



STUDENT SUCCESS ANNUAL REPORT

2025-2026

MESSAGE

from the Associate Vice President of Academic Affairs and Student Success

Student success is at the heart of Salisbury University's mission and its strategic plan. From the Admissions team who recruits our students to the Registrar's Office who clears them for graduation, SU's staff, faculty, and administrators want to make dreams come true.

Individually and together, units and programs across campus work tirelessly to foster academic excellence, holistic development, and equitable outcomes for every single one of our Sea Gulls. This Student Success Annual Report provides an overview of those efforts, achievements, and areas for continued growth.

As we look ahead, we remain focused on supporting each student we invite to campus and are excited to expand collaborative efforts to do so.



DR. MELISSA GRANGER

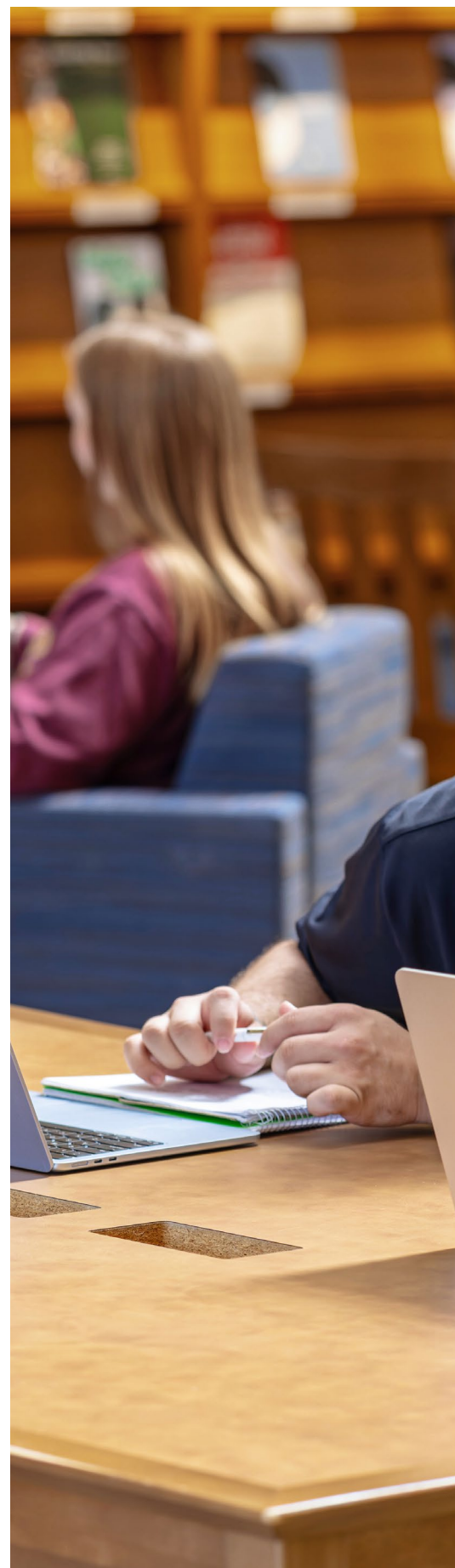




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SU is an Equal Opportunity/AA/Title IX university and provides reasonable accommodation given sufficient notice to the University office or staff sponsoring the event or program.

STUDENT SUCCESS AT A GLANCE

5,172
NAVIGATE APP
DOWNLOADS



1,185
NAVIGATE NOTIFICATIONS
AND REFERRALS



TOP REFERRAL LOCATIONS

- Center for Student Achievement (CSA) Success Coaching (Study Strategies) > 353
- Academic Advising Center (Low attendance, Withdraw) > 338
- CSA Tutoring/Supplemental Instruction > 264
- Math Emporium > 75
- Office of Access and Accommodations (formerly Disability Resource Center) > 40



STUDENT-ATHLETES TRACKING ATHLETE STUDY HALL HOURS:

- Fall 2025 > 121
- Spring 2026 > 108



320+
STUDENTS PARTICIPATED IN
OFFICE OF UNDERGRADUATE RESEARCH AND
CREATIVE ACTIVITY (OURCA)-SPONSORED EVENTS



68 STUDENTS RAISED THEIR VIRTUAL HAND THROUGH THE NAVIGATE APP FOR THESE TOP REASONS

- I need help to improve my mid-semester grades
- I need to make an appointment with my advisor
- I need help with tutoring

