

SALISBURY UNIVERSITY

2001 Institutional Performance Accountability Report to the Maryland Higher Education Commission

July 2001



SALISBURY UNIVERSITY

2001 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT

Salisbury University is increasingly outcomes-oriented and reports these measures to internal academic and administrative leadership, the State of Maryland, the MHEC, governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a strategic plan and outcomes that support the State of Maryland's objectives for higher education, as well as Managing For Results (MFR). The University will achieve or is meeting many of its quality and outcome objectives targeted in the MFR, including but not limited to:

- Licensure and exam passing rates
- Undergraduate satisfaction with preparation for graduate school,
- High graduation and retention rates,
- Growth in the diversity portrait of our higher education workforce
- Undergraduate satisfaction with preparation for employment, and
- Expansion of SU's resource base from private and alternate sources.

The strategic goals and objectives of the University are dynamic, changing in response to the needs of our stakeholders and the creativity of institutional leaders. Salisbury University's first MFR submittal was conceptualized and constructed in 1999 and is now merged with MHEC's accountability reporting initiatives. The single accountability report demonstrates enormous progress in streamlining the compliance requirements to numerous State agencies. The University anticipates that MHEC's involvement and leadership in MFR performance accountability will realize a longer-term commitment to performance measures consistent with MHEC's expectations in past years.

Inputs and Quality

Salisbury University continues to focus on enrollment of highly qualified, motivated first-time freshmen. New freshman enrollment for the Fall 2000 class was 934, with a composite SAT score of 1,030 and 1,200 at the 25th and 75th percentiles, respectively, and an average high-school GPA of 3.4. Additionally, while maintaining a selective enrollment goal for first-time freshmen, the University remains committed to an open access policy, limited only by space and facilities capacities, admitting all students who successfully complete and transfer coursework from accredited community colleges.

The University has modified its admissions criteria to consider other factors in admissions besides the heavily weighted SAT and GPA scores. This was motivated by the University's emphasis to improve educational access to a broadly diverse community, and particularly students of underrepresented groups. Similarly, SU substantially revised its enrollment goals above previous projections in order to accommodate a larger percentage of Maryland's college-going population. In fall 2000, enrollment grew by 6% over the previous year, nearly achieving in a single semester its earlier 10-year enrollment projections. Salisbury University is now preparing to accommodate more than 1,000 additional students than it had previously planned to accommodate. However, the growth rate will be hindered by facilities limitations that are currently at or exceeding capacity. Additionally, to maintain an emphasis on quality education and services at the undergraduate and graduate level, the University intends to maintain

a student to faculty ratio that is comparable to its current level. Simultaneously, the Contingent II employee class, with the exception of grants, contracts, or other externally related positions, will be eliminated.

Salisbury University made enormous progress in moving toward its salary percentile level goals for faculty in FY 2001. Faculty salaries as a percentile of AAUP peers moved from the 72nd to the 80th percentile at the assistant professor level, from 53rd to 60th at the associate professor level, and from 65th to 69th at the level of professor. Simultaneously the University was able to increase the percentage of lower-division student credit hours taught by core faculty from 50% to 53%. These goals are critical to attracting and retaining superior faculty and to ensuring undergraduate students receive a quality education. It must be noted that the percentage of lower-division credit hours taught by core faculty would be substantially higher than that reported by the workload definition if the formula accounted for discipline specific variations. For instance, in an effort to maximize financial efficiencies and to utilize professional talents and resources external to the University, the institution employs many part-time faculty to teach physical activity courses that are a core requirement of undergraduate education. These faculty are often the best qualified to instruct particular activities, but as adjunct faculty, their instructional load is excluded from the calculations. Other courses in other disciplines, for instance in the health sciences, may employ local health professionals as adjunct faculty. Although this is both a prudent use of local expertise and an enormous efficiency measure, it has the result of lowering the percentage of lower-division courses taught by core faculty.

African-American students constituted 7.4% of the undergraduate enrollment in fall 2000, which represented a slight decline from the previous year. Diversity initiatives have been accelerated since the arrival of President Dudley-Eshbach in July 2000. Dialogue regarding the University's diversity portrait began in fall 2000, and on February 8, 2001, in an assertive move proclaiming the University's commitment to strengthening institutional diversity, President Dudley-Eshbach announced the following initiatives at a press conference open to the SSU community and general public.

1. Allocation of \$76,000 for a Partnerships for Success program to immediately recruit a more diverse incoming freshman and transfer class for fall 2001. Highlights include outreach to local high school or community college students, a minimum \$1,000 scholarship annually, additional financial aid, and special mentoring by students and faculty.
2. Creation of a new position of Minority Student Achievement Specialist. This new position will provide on-campus assistance in the transition to college and then in retention through graduation.
3. Conduct a national search for the vacant position of Special Assistant to the President for Diversity Initiatives/Affirmative Action.
4. A continuing series of meetings with African-American and Hispanic leaders to further discuss diversity actions.
5. With 10 percent of the region's population estimated to be Hispanic, the initiation of proposals to serve that population including joint efforts with Wor-Wic Community College and a possible "Hispanics' Opportunities for Learning Assistance" or "HOLA." (Both of these efforts are in the very earliest planning stages.)

