



Strategic Plan 2009-2013

Highlights and Accomplishments

GOAL 1: Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global and knowledge-based economy.

UNDERGRADUATE PROGRAMS

- Implemented new undergraduate programs since 2008:
 - ▲ Earth Science B.S., with a secondary education track
 - ▲ Applied Biology B.S.
 - ▲ Business Economics B.S.
 - ▲ International Business B.S.
 - ▲ Cyber-Security 3+2 program with a B.S. from SU and an M.S. from Tallinn University of Technology or the University of Tartu in Estonia
- Implemented the Fulton School of Liberal Arts curriculum reform (began fall 2008) and foreign language requirement (beginning fall 2013).
- Expanded the Bellavance Honors Program to include all schools and hired a new Director to start July 2013.
- Increased support for and established a separate identity for the Nationally Competitive Scholarships program (EPA Fellowship, Fulbright, NSF Graduate Fellowship and Gates Cambridge wins by SU students).

GRADUATE PROGRAMS

- Implemented new graduate programs since 2008:
 - ▲ Conflict Analysis and Dispute Resolution M.A.
 - ▲ Applied Biology M.S.
 - ▲ Doctor of Nursing Practice
 - ▲ Doctor of Education is being developed and will be launched in fall 2014
- Hired a Dean of Graduate Studies and Research.

ENHANCING INTERNATIONAL EDUCATION AND ENROLLMENT

- Established an English Language Institute in fall 2010.
 - ▲ Maintained enrollment in semester-length programs at 50.
 - ▲ Generated a positive revenue flow of \$50,000-\$75,000.
- Implemented Community English Language Learning Program in February 2013 as a response to the continuing education language skill needs of the local non-English speaking community.

- Developed new study abroad relationships with China, Mexico, Estonia, Spain, Ghana, Ecuador, India and others.
 - ▲ 30% increase in study abroad participation numbers from AY 2011-12, with 350 students participating in credit-bearing study abroad programs.
- Increased non-resident international student enrollment by 110% since fall 2008 (64 vs. 136 students). Non-resident students now make up 1.5% of total student enrollment, compared to .8% in 2008.
- Expanded opportunities for specialized minor areas of study in the Fulton School of Liberal Arts to include: Latin American, East Asian, South Asian, European and African studies.



(Continued)

GOAL 1: continued

ADDRESSING WORKFORCE NEEDS

- Expanded programs offered at regional centers since 2008:
 - ▲ Management (B.S.) with concentration in Purchasing, Procurement and Government Contracts at Cecil College
 - ▲ Social Work (B.A. and M.S.W.) at the Southern Maryland Higher Education Center
 - ▲ Interdisciplinary Studies (B.A.) at Eastern Shore Higher Education Center
 - ▲ Exercise Science (B.S.) at Universities of Shady Grove
- Increased enrollments in STEM majors by more than 25% over the past five years, from 977 in FY08 to 1,330 in FY13.
 - ▲ The NSF awarded \$996,303 to increase the number of graduates in STEM disciplines. The grant funds a new Bridges for SUCCESS Program (SUCCESS meaning Salisbury University's Connections to Careers for Every STEM Student) designed to increase STEM graduates by 75%.
 - ▲ STEM applications for fall 2013 are up by ~4% for targeted STEM majors compared to an increase in applications of 0.5% for the campus generally.
 - ▲ The number of STEM graduates has increased by 18% the past five years, from 221 in FY08 to an expected 256 in FY13.
- Secured new building and major gift for the Richard A. Henson Medical Simulation Center.

FACULTY TEACHING, SCHOLARSHIP, SERVICE AND DEVELOPMENT

- Developed and had faculty participation in the Soaring with Online Learning faculty development program to design, develop and deliver courses in online or hybrid environments.
- Redesigned BIOL 101, BIOL 210, PSYC 101, PHEC 106 and NURS 312 courses to improve effectiveness and efficiency.
- Broadened the mission of SU's Teaching and Learning Resources office to support various pedagogical approaches.
- Increased recognition and support for faculty scholarships through SU's new *ReSearch* magazine; Pub Night at the Library (collaboration between Graduate Studies and Research Office and the Blackwell Library to celebrate faculty scholarship); University Research Services Faculty Mini-Grant Program; and increased funding and awards of research and travel grants for all four endowed schools.
- Increased faculty awards for scholarship and teaching, including Charles M. Hewitt Master Teacher Award, USM Regents Award, Math Association of America John Smith Award for Teaching, USM Elkins Fellowships, Fulbright Scholars, John Carter Brown Fellowship, Stanford University's Stanford Woods Institute for the Environment Leopold Leadership Fellowship.

ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

- Developed General Education student learning outcomes and implemented comprehensive assessment plan.
- Participated in the Delaware Study of Costs and Productivity to analyze and compare SU's programs to other academic programs of similar size across the country. Data is being used to make improvements to academic programs.
- Revised the Academic Program Review process to emphasize the collection and use of data on student learning.



GOAL 2: Continue to attract and retain quality students.

