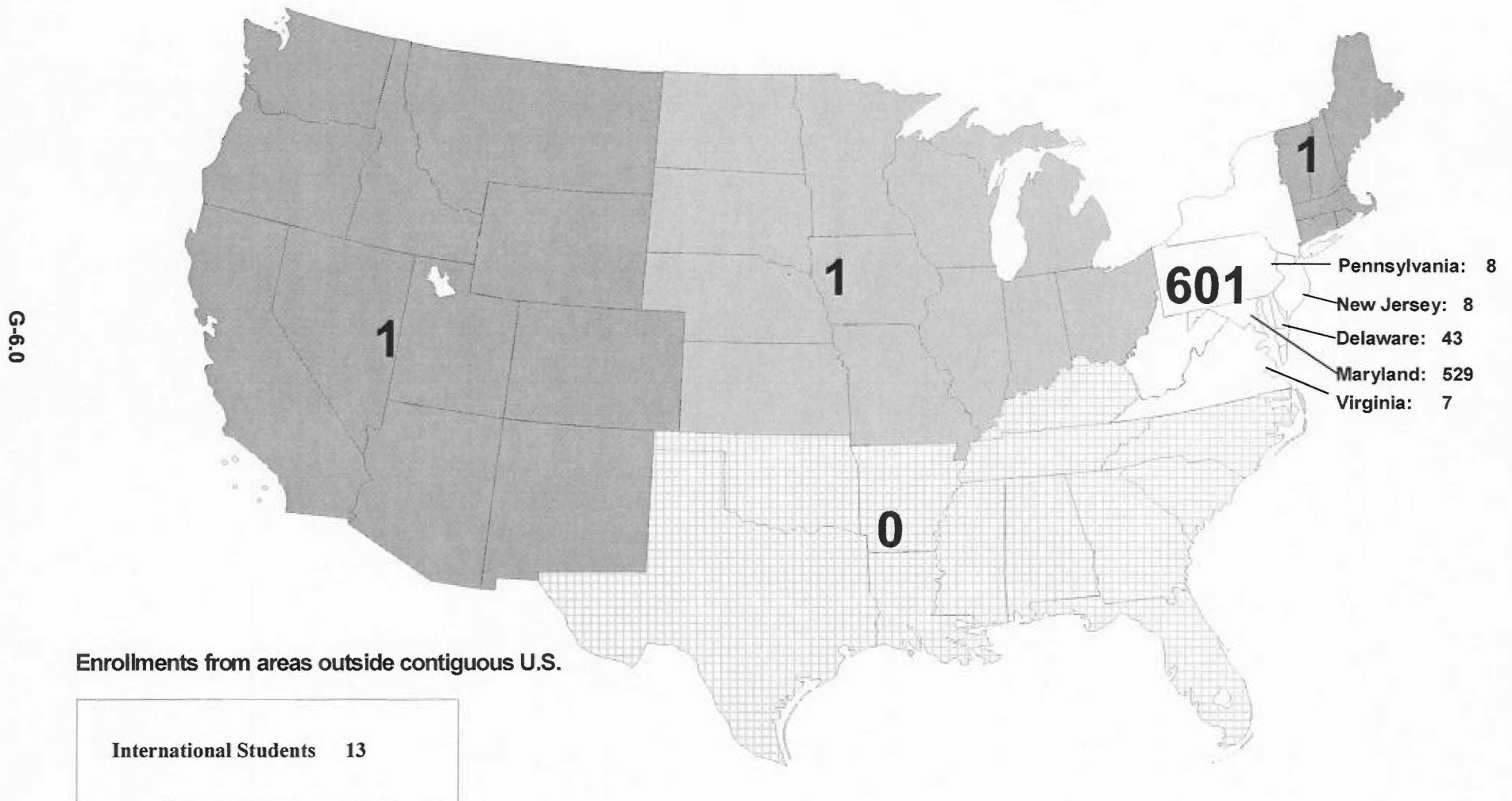


Table 6: Total Graduate Enrollment by County of Residence: 1999-2003

Fall Semesters	1999	2000	2001	2002	2003
Total Headcount	524	538	622	645	617
Allegany	1	2	1	1	-
Anne Arundel	13	10	9	17	14
Baltimore	9	14	13	12	12
Baltimore City	1	1	1	1	1
Calvert	2	1	-	1	1
Caroline	28	31	33	25	27
Carroll	3	2	4	6	4
Cecil	3	4	5	4	3
Charles	1	3	2	1	1
Dorchester	35	38	34	28	42
Frederick	2	3	6	6	8
Garrett	-	-	-	-	-
Harford	1	3	2	5	-
Howard	-	-	1	7	7
Kent	2	2	3	3	4
Montgomery	11	6	6	6	8
Prince George's	12	5	6	8	8
Queen Anne's	19	13	16	7	3
St. Mary's	-	2	-	2	1
Somerset	22	22	36	35	27
Talbot	31	25	30	32	24
Washington	-	1	3	4	4
Wicomico	157	164	216	213	246
Worcester	76	69	91	83	84
Unknown	-	-	-	-	-
Total for MD	429	421	518	507	529
Out-of-State	79	97	85	112	75
International	16	20	19	25	13
Other	-	-	-	1	-

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

See Glossary for additional details

Primary Counties & Percentages	
Wicomico	39.9%
Worcester	13.6%
Dorchester	6.8%
Caroline	4.4%
Somerset	4.4%
Talbot	3.9%
Baltimore	1.9%
Queen Anne's	0.5%

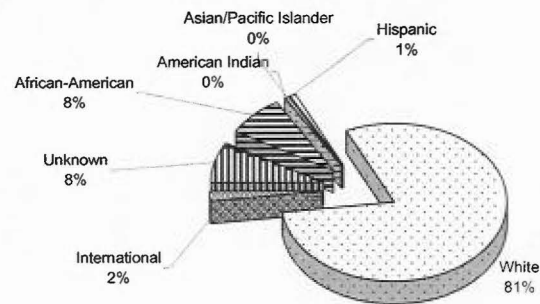
Region	1999	2003
	% of Total	% of Total
Eastern Shore	71.2%	74.6%
Western Shore	10.7%	11.2%
Out-of-State	15.1%	12.2%
International	3.1%	2.1%

Table 7:

Graduate Enrollment by Program, Race, and Status: Fall 2003

Program	African-American		American Indian		Asian/ Pacific Islander		Hispanic		White		International		Unknown		All Students		TOTAL
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Applied Health Physiology	3	-	-	-	-	-	-	-	9	4	1	-	-	-	13	4	17
Business	1	1	1	-	1	-	-	1	31	34	7	1	7	6	48	43	91
Education	1	7	-	-	-	-	-	-	9	97	-	-	3	1	13	105	118
Education, MA in Teaching	-	-	-	-	-	-	-	-	6	1	-	-	1	-	7	1	8
Education, School Administration	-	6	-	-	-	-	-	-	-	18	-	-	-	3	-	27	27
Reading Specialist	-	1	-	-	-	-	-	-	1	-	-	-	-	-	1	1	2
Math Education	-	-	-	-	-	-	-	1	-	3	-	-	-	-	-	4	4
English	1	-	-	-	-	1	-	-	2	15	1	1	1	3	5	20	25
History	-	-	-	-	-	-	-	-	4	10	1	-	-	3	5	13	18
Nursing	-	-	-	-	-	-	-	-	5	12	-	-	-	2	5	14	19
Social Work	11	4	-	-	-	-	-	-	34	23	1	-	2	3	48	30	78
Non-degree seeking	1	14	-	-	1	-	-	3	7	168	-	-	-	16	9	201	210
Total	18	33	1	-	2	1	-	5	108	385	11	2	14	37	154	463	617

Figure 7:

**Graduate Stratification by Race
Fall 2003**

G-80

Table 8: Graduate Student Credit Hours by Department: Fall Enrollment 1994, 1999-2003

Department	1994	1999	2000	2001	2002	2003	Majors
Accounting	-	96	96	111	102	108	3.1%
Applied Health Physiology	-	-	87	117	138	99	
Art	-	-	2	-	-	17	
Biology	12	18	40	72	42	46	
Business Administration	510	216	309	405	108	-	
Chemistry	7	-	-	-	-	-	4.3%
Communication Arts	-	-	3	-	-	-	
Economics	-	51	78	45	96	81	
Education, Administration	-	-	198	207	147	129	
Education, Elementary	12	66	-	-	-	-	
Education, General	1277	1077	882	936	876	703	25.4%
Education, Master of Arts in Teaching	-	-	78	66	66	81	1.9%
Education, Reading*	-	-	-	-	135	144	5.6%
Education, Secondary	12	18	-	-	-	3	
English	189	244	246	267	192	153	
Finance	-	-	-	-	-	9	
French	-	-	-	3	3	-	
General Studies	3	12	3	-	-	-	4.8%
Geography	3	3	-	-	-	3	
History	99	150	138	93	126	141	
Information Systems	-	-	-	-	84	152	
Interdisciplinary Studies	-	-	-	-	-	6	
Management	-	-	-	-	246	282	20.8%
Marketing	-	-	-	-	105	164	
Mathematics	45	6	12	63	96	82	
Music	3	-	-	-	-	-	
Music-Applied	5	-	4	12	6	7	
Nursing	200	168	165	145	167	107	20.8%
Philosophy	3	-	3	-	-	-	
Physical Education	12	6	6	9	-	3	
Political Science	3	-	-	-	-	-	
Psychology	312	147	96	24	-	-	
Social Work	-	9	6	333	719	843	20.8%
Sociology	-	-	-	-	-	3	
Spanish	-	-	-	3	-	3	
Theatre	-	-	-	-	-	7	
TOTALS	2707	2287	2452	2911	3454	3376	
Total FTES	226	191	204	243	288	281	

*New MHEC approved program.