540
FIRST-TIME STUDENTS ASSIGNED
TO A PEER MENTOR



6,799
ACADEMIC ADVISING
CENTER VISITS

7,743
SUPPLEMENTAL
INSTRUCTION VISITS



948
TUTORING
VISITS



UWC REACHED
43%
OF SU STUDENTS THROUGH
11
DIFFERENT SERVICES

928 STUDENTS PARTICIPATED
IN CSA WORKSHOPS

NEW COURSES & PROGRAMS

- New Courses > 23
- New General Education Courses > 67
- New Academic Programs > 6
 - Majors > 1
 - Accelerated Master's > 2
 - Minors > 3

200+
STUDIED ABROAD OR AWAY



1,977
MATH EMPORIUM
VISITS

AVERAGE GPA FOR VARSITY ATHLETICS
3.27%

CENTER FOR STUDENT ACHIEVEMENT CAMPUS CHAMPION
Awarded each semester to a faculty or staff member who partners with the CSA, advocates for students, and consistently supports student success initiatives.

- Fall 2025 > **Jennifer Nyland**
nominated by Jasmine Bowie
- Spring 2026 > **Rob Kantzes**
nominated by Alessi Scotti d'Antuono



Make Tomorrow Yours > **Salisbury**
UNIVERSITY

ACADEMIC ADVISING CENTER

The Academic Advising Center staff are dedicated to teaching students how to figure out what they want from their degree and how to get there. All first-year, full-time students are assigned an academic advisor in their area of interest. Students meet with their advisor regularly, one-on-one, so they can:

- Clarify ambitions
- Engage in the curriculum and meet requirements
- Navigate registration software and work in GullNet
- Select appropriate courses
- Locate campus resources
- Create four-year plans
- Evaluate progress in meeting degree requirements
- Understand the decision-making process
- Make informed decisions on their path toward graduation

Students
Who Attend
Advising Complete

19%

More Credits
Than Those Who
Do Not Attend



At the end of their first year, students who attend advising earn a cumulative GPA of nearly 1 grade point higher than those who do not attend academic advising

3.01 vs 2.07

- # of Visits > 6,779
- # of Students Served > 3,124
- Average Case Load for Professional Advisors > 332
- First Year Student Advising Attendance Rate > 83%
- # of Course Overload Forms Processed > 357



*I truly love Maura!
She is extremely
helpful, and she
doesn't mind finding
a way out of no way!"*

In a post-advising survey:

- 100% of students said that the Academic Advising Center was welcoming and supporting and that their academic questions were answered.
- 92% agree or strongly agree that they are more confident in their academic plan after visiting the AAC.

ATHLETICS AND CAMPUS RECREATION

Athletics and Campus Recreation contribute to student success by creating opportunities for students to grow academically, physically, and personally. Varsity athletics, recreational programming, intramural and club sports, and employment opportunities help students develop leadership, accountability, teamwork, and healthy habits. These experiences also strengthen connections across campus and foster a sense of belonging that supports success at Salisbury University and beyond.



Varsity Athletics

- Varsity sports > 23
- Varsity student-athletes who participated during the 2025-2026 academic year > 685

Academic Success

- 3.265 departmental GPA during the 2025-2026 academic year
- 39% of student-athletes were named to the spring 2026 Dean's List
- 267 student-athletes received conference All-Academic recognition
- 57 student-athletes received College Sports Communicators Academic All-District honors
- 11 student-athletes earned Academic All-America honors
- All varsity teams received academic team recognition

Community Service

- 14,237 community service hours completed between July 1, 2025, and April 30, 2026 – an increase of 8,093 hours from the previous year
- \$495,305 economic impact
- 94% participation across all teams (an increase from 60% last year)
- Football logged the most service hours with 3,332



The Sea Gull Leadership Academy has given me the opportunity to grow as both a student-athlete and an individual. It has challenged me to use my voice to become a stronger leader, communicate more effectively on and off the field, show up for my teammates, and carry these skills into every aspect of my life."