ENROLLMENT AND RETENTION

- Completed an extensive Enrollment Master Plan, which included a market research analysis where data was used to target specific markets and populations.
 - ▲ The academic profile of incoming students, including high school grades and SAT scores, increased dramatically in the last five years.
 - ▲ From 2008 to 2012, diverse students increased from 18% to 22.1% of the total University enrollment.
 - ▲ Out-of-state student enrollment has remained a relatively stable percentage of institutional enrollment between 2008 (13.9%) and 2012 (14.1%).
- Increased second-year retention rates from 82.8% (2008 cohort) to 83.7% (2011 cohort).
- Sought and received USM Board of Regents approval to continue with the University's test-optional admission's policy. The program also has contributed to greater economic diversity among incoming students, and results showed that test-optional students outperform those who submitted test scores in such areas as course completion and graduation rates.

- Developed reverse transfer agreements with community colleges to provide opportunities for transfer students to earn credits that will simultaneously apply toward a baccalaureate degree and completion of an associate's degree. Reverse transfer agreements have been signed with Wor-Wic Community College and Chesapeake College.
- Opened the Center for Student Achievement (CSA), which has provided students with opportunities to engage in learning outside of the classroom, including workshops, tutoring and advising.
- Secured numerous new undergraduate scholarships and awards, including the D. Page Elmore Award for Legislative Interns, the David and Carol Pearl Scholarship for Teacher Education, the Claud Bowdle Scholarship for Nursing, the Leland Starnes Scholarship for Theatre, the Allen R. Dudley Memorial Award in Chemistry, and the Caroline S. Dudley Award in Music. In addition, the first scholarship to assist students in the nursing doctoral program was established: the Meta A. Mills Scholarship.

CLOSING THE ACHIEVEMENT GAP

- Received SU's first federal TRiO student support services grant in 2010. The grant provides an additional \$1.2 million in support to help low-income and first-generation college students, and individuals with disabilities.
- Implemented three specific initiatives that have assisted in closing the achievement gap: Living Learning Communities, mid-semester reporting and supplemental instruction.
- Expanded the Powerful Connections program, a peer mentor program for historically underrepresented minority students.
- Decreased the achievement gap between six-year graduation rates for all SU students and low-income (15 to 5 percentage point gap) and African-American (12 to 1 percentage point gap) students (2002 vs. 2006 cohort).

GOAL 3: Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small-school feel" and strong student/faculty/staff interactions.

STUDENT ENGAGEMENT

- Increased offerings and participation in Living Learning Communities (LLCs). Since 2008, several new LLCs have been offered, including: Achieve (for first-generation students), two education LLCs, a performing arts LLC and three STEM LLCs. For fall 2013, at least 16 LLCs will be available to students. This expansion was prompted by three consecutive years of positive assessment results showing increased student success (grades and retention) for those participating in an LLC.
- Developed and implemented a Comprehensive Housing Renovation Plan that integrates student life and academic achievement through expanded smart classroom facilities, programmatic opportunities for faculty in the residence halls and faculty apartments.
- Increased student engagement. Results from the 2012 administration of the National Survey of Student Engagement (NSSE) showed that first-year and senior students at SU report significantly higher levels of academic challenge, greater opportunities for enriching educational experiences and a more supportive campus environment as compared to our peer institutions. Seniors also reported significantly greater participation in active and collaborative learning opportunities and a high level of interaction between students and faculty.
- Received and implemented grants in the areas of suicide prevention and sexual assault prevention.
- Expanded undergraduate research participation to include all schools and programs. The 2013 Conference on Student Research will have the largest number of SU student participants in the conference's history.
- Established a Graduate Student Council, graduate student orientation program, and research and presentation awards procedure, and centralized the process for assistantships and student funding.

GOAL 4: Continue to build the resources – human, financial, physical and external – that support student academic and engagement needs.

FINANCIAL RESOURCES

- Requested and implemented three consecutive years of a structural tuition correction to bring SU tuition to a level that better reflects the quality of our institution, meets the needs of our students and closes the tuition gap with our closest USM performance peers.
- Completed Phase I of the comprehensive exempt staff and faculty salary studies.
- Exceeded SU's Campaign 2012 original goal by nearly \$15 million, raising nearly \$40 million, thanks to more than 23,000 alumni, community friends and campus supporters.
- Secured an \$8 million gift for the new Patricia R. Guerrieri Academic Commons.
- Strengthened athletic programs through a \$540,000 gift from the Madeline G. Perdue Foundation.
- Named the Center for Conflict Resolution through a planned gift.

FACILITIES AND SUSTAINABILITY

- Built, renovated and/or acquired several new facilities:
 - ▲ Constructed the Teacher Education and Technology Center (TETC), Perdue Hall (home of the Franklin P. Perdue School of Business), Sea Gull Square residence hall complex, and the Wayne Street Parking Garage.
 - ▲ Renovated the four traditional and two high-rise residence halls.
 - ▲ Acquired and renovated the University Fitness Center, Medical Simulation and Human Performance Center, properties located on East Campus, and a facility and property used to relocate the Physical Plant, Facilities Planning, Architectural and Capital Projects services.

- Secured preauthorization of funds from the Maryland General Assembly to design and plan an Academic Commons to replace Blackwell Library, to be completed in summer 2016.
- Received LEED Silver certification or better for all new buildings (with the exception of the parking garage), and the high-rise residence hall renovations are also expected to receive the same certification. Perdue Hall and renovations to the traditional residence halls received LEED Gold certification.