Table 9: Enrollment in Graduate Degree Programs (Full and Part-Time) by School, and Discipline: Fall 1994, Fall 1999 to Fall 2003

School and Degree Program	Fall 1994	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Fulton School of Liberal Arts						
English	15	24	25	40	35	25
History	11	28	21	15	19	18
Psychology ¹	28	15	12	4	-	-
Total	54	67	58	59	54	43
Henson School of Science						
Nursing	70	23	52	38	29	19
Perdue School of Business						
Business Administration	109	48	70	81	109	91
Seidel School of Education						
Applied Health Physiology	-	-	10	14	18	17
Education	217	113	96	134	125	118
Education, MS in Math	-	-	-	-	-	4
Education, MA in Teaching	-	10	14	11	8	8
Education, Reading Specialist	-	-	-	-	-	2
Education, School Administration	-	28	27	29	21	27
Social Work ²	-	-	-	29	70	78
Total	217	151	147	217	242	254
Non-Degree Seeking	200	235	211	227	211	210
TOTAL	650	524	538	622	645	617

¹ The graduate program in Psychology has been discontinued.

² Masters in Social Work began Fall 2001.

Table 10: Graduate Degrees Awarded by Program: 1993-94, 1998-99 through 2002-03

Fiscal Year	1993-94	1998-99	1999-00	2000-01	2001-02	2002-03
Total Degrees	140	182	145	145	160	196
Applied Physiology MS	-	-	-	-	7	5
Business Administration MBA	24	38	28	35	39	46
Education MEd	97	74	61	51	49	70
MAT	-	21	9	11	13	13
Math Ed (MS)	-	-	-	-	-	1
Education, Administration MEd	-	12	9	8	15	11
English MA	9	16	15	15	23	17
History MA	2	6	7	8	4	6
Nursing MS	5	11	13	8	5	6
Psychology MA	3	4	3	9	5	2
Social Work MSW	-	-	-	-	-	19

Figure 8:

Degrees by Programs: FY 2002-03

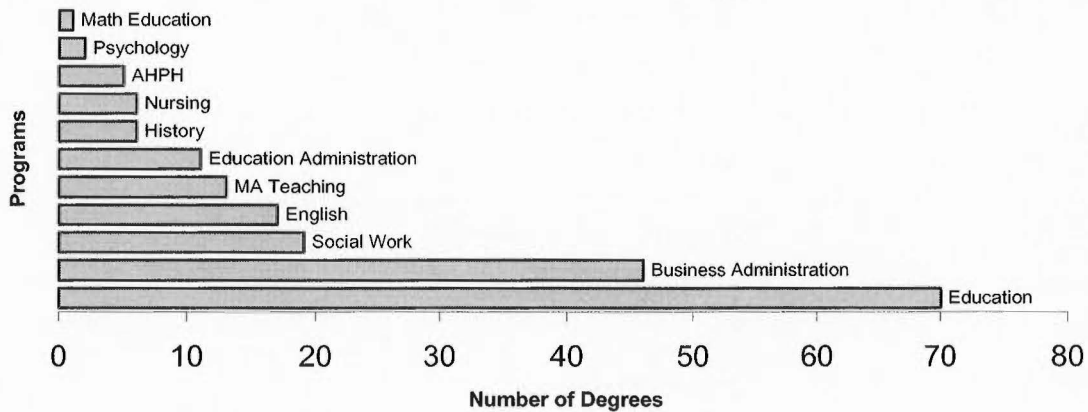


Figure 9:

Total Graduate Degrees: 1998-99 through 2002-03

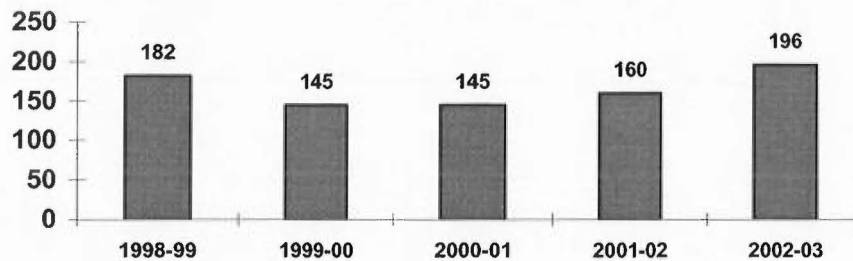


Table 11:

**2002-03 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	ELED	ESOL	MATH	PRAC	PSED	REED	SCED	TLTC	TOTAL
Applied Physiology	5												5
Business Admin, MBA	41	5											46
Education, MAT	13												13
Education, Math Ed (MS)	1												1
Education, MEd	8			6	5		5		21	18	1	6	70
Education, PSAD	11												11
English	4					13							17
History	6												6
Nursing	1		1					4					6
Psychology	2												2
Social Work	19												19
Total	111	5	1	6	5	13	5	4	21	18	1	6	196

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

ELED: Elementary Education
ENGL: English
ESOL: English as a Second Language
PMNP: Post-master's Family Nursing Practice

PRAC: Family Nurse Practitioner
PSED: Post-secondary Educ
REED: Reading Education
SCED: Secondary Education
TLTC: Teaching and Learning with Technology

Table 12:

Graduate Non-Degree Enrollment: 1999-2003

Fall Semesters	1999	2000	2001	2002	2003
Total Headcount	239	216	234	211	210
% Annual Growth	2.1%	-7.7%	8.3%	-9.8%	-0.5%
Total Men	67	58	61	50	48
% Men	28.0%	26.9%	26.1%	23.7%	22.9%
Total Women	172	158	173	161	162
% Women	72.0%	73.1%	73.9%	76.3%	77.1%
F.T.E.S. ¹	92.4	74.2	74.2	66.1	64.8
F.T.E.S. % Annual Growth	6.8%	-19.7%	0.0%	-10.9%	-2.0%
Full Time Students	33	21	17	12	9
Men	14	16	7	3	2
Women	19	5	10	9	7
% Full Time	13.8%	9.7%	7.3%	5.7%	4.3%
Part Time Students	206	195	217	199	201
Men	53	42	54	47	46
Women	153	153	163	152	155
% Part Time	86.2%	90.3%	92.7%	94.3%	95.7%

Figure 10:

**Total Graduate Non-Degree Headcount Enrollment:
1999-2003**

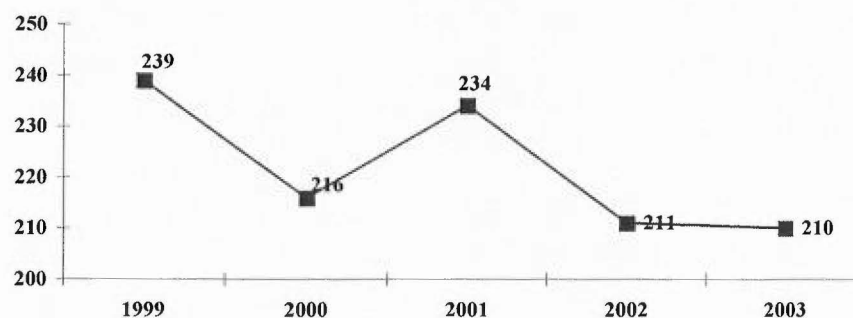


Table 13:

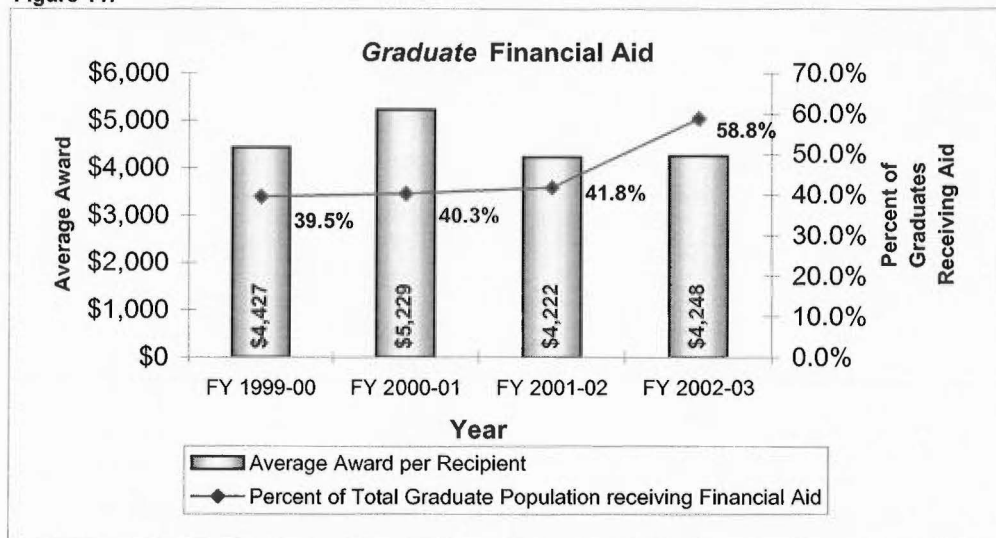
Graduate Financial Aid Awards Summary

Fiscal Year 1999-00 to 2002-03

	Number of Recipients				% of FY 03
Type	FY 1999-00	FY 2000-01	FY 2001-02	FY 2002-03	Awards
GRANTS (recipients unduplicated within grants)					
Federal Sources	7	8	10	18	3.5%
Other Race/Desegregation Grants	0	3	4	9	1.7%
State Scholarships from Maryland Higher Education Comm.	10	17	23	3	0.6%
Tuition Waivers for Students	8	10	7	62	11.9%
Tuition Waivers for emp/dependents	60	54	89	122	23.4%
Tuition Waivers for Senior Cit/Disabled	5	2	3	6	1.2%
Institutional Sources	23	24	24	23	4.4%
Private Sources	4	7	8	65	12.5%
LOANS (recipients unduplicated within loans)					
Federal Stafford Loans (Guaranteed student loan)	68	82	88	126	24.2%
Federal PLUS Loans (Parent loan for child's education)	0	0	101	59	11.3%
Federal SLS & all other Federal (Supplemental loans to student)	0	0	0	0	0.0%
Private Sources	0	0	0	1	0.2%
STUDENT EMPLOYMENT					
Student Assistantships	40	33	36	27	5.2%
Total Number of Awards (recipients duplicated)					
	225	240	393	521	100.0%
Total Number of Recipients					
	207	217	260	379	
Total Dollar Amount of Aid					
	\$916,329	\$1,134,713	\$1,097,777	\$1,610,022	
Percent of Total Graduate Population receiving Financial Aid					
	39.5%	40.3%	41.8%	58.8%	
Average Award per Recipient					
	\$4,427	\$5,229	\$4,222	\$4,248	