**– SEA GULL LEADERSHIP ACADEMY
STUDENT PARTICIPANT**

Sea Gull Leadership Academy

- Program started in fall 2025 – inaugural cohort of 25 student-athletes
- A three-year program designed to equip student-athletes with leadership, life, career-readiness, and networking skills. The four pillars of the program:
 - Leadership Development & Team Dynamics
 - Personal Growth & Life Skills
 - Career & Financial Readiness
 - Community Engagement & Networking

Campus Recreation

■ Club sport teams > 14

Participation

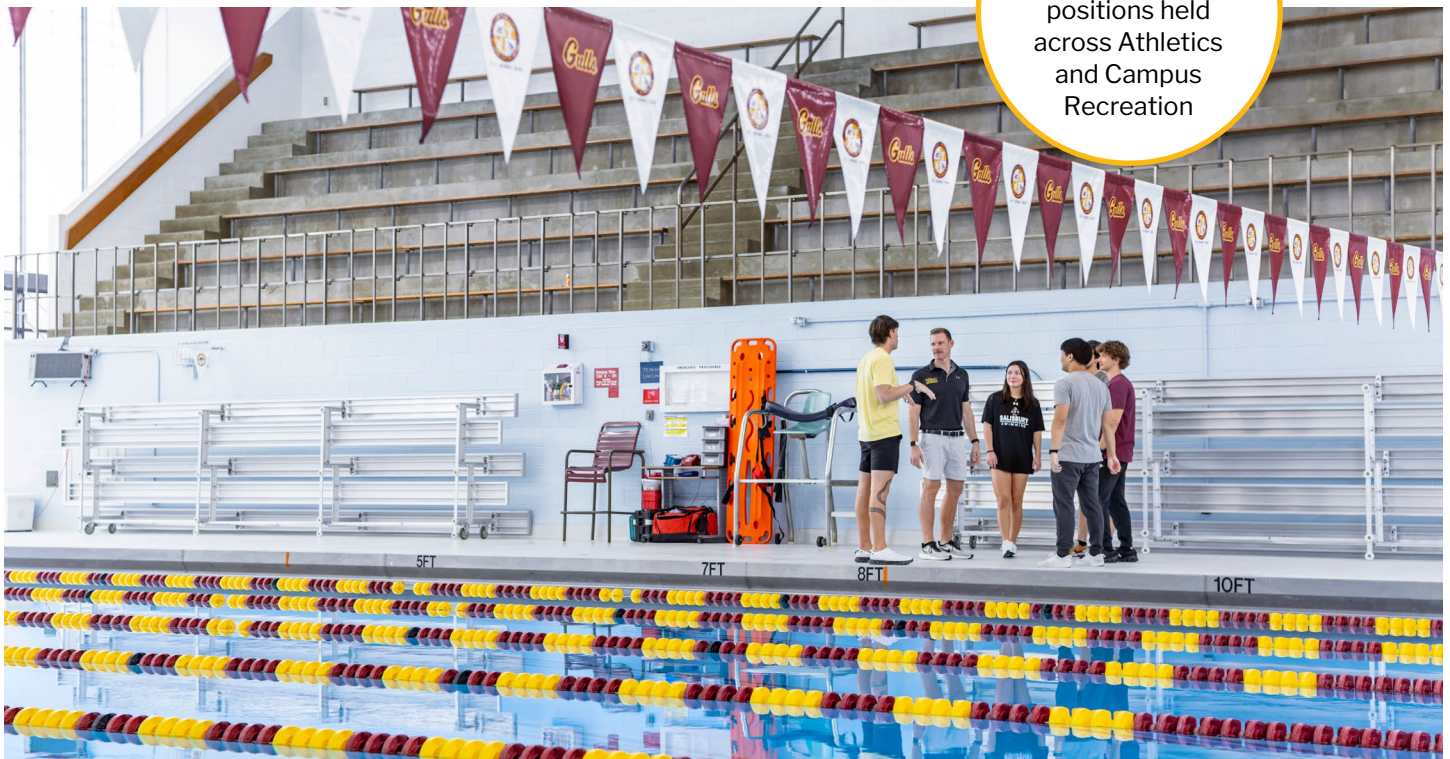
- 460 participants in club sports
- 1,272 participants in intramural sports
- 39,018 visits to the University Fitness Club
- 9,144 group fitness sign-ins
- 1,995 visits to the Aquatics Center
- 500 visits to the Indoor Tennis Center
- 1,000 visits to the Outdoor Tennis Center

Service

- Club sport teams completed 200 volunteer hours during the second year of formally tracking their service
- The Intramural Sports Program and Holiday Hustle 5K collected and donated approximately \$2,800 worth of toys through Toys for Tots

138

student employment
positions held
across Athletics
and Campus
Recreation



TUTORING

Tutors are chosen based on their past academic achievement and faculty recommendations. They meet one-on-one or in small groups to help students grasp fundamental concepts, work through practice problems, and develop a further understanding of the course content. Tutoring helps students to develop independent learning strategies that can be used throughout their college experience and long after graduation.