6. An expansion of international education with the creation of a full-time Director of International Education, to be filled by July 1.
7. Under the leadership of the Director of SSU/UMES Collaborative Programming, renew efforts for academic and social exchange between the University of Maryland Eastern Shore and Salisbury State University in the nationally recognized award-winning collaboration, established in the 1980s.

The University was able to attract and appoint a number of additional women to the executive/managerial staff in FY 2001, thereby increasing the percentage of women in key leadership positions from 33% to 38% in one year. This exceeds SU's goal by 3 points and after future discussion between University officers, the status of this indicator as a core measure will be determined. Similarly, the University was able to attract and appoint additional African-American men to key leadership roles, increasing the percentage of African-American male executives/managers from 7.9% to 8.7%. Also, some progress was made in attracting and appointing African-American males to the faculty ranks, although more movement has been identified as an area of need.

Several exemplary University programs continue to advance and attain student success as evidenced by licensure-exam passing rates.

<i>Licensure Exam</i>	<i>Passing Rate</i>			
	FY 1998	FY 1999	FY 2000	FY 2001
<i>Medical Technology</i>	100%	80%	100%	100%
<i>Nursing</i>	87%	87%	91%	90%
<i>Respiratory Therapy</i>	100%	100%	100%	100%
<i>Teaching</i>	99%	96%	96%	96%

The University's principal service audience continues to expand and extends well beyond the borders of the Delmarva Peninsula.

- Approximately 80% of SU students are Maryland residents, representing all Maryland counties and Baltimore City.
- 53% of the full-time undergraduates and 45% of the total enrollment originate from the Western Shore of Maryland.

Further, as an additional confirmation of growing institutional diversity and international appeal, students come to SU from 40 states and U.S. territories, and from 33 foreign countries.

Outcomes and Outputs

The amount of grants and sponsored awards received annually continues to increase through the extraordinary efforts of a small staff in the Grants and Sponsored Research Office and increasing success by motivated faculty. Grants awarded in FY 2000 exceeded \$3,222,000. Although FY 2001 financials are not yet finalized, it is anticipated that the awards received in this fiscal year will exceed \$4.5 million. This level would surpass the University's targeted goal, which, given the variable nature of grants and sponsored funding, as well as a small but productive institutional support staff, had been targeted at an aggressive level. Like several other indicators, the targets will have to be reevaluated and

balanced against the University's priorities.

Annual giving reached \$2.1 million in FY 2000. Additionally, the capital campaign goal of \$13,000,000 was exceeded in 1999, compelling the University to establish a larger goal of \$18,500,000 by FY 2002. By FY 2000, \$15.48 million had been raised and the University is anticipating opportunities to further grow the University endowment at an accelerated rate. Targets for these indicators will be revisited regularly in consultation with the senior institutional officers, the Salisbury University Foundation, and other interested and relevant stakeholders.

Salisbury University continues to generate the highest 4, 5, and 6-year graduation rates in the University System of Maryland. In 2000, the 6-year graduation rate of the 1994 cohort rose to 70.6%—a 5 point gain over the previous cohort. Similarly, the 6-year graduation rate for African-Americans in the same cohort rose to 60.4%—an 8.5 point increase over the previous cohort. Although the University is particularly encouraged by the increase in the graduation rate of its African-American students, a rate that is clearly one of the highest in the USM, the trend for this population reveals large annual swings. A similar trend is experienced in the second-year retention rate of African-American students. In 2000, the second-year retention rate of African-American students experienced a significant drop over the previous year, declining to 65.8%. Conversely, the second-year retention rate for all students increased to 84.4% in 2000.

Trends Influencing Performance Accountability

Substantive academic, demographic, and financial trends influencing the University's performance are discussed throughout the narrative. However, one significant financial trend that is affecting performance has yet to be discussed, and any accountability report would be insufficient without failing to do so. Specifically, although Salisbury University has significant efficiency and alternate funding goals, and success in achieving them, State appropriations have a dramatic impact upon performance. Although it is not the University's intention to belabor the funding issue, the funding inequities are significant. Guideline funding has failed to materialize the guideline dollars and the University continues to receive the second lowest funding per full-time equivalent student in the USM. The State FY 2002 appropriation provides a perfect case in point. Salisbury University received a 6.5% funding increase while USM institutions received a 10% increase on average. Mandated salary increases of 2.5% for merit and 4% for COLA absorbed the vast majority of the additional appropriations.