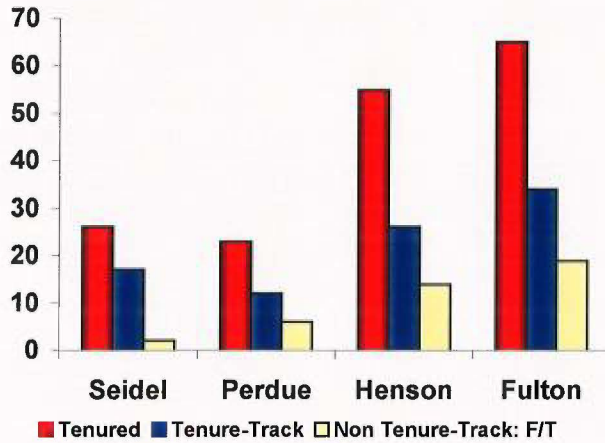
Source: HEGIS reports on financial aid awards, Form S-5 completed by SU's Financial Aid Office

Figure 11:

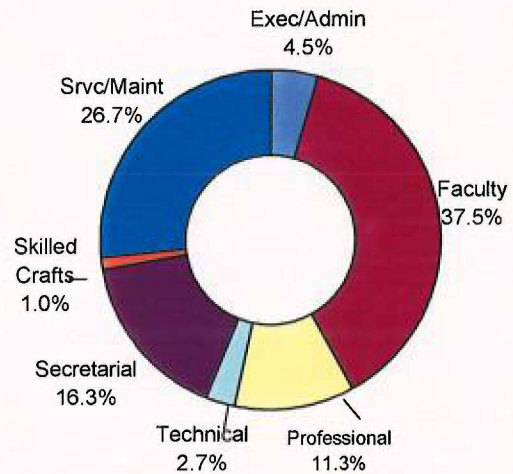


Employees

**Faculty Contract by School:
Fall 2003**



**All Employees by Category:
Fall 2003**



Full-Time Faculty by Rank & Sex: Fall 2003

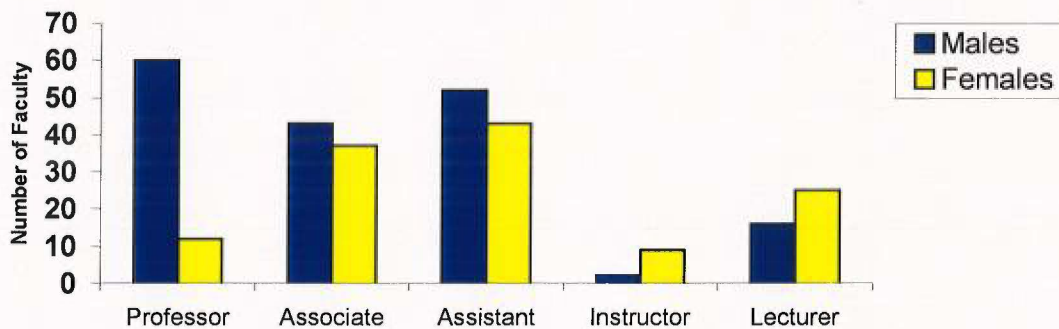


Table 1:

Summary of Faculty Characteristics
Includes Full-Time Non-Tenure Track Faculty, Fall 1999 - Fall 2003

Characteristic	1999		2000		2001		2002		2003	
	#	%	#	%	#	%	#	%	#	%
HEADCOUNT										
Tenured or Tenure-Track	215	82.4%	227.5	82.7%	241	82.8%	254	85.2%	258	86.3%
Non-tenure track	46	17.6%	47.5	17.3%	50	17.2%	44	14.8%	41	13.7%
Total	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
SCHOOL										
Fulton School of Liberal Arts	96	36.8%	104	37.8%	113	38.8%	117	39.3%	118	39.5%
Henson School of Science & Technology	91	34.9%	94	34.2%	98	33.7%	95	31.9%	95	31.8%
Perdue School of Business	34	13.0%	37	13.5%	37	12.7%	41	13.8%	41	13.7%
Seidel School of Education & Professional Studies	40	15.3%	40	14.5%	43	14.8%	45	15.1%	45	15.1%
Total	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
RACE/ETHNICITY										
African-American	8	3.1%	10	3.6%	13	4.5%	13	4.4%	12	4.0%
White	243	93.1%	256	93.1%	266	91.4%	270	90.6%	272	91.0%
Other	10	3.8%	9	3.3%	12	4.1%	15	5.0%	15	5.0%
Total	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
SEX										
Male	164	62.8%	174	63.3%	179	61.5%	180	60.4%	173	57.9%
Female	97	37.2%	101	36.7%	112	38.5%	118	39.6%	126	42.1%
Total	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
HIGHEST DEGREE										
Doctorate	191	73.2%	204.5	74.4%	218	74.9%	229	76.8%	235	78.6%
Masters	54	20.7%	50.5	18.4%	54	18.6%	53	17.8%	49	16.4%
Bachelors	8	3.1%	10	3.6%	10	3.4%	6	2.0%	6	2.0%
Terminal Masters ¹	8	3.1%	10	3.6%	9	3.1%	10	3.4%	9	3.0%
Total	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
RANK										
Professor	67	31.2%	71	31.2%	73	30.3%	73	28.7%	72	27.9%
Associate Professor	66	30.7%	66	29.0%	70	29.0%	78	30.7%	80	31.0%
Assistant Professor	76	35.3%	82	36.0%	87	36.1%	91	35.8%	95	36.8%
Instructor	6	2.8%	8.5	3.7%	11	4.6%	12	4.7%	11	4.3%
Total Ranked	215	100.0%	227.5	100.0%	241	100.0%	254	100.0%	258	100.0%
Non-tenure track/Unranked ²	46	17.6%	47.5	17.3%	50	17.2%	44	14.8%	41	13.7%
TOTAL FACULTY	261	100.0%	275	100.0%	291	100.0%	298	100.0%	299	100.0%
% TENURED BY RANK										
Professor	66	98.5%	70	98.6%	72	98.6%	72	98.6%	72	100.0%
Associate Professor	64	97.0%	61	92.4%	65	92.9%	71	91.0%	74	92.5%
Assistant Professor	25	32.9%	21	25.6%	19	21.8%	17	18.7%	22	23.2%
Instructor	1	16.7%	1	11.8%	1	9.1%	1	8.3%	1	9.1%
Total Tenured	156	72.6%	153	67.3%	157	65.1%	161	63.4%	169	65.5%
Tenure-Track	59	27.4%	74.5	32.7%	84	34.9%	93	36.6%	89	34.5%
Total Tenured/Tenure-Track	215	100.0%	227.5	100.0%	241	100.0%	254	100.0%	258	100.0%
F/T Non-tenure track/Unranked	46		47.5		50		44		41	
TOTAL FACULTY	261		275		291		298		299	

¹MFA 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.

Figure 1:

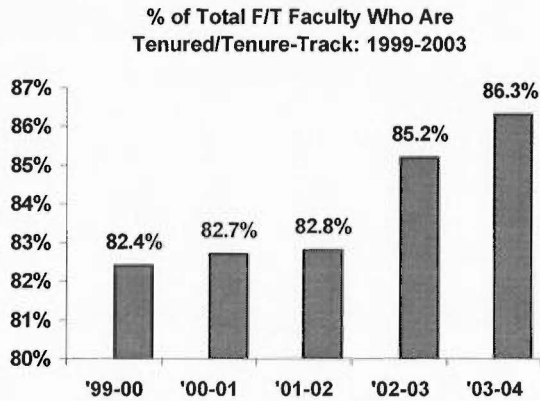


Figure 2:

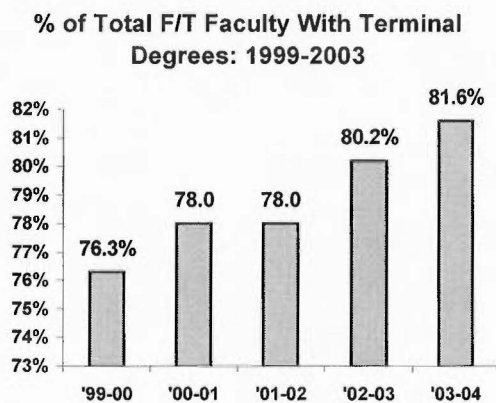


Figure 3:

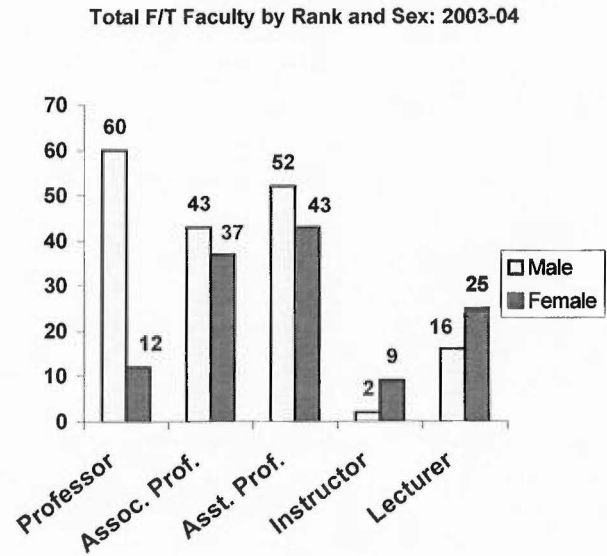


Figure 4:

% of Total F/T Faculty by School Fall 2003

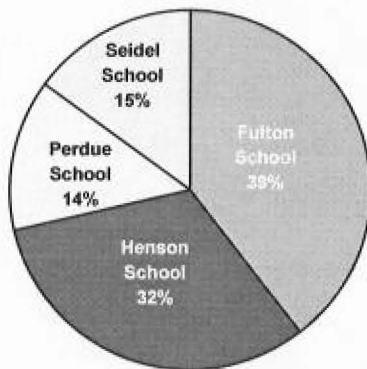
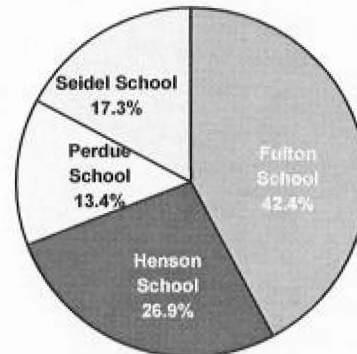


Figure 5:

% of Total SCHs by School Fall 2003



Programs Without Any Minority Full-Time Faculty

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

Table 2:

Faculty Tenure Status** by Rank, Department, and School, 2003 - 2004

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	-	9	-	1	10	-	-	6	-	6	16	63%
English	10	3	-	-	13	-	1	6	-	7	20	65%
History	5	6	-	-	11	-	-	7	-	7	18	61%
Modern Language	2	1	-	-	3	-	-	1	-	1	4	75%
Music	3	1	-	-	4	-	-	1	-	1	5	80%
Philosophy	3	1	-	-	4	-	-	1	-	1	5	80%
Political Science	2	1	-	-	3	-	-	2	-	2	5	60%
Psychology	3	2	3	-	8	-	-	4	-	4	12	67%
Sociology	-	2	2	-	4	-	-	2	1	3	7	57%
Subtotal	29	29	6	1	65	-	1	32	1	34	99	66%
Henson School of Science & Technology												
Biology	6	6	-	-	12	-	-	6	-	6	18	67%
Chemistry	4	-	-	-	4	-	-	4	1	5	9	44%
Computer Science	1	1	-	-	2	-	-	2	-	2	4	50%
Geography	2	4	-	-	6	-	-	1	1	2	8	75%
Math Sciences	5	5	-	-	10	-	-	4	-	4	14	71%
Medical Technology	-	2	1	-	3	-	-	-	-	-	3	100%
Nursing	3	4	5	-	12	-	-	2	3	5	17	71%
Physics	3	1	-	-	4	-	-	1	-	1	5	80%
Respiratory Therapy	-	2	-	-	2	-	-	1	-	1	3	67%
Subtotal	24	25	6	-	55	-	-	21	5	26	81	68%
Perdue School of Business												
Accounting	5	-	3	-	8	-	-	1	-	1	9	89%
Economics	-	1	-	-	1	-	-	2	-	2	3	33%
Finance	2	-	-	-	2	-	1	1	-	2	4	50%
Info Systems	1	1	1	-	3	-	1	2	1	4	7	43%
Management	3	2	-	-	5	-	-	2	-	2	7	71%
Marketing	2	2	-	-	4	-	1	-	-	1	5	80%
Subtotal	13	6	4	-	23	-	3	8	1	12	35	66%
Seidel School of Education & Professional Studies												
Education	4	9	2	-	15	-	-	7	2	9	24	63%
Physical Education	1	3	3	-	7	-	-	2	-	2	9	78%
Social Work	1	2	1	-	4	-	2	3	1	6	10	40%
Subtotal	6	14	6	-	26	-	2	12	3	17	43	60%
Total	72	74	22	1	169	-	6	73	10	89	258	66%

**Excludes the 41 full-time non-tenure track faculty. If included, the "% tenured" for all full-time faculty would be 56% (169 out of 299)

Figure 6:

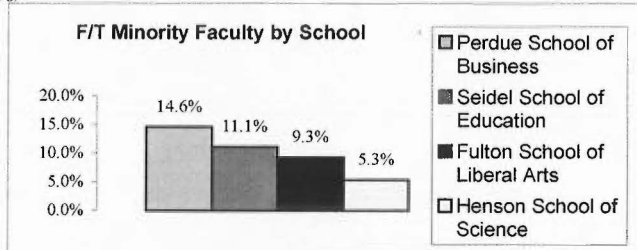
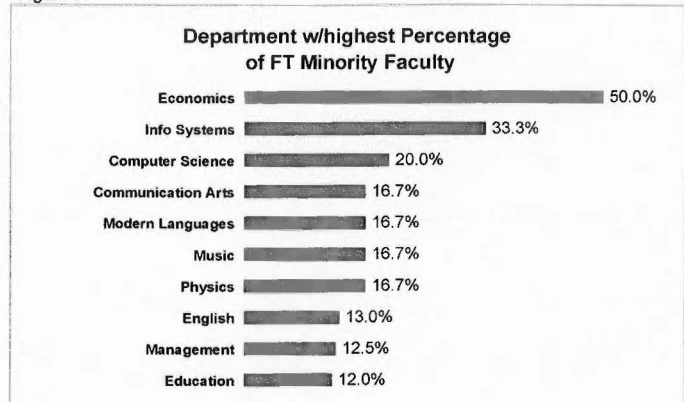


Figure 7:



Full-Time¹ Faculty by Race, Sex, School, and Department, Fall 2003

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
Fulton School of Liberal Arts																		
Art	-	-	-	-	-	-	1	-	1	-	-	-	6	5	11	7	5	12
Communication Arts	2	-	2	-	-	-	1	-	1	-	-	-	8	7	15	11	7	18
English	-	1	1	-	-	-	-	1	1	1	-	1	11	9	20	12	11	23
History	-	1	1	-	-	-	-	-	-	-	-	-	16	6	22	16	7	23
Modern Languages	-	-	-	-	-	-	-	-	-	-	1	1	3	2	5	3	3	6
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	-	-	-	-	-	-	-	-	-	7	5	12	7	6	13
Sociology	-	-	-	-	-	-	-	-	-	-	-	-	4	3	7	4	3	7
Subtotal	2	3	5	-	-	-	2	2	4	1	1	2	67	40	107	72	46	118
Henson School of Science and Technology																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	11	10	21	12	10	22
Chemistry	1	-	1	-	-	-	-	-	-	-	-	-	5	6	11	6	6	12
Computer Science	-	-	-	-	-	-	-	1	1	-	-	-	3	1	4	3	2	5
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	1	8	7	2	9
Math Sciences	-	-	-	-	-	-	-	-	-	-	-	-	14	3	17	14	3	17
Medical Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	-	3	3
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	1	16	17	1	16	17
Physics	-	-	-	-	-	-	1	-	1	-	-	-	4	1	5	5	1	6
Respiratory Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	3	1	4
Subtotal	2	-	2	-	-	-	1	2	3	-	-	-	48	42	90	51	44	95
Perdue School of Business																		
Acct & Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	8	1	9	8	1	9
Economics	-	-	-	-	-	-	1	1	2	-	-	-	1	1	2	2	2	4
Finance	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	5	-	5
Information Systems	-	-	-	-	-	-	2	1	3	-	-	-	3	3	6	5	4	9
Management	-	-	-	-	-	-	-	-	-	1	-	1	6	1	7	7	1	8
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	3	3	6
Subtotal	-	-	-	-	-	-	3	2	5	1	-	1	26	9	35	30	11	41
Seidel School of Health, Physical Education, & Human Performance																		
Education	1	2	3	-	-	-	-	-	-	-	-	-	10	12	22	11	14	25
Hlth, PE, and Human Perf.	1	-	1	-	-	-	-	-	-	-	-	-	4	5	9	5	5	10
Social Work	-	1	1	-	-	-	-	-	-	-	-	-	4	5	9	4	6	10
Subtotal	2	3	5	-	-	-	-	-	-	-	-	-	18	22	40	20	25	45
TOTAL	6	6	12	-	-	-	6	6	12	2	1	3	159	113	272	173	126	299

¹Includes -- full-time non-tenure track faculty

Table 4: Full-Time Faculty by Rank, Sex, & School, Fall 2003

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Total	Percentage of School
Fulton School of Liberal Arts							
Male	24	20	20	1	7	72	61.0%
Female	5	10	18	1	12	46	39.0%
Subtotal	29	30	38	2	19	118	100.0%
Henson School of Science & Technology							
Male	19	13	12	1	6	51	53.7%
Female	5	12	15	4	8	44	46.3%
Subtotal	24	25	27	5	14	95	100.0%
Perdue School of Business							
Male	12	5	10	-	3	30	73.2%
Female	1	4	2	1	3	11	26.8%
Subtotal	13	9	12	1	6	41	100.0%
Seidel School of Education & Professional Studies							
Male	5	5	10	-	-	20	44.4%
Female	1	11	8	3	2	25	55.6%
Subtotal	6	16	18	3	2	45	100.0%
GRAND TOTAL							
MALE	60	43	52	2	16	173	57.9%
FEMALE	12	37	43	9	25	126	42.1%
TOTAL	72	80	95	11	41	299	100.0%