However, the University has other performance goals: raising faculty salary levels to competitive levels in order to retain and attract a superior faculty; strategies to increase the access of underrepresented and disadvantaged students by enhancing the financial aid pool; technology upgrades; conversion of contingent employees; instructional technology enhancements to improve the quality of education; expanding teacher education programs, and so on. Undoubtedly these initiatives, all of which are consistent strategies or objectives in line with the *2000 Maryland State Plan for Postsecondary Education*, require adequate funding levels to achieve acceptable performance levels. Alternate funding sources and institutional efficiencies have a measurable, but limited impact in the overall ability of the University to achieve its numerous goals and better serve the citizens of Maryland. State

appropriations, while generous in the past, remain the most significant hurdle in performance accountability. Under current circumstances, instead of focusing its efforts on measurable progress in numerous areas, Salisbury University has been compelled to prioritize objectives delaying some goals for the sake of others.

Salisbury University is committed to providing diversity in the student body as well as among faculty and staff, and will continue to seek and implement creative strategies that are within legal guidelines for the achievement of this goal. The University articulates diversity in a larger context than those who may define it exclusively as a racial issue and instead envisions a larger perspective that is cognizant and inclusive of rich individual and group distinctions—distinctions which add immeasurably to a full educational experience of a community of teachers and learners from a variety of educational backgrounds, ethnic heritages, races, life experiences, political persuasions, religious beliefs, lifestyles, and other factors that define an individual or align with a group. Additionally, the University will continue to pursue students who bring national and international diversity to the educational process. Enrollment will reflect a stable growth rate over the next five years, consistent with the University's mission as a predominantly undergraduate teaching institution and within the limitations imposed by both location and physical facilities. Salisbury University will continue to explore collaboration with other institutions, distance education as strategies for meeting regional graduate and continuing education needs, and opportunities for doctoral programming in areas of regional need.

MANAGING FOR RESULTS INDICATORS

Goals, objectives, and trend data for the 2001 Salisbury University MFR are included in this report.

UNIVERSITY SYSTEM OF MARYLAND

RB29.00 SALISBURY UNIVERSITY

PROGRAM DESCRIPTION

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

MISSION

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

VISION

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

KEY GOALS AND OBJECTIVES

Goal 1. Provide quality undergraduate/graduate education.

Objective 1.1 Increase the annual pass rate of nursing program graduates who take the nursing licensure exam from 87% in 1999 to 95% by 2004.

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.

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.

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.

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.

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

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 100% level attained in 2000.

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- Objective 2.2** Maintain or increase the ratio of the median salary of SU graduates' to the median salary of the civilian work force with bachelor's degrees in 1999.
- Objective 2.3** The annual number of SU graduates in information technology (IT) fields will increase from 48 in 1999 to 80 by 2004.
- Objective 2.4** The annual number of SU graduates in Teacher Education will increase from 233 in 1999 to 285 in 2004.
- Objective 2.5** The annual number of SU graduates in Nursing will increase for 48 in 1999 to 60 in 2004.
- Objective 2.6** The annual number of SU baccalaureate recipients will increase from 1,169 in 1999 to 1,310 in 2004.

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 125 in 1999 to 160 in 2004.
- Objective 3.2** Increase the estimated number of IT graduates employed in IT related fields in Maryland from 21 in 1999 to 40 in 2004.
- Objective 3.3** Increase the estimated annual number of SU graduates employed full-time in Maryland from 744 in 1999 to 834 in 2004.
- Objective 3.4** Maintain or increase the percent of graduates employed one-year after graduation. In 1999, 94% of SU graduates were employed.
- Objective 3.5** Increase the estimated number of Nursing graduates employed as nurses in Maryland from 35 in 1999 to 42 in 2004.
- Objective 3.6** Increase the percentage of economically disadvantaged students attending SU from x% in 1998 to x% in 2004.

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.
- Objective 4.2** Increase the proportion of full-time executive/managerial staff that are women from 32% in 1998 to 35% in 2004.
- Objective 4.3** Increase the proportion of full-time tenured/tenure-track faculty who are African-American from 5% in 1998 to 6% in 2004.
- Objective 4.4** Increase the proportion of full-time executive/managerial staff that are African-American from 6% in 1998 to 9% in 2004.
- Objective 4.5** Increase the proportion of African-American undergraduates from 8% in 1998 to 10% in 2004.
- Objective 4.6** Increase the proportion of minority undergraduates from 10.4% in 1998 to 13% in 2004.