Figure 8: Average Years of Faculty Service and Age by Rank, Fall 2003

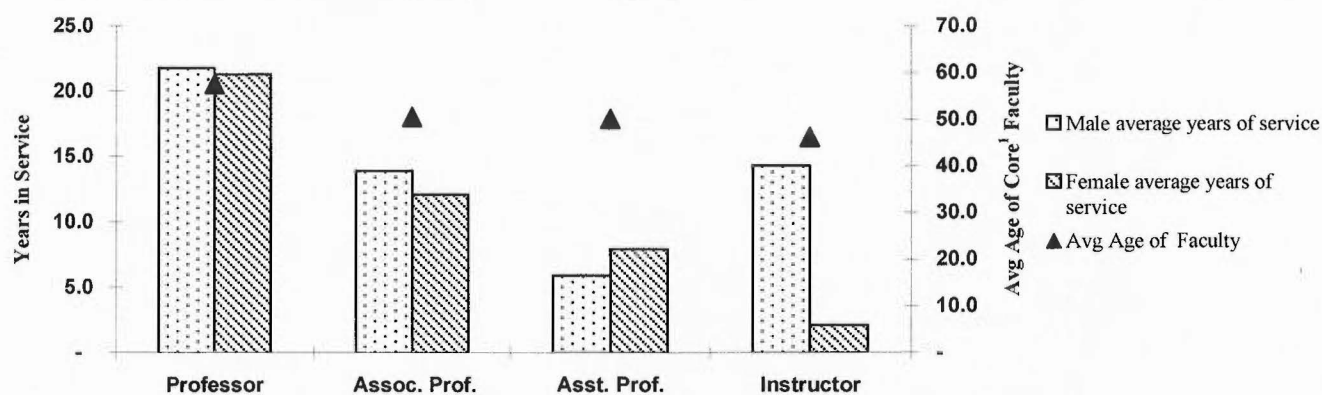


Table 5: Average Years of Service and Age of Faculty by Rank

(Up to and including Fall 2003 semester)

	Professor	Assoc. Prof.	Asst. Prof.	Instructor	OVERALL AVERAGE
Number of Faculty	72	80	95	11	
Average Age of faculty	57.6	50.5	50.1	46.2	52.2
Average Years of service for faculty at rank	21.7	13.0	6.8	4.3	12.8
Male average years of service	21.8	13.9	5.9	14.3	13.2
Female average years of service	21.3	12.1	7.9	2.1	12.7

Table 6:

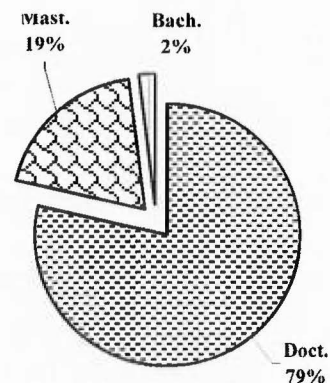
**Highest Degree Awarded to Tenured/Tenure Track Faculty
by State & Institution, Academic Year 2003 - 2004**

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
Auburn University	1	-	-	1
U. of Alabama	2	-	-	2
ARIZONA				
Arizona State U.	1	-	-	1
U. of Arizona	1	-	-	1
ARKANSAS				
U. of Arkansas	1	-	-	1
CALIFORNIA				
California Institute of the Arts	-	1	-	1
U. of S. California	1	-	-	1
U. of California, Los Angeles	2	-	-	2
U. of California, Irvine	1	-	-	1
Alliant International U.	1	-	-	1
COLORADO				
U. of N. Colorado	1	-	-	1
U. of Denver	1	-	-	1
U. of Colorado	2	-	-	2
CONNECTICUT				
U. of Connecticut	2	-	-	2
Yale U.	1	-	-	1
DELAWARE				
U. of Delaware	8	1	-	9
DISTRICT OF COLUMBIA				
Catholic University of America	6	1	-	7
George Washington U.	5	-	-	5
Georgetown U.	2	-	-	2
FLORIDA				
Florida State U.	4	-	-	4
U. of Florida	2	-	-	2
GEORGIA				
Emory U.	1	-	-	1
Georgia State U.	1	-	-	1
U. of Georgia	3	-	-	3
ILLINOIS				
Illinois State U.	1	-	-	1
Northwestern U.	1	-	-	1
Southern Illinois U.	1	2	-	3
U. of Chicago	-	1	-	1
U. of Illinois	1	-	-	1
INDIANA				
Indiana U.	6	-	-	6
Purdue U.	-	1	-	1
IOWA				
U. of Iowa	4	-	-	4
KANSAS				
Kansas State U.	1	-	-	1
U. of Kansas	3	-	-	3
KENTUCKY				
U. of Kentucky	1	-	-	1
Murray State U.	-	1	-	1
LOUISIANA				
Louisiana Tech	1	-	-	1
Louisiana U.	3	-	-	3
Northwestern U.	1	-	-	1
MARYLAND				
Goucher College	-	1	-	1
Johns Hopkins U.	2	-	-	2
Maryland Institute College of Art	-	1	-	1
Salisbury U.	-	6	-	6
U. of Baltimore	3	1	-	4
UMBC	1	-	-	1
UMCP	25	1	-	26
UMES	1	-	-	1

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

Table 6 cont.

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
RHODE ISLAND				
Brown U.	1	-	-	1
SOUTH CAROLINA				
U. of South Carolina	3	-	-	3
TENNESSEE				
East Tennessee State U.	-	1	-	1
Memphis State U.	1	-	-	1
U. of Tennessee	5	1	-	6
TEXAS				
Texas Christian U.	1	-	-	1
U. of Houston	2	-	-	2
U. of North Texas	1	-	-	1
U. of Texas	3	-	-	3
UTAH				
U. of Utah	2	-	-	2
VERMONT				
Goddard College	-	1	-	1
VIRGINIA				
College of William & Mary	2	-	-	2
George Mason U.	2	1	-	3
U. of Virginia	3	-	-	3
Va. Polytechnic Inst.	3	-	-	3
Va. Commonwealth U.	1	-	-	1
WEST VIRGINIA				
West Virginia U.	-	1	-	1
WISCONSIN				
U. of Wisconsin-Madison	5	-	-	5
FOREIGN COUNTRIES				
Sejong U., Republic of Korea	-	1	-	1
U. of Cambridge, UK	1	-	-	1
U. of Toronto, Canada	2	-	-	2
U. of Guelph, Canada	1	-	-	1
U. of Calgary, Canada	1	-	-	1
U. of British Columbia, Canada	1	-	-	1
U. of Sheffield, UK	1	-	-	1
U. of Victoria, B.C., Canada	1	-	-	1
Tenured/Tenure-Track Faculty Subtotal	227	30	1	258



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

Table 7:

Highest Degree Awarded to Full-Time Non-Tenure Track Faculty

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
U. of Alabama	1	-	-	1
ARIZONA				
U. of Arizona	-	1	-	1
DELAWARE				
U. of Delaware	-	1	-	1
Wilmington College	-	2	-	2
DISTRICT OF COLUMBIA				
George Washington U.	-	2	-	2
INDIANA				
Indiana State U.	1	1	-	2
KANSAS				
U. of Kansas	-	1	-	1
MAINE				
U. of Maine	-	-	1	1
MARYLAND				
Salisbury U.	-	10	1	11
U. of Baltimore	-	1	-	1
UMCP	2	-	1	3
Washington College	-	1	-	1
UMBC	1	1	-	2

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

Granting Degree Institution	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
MICHIGAN				
Cranbrook Academy of Art	-	1	-	1
NORTH CAROLINA				
Appalachian State U.	-	1	-	1
East Carolina U.	-	1	-	1
OHIO				
Ohio State U.	1	-	-	1
OKLAHOMA				
U. of Oklahoma	-	-	1	1
OREGON				
U. of Oregon	1	-	-	1
PENNSYLVANIA				
Lehigh U.	-	1	-	1
Villanova U.	-	-	1	1
Penn State U.	1	-	-	1
VIRGINIA				
Old Dominion U.	-	1	-	1
WASHINGTON				
U. of Washington	-	1	-	1
WISCONSIN				
U. of Wisconsin-Madison	-	1	-	1
Total Full-Time non-tenure track faculty*	8	28	5	41
GRAND TOTAL FOR ALL FACULTY	235	58	6	299

02/tb03-04factbook/faculty/fachighestdegree

Tenured/Tenure-Track Faculty: 41 states, the District of Columbia and 3 foreign countries represented;

88% with doctoral degrees, 91% with terminal degrees.

All Full-Time Faculty (299): 43 states, the District of Columbia and 3 foreign countries represented;

79% with doctoral degrees; 82% with terminal degrees

Terminal Degrees represent 122 institutions of higher education in 43 states, the District of Columbia and 3 foreign countries.

Table 8

Salisbury University
SCH to Ratio
Academic Years 1998-1999 through 2002-2003

	AY 1998-1999			AY 1999-2000			AY 2000-2001			AY 2001-2002			AY 2002-2003		
	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio	SCH(1)	FTEF	SCH/FTEF Ratio
Fulton School of Liberal Arts															
ART	4,598	11.24	409.06	5,088	12.21	416.66	5,614	14.08	398.72	5,802	14.29	406.02	6,778	17.13	395.68
CMAT & THEA	9,053	17.24	525.01	9,557	19.02	502.55	10,044	19.36	518.71	10,623	21.37	497.10	10,964	20.77	527.88
ENGL	9,425	24.45	385.48	12,263	24.82	494.08	13,186	25.86	509.90	13,052	26.81	486.83	13,445	28.11	478.30
HIST & ANTH	14,010	23.84	587.79	13,734	24.86	552.56	15,354	23.55	652.08	15,096	23.15	652.10	15,996	25.31	632.00
MDFL	2,512	6.67	376.82	2,854	7.95	358.96	3,023	8.49	355.94	2,979	8.56	348.01	3,258	8.74	372.77
MUSC	2,365	10.62	222.60	2,480	10.97	226.16	2,246	10.10	222.39	2,009	9.08	221.26	1,464	8.53	171.63
PHIL	2,884	4.33	665.54	2,831	4.22	670.14	3,144	4.20	748.19	3,887	5.19	748.94	3,538	4.99	709.02
POSC	3,063	5.20	589.32	2,946	5.04	584.33	3,120	5.26	593.25	2,809	4.94	568.62	3,050	4.81	634.10
PSYC	8,323	13.16	632.65	9,318	13.87	671.93	10,372	14.77	702.37	10,455	12.68	824.53	10,670	13.23	806.50
SOCI & CADR	2,827	4.80	589.16	2,977	5.34	557.19	3,454	6.38	541.38	3,909	6.25	625.44	4,204	6.38	658.93
Average	59,060	121.54	485.91	64,048	128.30	499.22	69,557	132.05	526.75	70,621	132.32	533.71	73,367	138.00	531.64
Henson School of Science & Technology															
BIOL & ENVH	12,053	26.38	456.86	11,599	27.36	423.95	12,204	26.89	453.86	12,921	26.46	488.32	12,770	27.62	462.35
CHEM	5,200	12.47	417.02	5,321	12.56	423.79	5,168	12.65	408.44	5,544	12.72	435.85	5,398	12.45	433.57
GEOG	5,318	8.84	601.87	5,870	9.14	642.03	5,583	7.66	728.57	6,018	8.88	677.70	5,941	9.18	647.17
MDTC & RESP	1,269	8.37	151.64	986	7.76	127.02	1,035	7.60	136.13	1,043	7.68	135.81	1,014	7.36	137.77
MATH & COSC	10,092	19.23	524.68	10,330	20.41	506.06	11,352	21.24	534.55	12,379	23.68	522.76	12,451	23.11	538.77
NURS	2,655	19.50	136.14	2,933	20.23	145.01	3,318	20.72	160.15	3,223	19.59	164.52	3,853	23.77	162.10
PHYS	2,359	6.62	356.32	2,392	6.43	372.25	2,757	7.45	370.15	2,702	7.44	363.17	3,123	6.88	453.92
Average	38,946	101.41	384.03	39,431	103.89	379.56	41,417	104.21	397.43	43,830	106.45	411.74	44,550	110.37	403.64
Perdue School of Business															
ACCT	3,441	9.03	380.89	3,633	10.27	353.75	3,330	10.44	318.97	3,249	10.30	315.44	4,752	10.26	463.16
BUAD, MKTG, MGMT (2)	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	9,603	17.42	551.26
ECON & FINA	2,679	7.79	343.83	3,084	9.78	315.26	3,030	11.00	275.54	3,042	10.13	300.30	5,526	10.79	512.14
INFO	2,423	9.69	250.05	2,602	9.25	281.42	3,044	12.19	249.63	3,023	10.98	275.32	4,891	11.70	418.03
Average	20,506	41.18	497.92	22,195	44.57	498.03	23,567	49.96	471.74	24,331	46.32	525.28	24,772	50.17	493.76
Seidel School of Professional Studies															
ELED	13,084	28.25	463.15	13,110	29.02	451.76	13,775	30.61	450.02	14,131	31.82	444.09	14,323	33.49	427.68
PHED, EXSC, ATTR	9,142	17.92	510.16	9,443	17.12	551.58	9,736	18.99	512.69	10,438	19.59	532.82	11,324	20.63	548.91
SOWK	2,907	6.82	426.53	2,878	6.42	448.29	3,231	6.73	480.12	3,701	8.21	450.79	4,317	10.57	408.42
Totals/Ave	25,133	52.99	474.34	25,431	52.56	483.85	26,742	56.33	474.74	28,270	59.62	474.17	29,964	64.69	463.19
Totals/Ave	143,645	317.13	452.96	151,105	329.31	458.86	161,283	342.55	470.83	167,052	344.71	484.62	172,653	363.23	475.33

- NOTE: (1) In the Fulton School, approximately 900-1700 SCH are generated within Interdisciplinary Studies and Honors courses. These were not assigned to any department.
In the Seidel School, 400-600 SCH are generated by General Studies, Leisure Studies and Military Science. These also were not assigned to any of the departments above.
- (2) In the Perdue School, student credit hours generated by certain courses taught by ACCT, ECON, FINA and INFO faculty were included under BUAD prior to AY2002-2003.

Sources: SCH is from Annual Credit Hour Production, Fall, 2003 Fact Book.
FTEF is derived from the 2002-2003 Faculty Workload Report.

Table 9:

Salisbury University
Student to Faculty Ratio
Academic Years 1998-1999 through 2002-2003

	AY 1998-1999			AY 1999-2000			AY 2000-2001			AY 2001-2002			AY 2002-2003		
	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio	FTEF	FTEF	Student to Faculty Ratio
Fulton School of Liberal Arts															
ART	309	11.24	13.76	339	12.21	13.89	374	14.08	13.29	387	14.29	13.53	452	17.13	13.19
CMAT & THEA	604	17.24	17.50	637	19.02	16.75	670	19.36	17.29	708	21.37	16.57	731	20.77	17.60
ENGL	833	24.45	17.04	826	24.82	16.63	888	25.86	17.16	879	26.81	16.38	905	28.11	16.11
HIST & ANTH	949	23.84	19.92	921	24.86	18.52	1,028	23.55	21.83	1,009	23.15	21.80	1,071	25.31	21.16
MDFL	168	6.67	12.58	190	7.95	11.97	202	8.49	11.86	199	8.56	11.61	217	8.74	12.43
MUSC	157	10.62	7.38	166	10.97	7.55	150	10.10	7.42	134	9.08	7.39	98	8.53	5.73
PHIL	195	4.33	22.49	189	4.22	22.34	210	4.20	24.95	259	5.19	24.96	236	4.99	23.63
POSC	206	5.20	19.86	196	5.04	19.48	208	5.26	19.77	187	4.94	18.97	203	4.81	21.14
PSYC	567	13.16	21.54	625	13.87	22.55	694	14.77	23.50	697	12.68	27.50	711	13.23	26.89
SOCI & CADR	190	4.80	19.83	198	5.34	18.57	230	6.38	18.05	261	6.25	20.85	280	6.38	21.96
Average			17.19			16.71			17.62			17.84			17.77
Henson School of Science & Technology															
BIOL & ENVH	810	26.38	15.36	774	27.36	14.14	814	26.89	15.14	863	26.46	16.30	852	27.62	15.42
CHEM	351	12.47	14.06	355	12.56	14.13	345	12.65	13.61	370	12.72	14.53	360	12.45	14.45
GEOG	357	8.84	20.21	391	9.14	21.41	372	7.66	24.29	401	8.88	22.59	396	9.18	21.57
MDTC & RESP	87	8.37	5.21	66	7.76	4.23	69	7.60	4.54	70	7.68	4.53	68	7.36	4.59
MATH & COSC	687	19.23	17.86	689	20.41	16.88	758	21.24	17.84	828	23.68	17.49	834	23.11	18.04
NURS	183	19.50	4.70	201	20.23	4.97	227	20.72	5.47	220	19.59	5.62	261	23.77	5.50
PHYS	160	6.62	12.08	159	6.43	12.41	184	7.45	12.34	180	7.44	12.11	208	6.88	15.13
Average			12.99			12.68			13.28			13.77			13.50
Perdue School of Business															
ACCT	235	9.03	13.01	244	10.27	11.90	225	10.44	10.75	220	10.30	10.69	320	10.26	15.60
BUAD, MKTG, MGMT	826	14.67	28.16	866	15.27	28.37	956	16.33	29.29	1,015	14.91	34.05	654	17.42	18.77
ECON & FINA	182	7.79	11.67	208	9.78	10.62	204	11.00	9.28	205	10.13	10.11	373	10.79	17.29
INFO	164	9.69	8.46	173	9.25	9.38	203	12.19	8.32	202	10.98	9.18	329	11.70	14.05
Average			17.08			16.74			15.89			17.72			16.70
Seidel School of Professional Studies															
ELED	935	28.25	16.54	912	29.02	15.71	957	30.61	15.63	982	31.82	15.43	995	33.49	14.85
PHEC, EXSC, ATTR	644	17.92	17.97	630	17.12	18.40	652	18.99	17.18	701	19.59	17.88	735	20.63	17.81
SOWK	198	6.82	14.52	192	6.42	14.95	216	6.73	16.01	257	8.21	15.68	311	10.57	14.71
Average			16.77			16.49			16.20			16.27			15.77
Institutional Average			15.76			15.41			15.81			16.30			15.97

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

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

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

Sources: FTES derived from SCH is from Annual Credit Hour Production, Fall 2003 Fact Book.

FTEF derived from courses taught is from the annual Faculty Workload Reports.

**Table 1: Number of Employees by Occupational Category, Race/Ethnicity, Sex, and Status
Fall 2003**

							Total	
	White		African-American		Other/Minority¹			
Category/Sex	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative								
Male	28	-	4	-	1	-	33	-
Female	27	-	1	-	-	-	28	-
Subtotal	55	-	5	-	1	-	61	-
Faculty								
Male	159	57	6	2	8	15	173	74
Female	113	108	6	1	7	16	126	125
Subtotal	272	165	12	3	15	31	299	199
Faculty/Librarian								
Male	4	-	-	-	-	-	4	-
Female	4	-	1	-	-	-	5	-
Subtotal	8	-	1	-	-	-	9	-
Professional								
Male	67	4	4	-	2	-	73	4
Female	61	7	7	-	1	-	69	7
Subtotal	128	11	11	-	3	-	142	11
Teaching & Research Assistants								
Male	-	2	-	-	-	2	-	4
Female	-	9	-	-	-	1	-	10
Subtotal	-	11	-	-	-	3	-	14
Technical/Paraprofessional								
Male	18	1	-	-	-	-	18	1
Female	12	3	1	2	-	-	13	5
Subtotal	30	4	1	2	-	-	31	6
Secretary/Clerical								
Male	12	15	3	3	-	1	15	19
Female	132	27	20	3	1	3	153	33
Subtotal	144	42	23	6	1	4	168	52
Skilled Crafts								
Male	11	-	3	-	-	-	14	-
Female	-	-	-	-	-	-	-	-
Subtotal	11	-	3	-	-	-	14	-
Service/Maintenance								
Male	45	30	50	32	4	4	99	66
Female	23	42	47	80	2	2	72	124
Subtotal	68	72	97	112	6	6	171	190
TOTALS								
Male	344	109	70	37	15	22	429	168
Female	372	196	83	86	11	22	466	304
Grand Total	716	305	153	123	26	44	895	472

Source: Employee file as of October 15, 2003.