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

- Objective 5.1** In the Campaign for Maryland raise \$18.5 million for Salisbury University by 2002 from the 12.7 million in 1999.
- Objective 5.2** Increase annual private, federal, and state grants and sponsored research dollar awards (excluding scholarship and financial aid awards) from \$2.00 million in 1998 to \$4.00 million by 2004.
- Objective 5.3** Maintain current annual operating budget savings rate of 2% through efficiency and cost containment measures.
- Objective 5.4** Allocate expenditures on facility renewal from 1.1% in 1999 to 2% in 2005.
- Objective 5.5** Increase annual University fund-raising from \$1.90 million in 1998 to \$2.4 million in 2004.
- 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.
- Objective 5.7** Increase the proportion of administrative staff that earn salaries that are at or above the 60th percentile of CUPA peers from 33% in 2000 to 55% in 2004.

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

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PERFORMANCE MEASURES/PERFORMANCE INDICATORS - FISCAL YEAR (FY) BASIS

Indicators:	1998 Actual	1999 Actual	2000 Actual	2001 Actual	2002 Estimate	2003 Estimate	Goal
Inputs:							
Full-time, tenured/tenure-track faculty: Percent women	36%	35%	34%	34%			38%
Full-time, executive/managerial staff: Percent women	32%	28%	33%	38%			35%
Full-time, tenured/tenure-track faculty: Percent African-American	4.8%	3.8%	3.7%	4.4%			6%
Full-time, executive/managerial staff: Percent African-American	6.4%	6.4%	7.9%	8.7%			9%
Percentage of minority undergraduates	10.4%	11.4%	10.8%	10.6%			13%
Percentage of African-American undergraduates	7.8%	8.6%	8.0%	7.4%			10%
Percentage of economically disadvantaged students attending SU	N/A	N/A	N/A	N/A			N/A
Faculty salary as a percentile of AAUP peers							
Assistant	56 th	68 th	72 nd	80 th			85 th
Associate	49 th	53 rd	53 rd	60 th			85 th
Professor	66 th	65 th	65 th	69 th			85 th
Proportion of administrative staff salaries at or above the 60 th percentile of CUPA peers	N/A	N/A	33%	N/A			55%
Outputs:							
Second-year first-time full-time freshmen retention rate	86.5%	84.9%	84.0%	84.4%			87%
Second-year first-time full-time freshmen African-American retention rate	75.0%	68.8%	78.0%	65.8%			78%
Second-year first-time full-time freshmen minority retention rate	N/A	N/A	N/A	N/A			N/A
Six-year graduation rate: all full-time undergraduates	65.2%	68.6%	65.6%	70.6%			70.0%
Six-year graduation rate: African-American undergraduates	43.2%	60.8%	51.9%	60.4%			61.0%
Six-year graduation rate: Minority undergraduates	55%	60%	53%	N/A			61.0%
Number Information Technology (IT) graduates	51	48	44	N/A			80
Number of graduates in Teacher Education	236	233	197	N/A			285
Number of graduates in Nursing	49	48	37	N/A			60
Number of baccalaureate recipients	1,260	1,169	1,056	N/A			1,310
Outcomes:							
Employer satisfaction with SU graduates	N/A	N/A	100%	N/A			100%
Dollars raised in Campaign for MD (for Salisbury University; millions)	\$11.90	\$12.73	\$15.48	N/A			\$18.50
Annual giving (dollars in millions)	\$1.90	\$2.04	\$2.10	N/A			\$2.40
Private, State, and Federal dollar awards for grants and sponsored research (in millions; excluding financial aid/scholarships)	\$2.00	\$2.37	\$3.22	N/A			\$4.00
Annual operating budget savings rate	N/A	N/A	N/A	N/A			2%
Percentage of annual state appropriation on facility renewal	N/A	N/A	N/A	N/A			2%
Proportion employed one-year after graduation	95%	94%	N/A				94%
Estimated Number employed in Maryland one-year after graduation	745	744	N/A				834

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Indicators:	1998 Actual	1999 Actual	2000 Actual	2001 Actual	2002 Estimate	2003 Estimate	Goal
Estimated Number of IT graduates employed in Maryland in an IT field	26	21	N/A				40
Estimated Number of Teacher Education graduates employed in Maryland as Teachers	152	125	N/A				160
Estimated Number of Nursing graduates employed in Maryland as nurses	36	35	N/A				42
Ratio of the median salary level of SU graduates one-year after graduation (in thousands) to the average salary of the civilian work force with bachelor's degrees	.75	.78	N/A				.78
Quality:							
Lower-division student credit hours taught by core faculty	56%	50%	53%	N/A			67%
Undergraduate satisfaction with educational quality	N/A	N/A	98%	N/A			98%
Satisfaction with preparation for graduate school	96%	95%	98%	N/A			98%
Satisfaction with preparation for employment	92%	92%	93%	N/A			94%
Licensure/Exam pass rates:							
Nursing ¹	87%	87%	91%	N/A			95%
Teaching	99%	96%	96%	N/A			98%

N/A= not available