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

Table 2:

**Number of Employees by Occupational Category and Status
Fall 1999 - Fall 2003**

Category/Status	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	2-Yr Change 2001-2003	% Change 1999 - 2003
Executive/Administrative							
Full-Time	63	69	69	66	61	-11.6%	-3.2%
Part-Time	2	2	-	-	-	-	-
Subtotal	65	71	69	66	61	-11.6%	-6.2%
Faculty							
Full-Time							
Tenured/Tenure-Track	215	227	241	254	258	7.1%	20.0%
Non-Tenured Track	46	48	50	44	41	-18.0%	-10.9%
Faculty/Librarians*	-	-	-	-	9	-	-
Subtotal	261	275	291	298	308	5.8%	18.0%
Part-Time	133	151	163	173	199	22.1%	49.6%
Subtotal	394	426	454	471	507	11.7%	28.7%
Professional							
Full-Time	123	135	154	150	142	-7.8%	15.4%
Part-Time	16	33	45	31	11	-75.6%	-31.3%
Subtotal	139	168	199	181	153	-23.1%	10.1%
Teaching & Research Assistants							
Full-Time	-	-	-	-	-	-	-
Part-Time	3	1	-	1	14	-	-
Subtotal	3	1	-	1	14	-	-
Technical/Paraprofessional							
Full-Time	30	35	33	33	31	-6.1%	3.3%
Part-Time	-	1	-	1	6	-	-
Subtotal	30	36	33	34	37	12.1%	23.3%
Secretary/Clerical							
Full-Time	169	177	143	161	168	17.5%	-0.6%
Part-Time	43	54	56	55	52	-7.1%	20.9%
Subtotal	212	231	199	216	220	10.6%	3.8%
Skilled Crafts							
Full-Time	16	15	15	15	14	-6.7%	-12.5%
Part-Time	-	3	-	-	-	-	-
Subtotal	16	18	15	15	14	-6.7%	-12.5%
Service/Maintenance							
Full-Time	214	191	243	193	171	-29.6%	-20.1%
Part-Time	85	150	113	191	190	68.1%	123.5%
Subtotal	299	341	356	384	361	1.4%	20.7%
TOTALS							
Full-Time	876	897	948	916	895	-5.6%	2.2%
Part-Time	282	395	377	452	472	25.2%	67.4%
GRAND TOTAL	1,158	1,292	1,325	1,368	1,367	3.2%	18.0%

Source: Employee file as of 10/15/03.

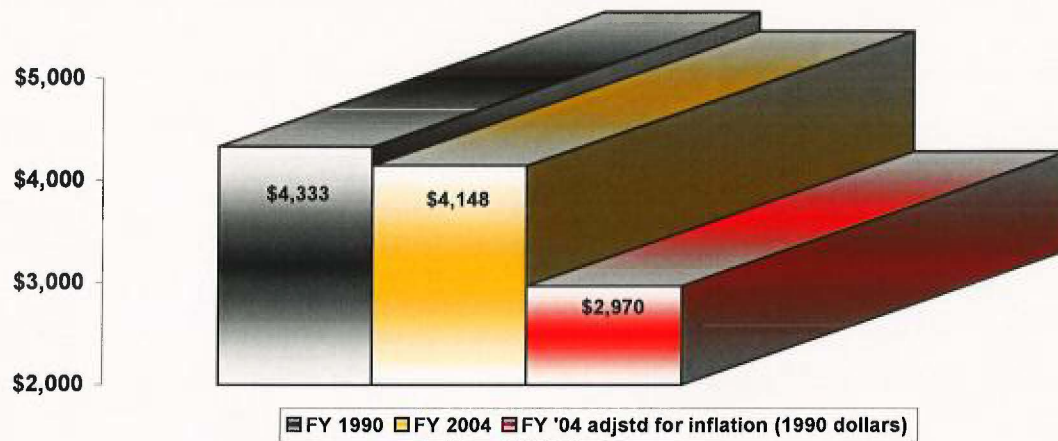
* Due to USM policy, librarians are now coded as faculty.

Note: An audit of these vital state and federal reporting categories revealed a significant number of erroneous classifications that were applicable to all but faculty data.

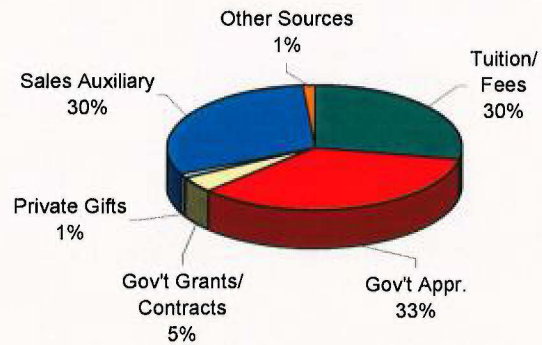
The Office of Human Resources began to improve its record keeping beginning in 2001. Prior year errors remain. No accurate recording of Teaching Assistants was kept until 2003. Faculty data maintained by the Office of Institutional Research are accurate for all years.

Resources

Salisbury University: State Appropriation per FTES:
FY 1990, FY 2004, FY 2004 (in constant 1990 dollars)



Operating Revenues by Source: FY 2002



Library Collections: Fall 2003

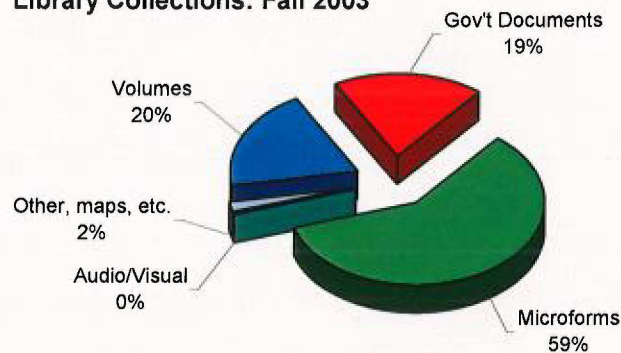


Table 1 :

Tuition and Fees

	1999-00	2000-01	2001-02	2002-03	2003-04
Undergraduate Program					
Tuition and Fees					
Resident (Full-Time)	\$4,156	\$4,312	\$4,486	\$4,804	\$5,564
% Increase	3.8%	3.8%	4.0%	7.1%	15.8%
Non-Resident (Full-Time)	\$8,550	\$9,048	\$9,942	\$10,568	\$12,452
% Increase	4.1%	5.8%	9.9%	6.3%	17.8%
Non-Resident (per credit)	\$308	\$326	\$345	\$370	\$443
Resident (per credit)	\$125	\$130	\$135	\$142	\$171
Room (double occupancy)	\$2,900	\$3,000	\$3,150	\$3,300	\$3,350
% Room Increase	3.6%	3.4%	5.0%	4.8%	1.5%
Board (19-meal plan)	\$2,690	\$2,790	\$2,940	\$3,050	\$3,550
% Board Increase	3.9%	3.7%	5.4%	3.7%	16.4%
Total Tuition, Room & Board					
Resident	\$9,746	\$10,102	\$10,576	\$11,154	\$12,464
% Increase	4.5%	3.7%	4.7%	5.5%	11.7%
Non-Resident	\$14,140	\$14,838	\$16,032	\$16,918	\$19,352
% Increase	4.0%	4.9%	8.0%	5.5%	14.4%
Graduate Program					
Tuition and Fees					
Resident (per credit)	\$162	\$168	\$174	\$184	\$215
% Increase	2.5%	3.7%	3.6%	5.7%	16.8%
Non-Resident (per credit)	\$318	\$336	\$355	\$380	\$455
% Increase	2.6%	5.7%	5.7%	7.0%	19.7%
Facilities Fee (per credit)	\$4	\$4	\$4	\$4	\$4
Technology Fee (per credit)	-	-	-	\$3	\$4

offbook total enrollment

Figure 1:

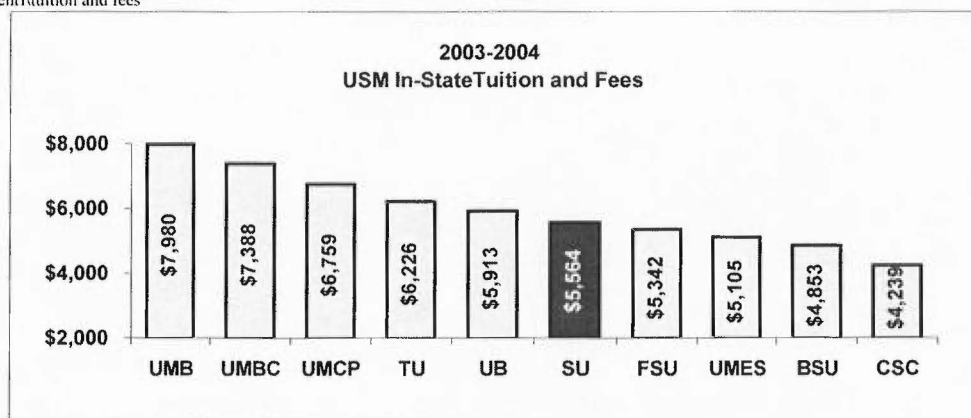


Figure 2:

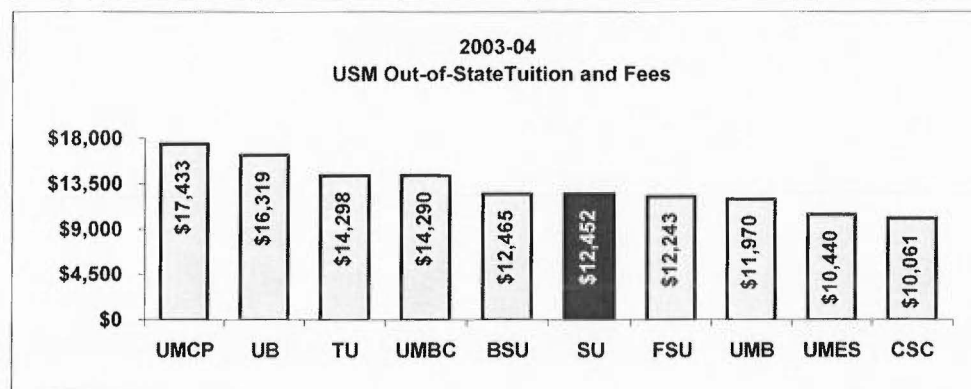


Table 2: Operating Revenue by Source: Fiscal Year 1998 - Fiscal 2002¹

Source	FY 1998 % of FY Total	FY 1999 % of FY Total	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total
Tuition and Fees	\$20,548,619 27.3%	\$21,831,911 25.8%	\$22,856,888 25.9%	\$25,290,486 28.6%	\$24,022,152 27.2%
Government Appropriations					
Federal	-	-	-	-	-
State	20,939,693	22,178,854	24,476,838	28,100,148	29,499,698
% of Total	27.8%	26.2%	27.7%	31.8%	33.4%
Government Grants & Contracts					
Federal-Restricted	1,922,759	2,093,971	2,248,473	2,896,846	3,668,499
% of Total	2.6%	2.5%	2.5%	3.3%	4.2%
Capital Appropriations	-	-	-	-	31,182
% of Total	-	-	-	-	-
Federal-Unrestricted	63,795	-	-	-	-
% of Total	0.1%	-	-	-	-
State-Restricted	545,121	1,185,434	1,181,775	2,179,778	3,071,796
%	0.7%	1.4%	1.3%	2.5%	3.5%
State-Unrestricted	52,544	-	-	-	-
% of Total	0.1%	-	-	-	-
Private Gifts, Grants and Contracts:					
Restricted	678,022	128,454	335,148	441,587	929,666
% of Total	0.9%	0.2%	0.4%	0.5%	1.1%
Unrestricted	10,434	-	-	-	-
% of Total	-	-	-	-	-
Sales and Services of Educational Activities	70,822	172,982	203,954	140,427	-
% of Total	0.1%	0.2%	0.2%	0.2%	-
Sales and Services of Auxiliary Enterprises	19,614,267	21,455,360	23,039,358	24,399,699	25,932,110
% of Total	26.0%	25.3%	26.1%	27.6%	29.3%
Other Sources	576,707	567,076	1,051,770	1,215,551	1,227,421
% of Total	0.8%	0.7%	1.2%	1.4%	1.4%
Total Current Funds Revenues	\$65,022,783	\$69,614,042	\$75,394,204	\$84,664,522	\$88,382,524
%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

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

O:\Factbook\revenue expenditures.xls

Table 3:

Operating Expenditures: Fiscal Year 1998 - Fiscal Year 2002¹

Expenditures	FY 1998 % of FY Total	FY 1999 % of FY Total	FY 2000 % of FY Total	FY 2001 % of FY Total	FY 2002 % of FY Total
Educational & General Instruction	\$18,958,765	\$20,279,792	\$21,783,626	\$24,328,066	\$25,394,799
	28.6%	30.9%	29.2%	29.0%	29.8%
Research	1,562,643	1,774,513	2,262,218	3,726,600	4,986,751
	2.4%	2.7%	3.0%	4.4%	5.8%
Academic Support	4,632,965	5,030,993	5,508,846	6,097,788	6,305,288
	7.0%	7.7%	7.4%	7.3%	7.4%
Student Services	3,414,367	3,684,565	3,957,079	4,465,540	4,834,777
	5.1%	5.6%	5.3%	5.3%	5.7%
Instructional Support	6,981,106	7,917,469	8,485,863	9,956,601	10,644,199
	10.5%	12.1%	11.4%	11.9%	12.5%
Operation and Maintenance of Plant	4,805,247	5,184,193	5,271,908	6,343,166	8,524,787
	7.2%	7.9%	7.1%	7.6%	10.0%
Scholarships & Fellowships²					
Restricted Funds	1,622,329	1,693,095	2,756,048	3,109,055	118,264
	2.4%	2.6%	3.7%	3.7%	0.1%
Unrestricted Funds	1,067,619	1,250,365	n/a	n/a	n/a
	1.6%	1.9%	-	-	-
Transfers	2,137,086	2,680,002	2,856,623	2,459,633	2,363,531
	3.2%	4.1%	3.8%	2.9%	2.8%
Auxiliary Enterprises	21,221,091	16,205,338	21,647,472	23,365,891	22,094,765
	32.0%	24.7%	29.0%	27.9%	25.9%
Total Current Funds Expenditures & Transfers	\$66,403,218	\$65,700,325	\$74,529,683	\$83,852,340	\$85,267,161
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: IPEDS Finance Report

¹This report runs a year behind because of the federal reporting date. For additional information, see the Budget Office.²Scholarships and Fellowships are no longer broken down by restricted and unrestricted funds as of FY 2002

O:\Factbook\revenue expenditures.xls

Table 4: Office of Grants and Sponsored Research Funding Report

EXTERNAL GRANTS: FY 2003

	Total Submissions	Total Award Dollars	Total Cost Share	Total Annual Dollars	FY 03 Indirect Amount
Administration	\$410,009	\$331,240	\$267,152	\$331,210	\$16,234
Fulton	\$3,465,334	\$2,135,295	\$491,569	\$1,044,875	\$78,376
Henson	\$2,298,247	\$641,396	\$104,863	\$641,396	\$40,213
Perdue	\$768,114	\$391,337	\$394,058	\$391,337	\$35,873
Seidel	\$3,332,862	\$975,099	\$401,455	\$975,099	\$65,109
Ward Museum	-	-	-	-	-
FY 2003 Totals	\$10,274,566	\$4,474,367	\$1,659,097	\$3,383,917	\$235,805

EXTERNAL GRANTS: Cumulative 1999-2003

	FY 99	FY 00	FY 01	FY 02	FY 03
Proposals Submitted in Dollar Amounts	\$7,223,563	\$9,137,717	\$10,437,567	\$12,380,407	\$10,274,566
Total Award Dollars	\$2,370,532	\$3,222,511	\$5,065,542	\$5,358,870	\$4,474,367
Total Annual Dollars	\$1,342,305	\$2,536,169	\$4,534,323	\$4,674,231	\$3,383,947
Percent of Dollars Awarded	38%	35%	49%	43%	44%
Proposals Submitted					
Administration	5	17	18	13	11
Fulton	10	13	17	11	14
Henson	30	32	31	27	38
Perdue	10	8	9	10	17
Seidel	18	21	25	24	27
Ward Museum	-	-	3	-	-
Total Submitted	73	91	103	85	107
Total Awarded	37	48	55	47	73
Percent Awarded	50%	52%	53%	55%	68%
Principal Investigators*					
*unduplicated count					
Administration	4	10	11	11	11
Fulton	6	11	13	7	11
Henson	15	19	21	21	28
Perdue	7	4	5	4	3
Seidel	8	12	13	10	10
Ward Museum	-	-	1	-	-
Total	40	56	64	53	63
% of FT Faculty	15%	21%	23%	18%	21%
Cost Share Committed on Total Awards	\$1,253,424	\$1,823,988	\$833,645	\$782,766	\$992,636

Source: SU's Office of Grants & Sponsored Research Annual Report, Fiscal Year 2003

Table 5: LIBRARY COLLECTIONS AND TRANSACTIONS
Fall 1999 through Fall 2003

Collections

	1999	2000	2001	2002	2003
Number of volumes	246,294	249,710	251,991	253,958	253,168
Separate government documents collections	217,687	225,901	232,267	236,741	240,958
Microforms	686,751	700,446	720,426	738,503	752,088
Current periodical subscriptions	1,662	1,674	1,678	1,711	1,711
Audio-visual materials	10,638	10,638	10,674	10,690	4,535
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467

Library Transactions

	1999	2000	2001	2002	2003
Total hours open per typical week	101	101	100	100	100
General Loans (Circulation)	33,536	32,687	30,179	27,674	31,344
Reserve Loans	15,979	14,911	15,863	16,844	17,903
Directional Transactions	10,397	9,933	3,521	3,160	4,259
Informational Transactions	20,320	17,480	11,007	10,072	10,817
Bibliographic Instruction					
a. Population served	1,586	2,021	1,466	1,664	2,283
b. Number of Classes	70	103	67	87	112
Orientations					
a. Population served	1,171	579	1,195	162	0
b. Number of Groups	39	31	59	7	0

Source: SU's Library Office

Glossary

Adjunct Faculty: Part-time, temporary faculty

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

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

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

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

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

Budget FTES: The average of fall and spring FTES.

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

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

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

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

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

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

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

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

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

HBI: Historically Black Institutions

HBCU: Historically Black Colleges and Universities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resident Alien: A person who is not a citizen or national of the US and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form 1-551 or 1-151), a Temporary Resident Card (Form 1-688) or an Arrival-Departure Record (Form 1-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

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

SCH: Student Credit Hours

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

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

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

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

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

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

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