Courses Supported

- ACCT 201, 202, 302, 304, 305, 341
- BIOL 101, 201, 202, 211, 213, 215, 216, 370, 375
- ECON 211, 212
- FINA 101, 311
- HLSC 225, 301
- INFO 211, 281
- NURS 310, 312, 319, 329, 350
- PHYS 101, 121, 123, 221, 225
- PSYC 101, 220, 250, 302, 304, 306, 325, 334, 360, 375

- Fall 2025 > 13 Tutors Served 250 Unique Students for 498 Visits
- Most Highly Attended Fall Sessions > ACCT 201, BIOL 201, BIOL 215
- Spring 2026 > 14 Tutors Served 292 Unique Students for 450 Visits
- Most Highly Attended Spring Sessions > BIOL 210, BIOL 216, NURS 329



Kevin was generally the most help I've ever received taking accounting. He keeps you in a positive mindset and really gets you to understand the material."



Samantha helped me understand exactly what I was struggling with. She was extremely welcoming, which made it easier to ask questions for clarification."



Chelsea is a great tutor. She helped me study for my final. I learned new tips, tricks, and ideas, which I will definitely use in real life situations as well!"



Eric helped me understand accounting when I was in a rough spot and thought I wasn't going to pass. Turns out that four sessions with him before my exam earned me a 90%! Accounting only went up from there!"



SUPPLEMENTAL INSTRUCTION (SI)

SI is a peer academic enhancement program used by hundreds of colleges and universities throughout the world. Students who have performed well in historically difficult courses are nominated to be SI leaders by their faculty members. SI leaders are then paired with an instructor, attend all class sessions, and facilitate three hours of study sessions each week where students can:

- Ask Questions
- Discuss and Practice Content
- Learn Strategies and Skills to Study
- Succeed: Participants Often Earn Higher Grades

Courses Supported

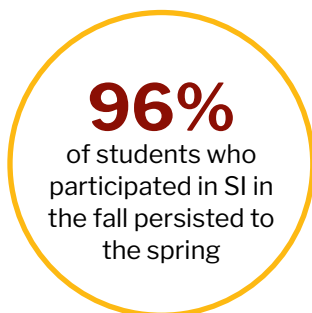
- ACCT 201, 304
- BIOL 101, 201, 202, 211, 215, 216
- CHEM 100, 121, 221, 222
- ECON 211, 212
- FINA 311
- HLSC 301
- INFO 211
- MATH 155
- PHYS 121

Fall 2025

- 61 Class Sections
- 4,295 Visits

Spring 2026

- 67 Class Sections
- 3,221 Visits



Impact on Course Grades / D, F, or Withdraw (DFW) Rates

Fall 2025

- Students who participated in SI earned a mean final grade of 2.62 compared to non-participants 2.29
- DFW Rates
 - Attended 0 sessions = 32%
 - Attended 1-4 sessions = 25%
 - Attended 5-9 sessions = 9%
 - Attended 10+ sessions = 5%

Spring 2026

- Students who participated in SI earned a mean final grade of 2.46 compared to non-participants 2.29
- DFW Rates
 - Attended 0 sessions = 34%
 - Attended 1-4 sessions = 23%
 - Attended 5-9 sessions = 19%
 - Attended 10+ sessions = 9%



Logan is amazing. Her worksheets are easy to use and have very important information for the tests and general knowledge."



Kylie is super passionate and truly cares about our success and gives me a perfect outline on how I can do well and I truly gain confidence and knowledge each time I show up. She's very enthusiastic as well which makes my learning experience even better. The hour and a half goes by so quick."



Madison is the absolute best! She is extremely helpful and kind and challenges us to figure out solutions on our own. Since attending her SI sessions, I have earned 100% on all assignments, and she even encouraged me to add information systems as a minor. I absolutely love this class now and love attending SI!"

GENL 103

ADVANCED LEARNING STRATEGIES

This course introduces students to an array of study strategies and campus resources to help them be academically successful during their collegiate career. Topics include time management, notetaking, test preparation, college writing, and more.

Seven
sections served

147

students

On average,
the Study Skills
Inventory pre- and
post-test showed a

24.9

point improvement in score
from start of class to
completion of class

92.4%

of the students
enrolled in GENL 103
persisted from
fall to spring

ACADEMIC SKILLS WORKSHOPS

The Center for Student Achievement staff facilitate 30–60-minute workshops in classrooms and to clubs/organizations and athletic teams. Workshops are available by request and can be customized.

■ # of Workshops Offered

- Fall 2025 > 42 Workshops
Served 528 Students
- Spring 2026 > 20 Workshops
Served 292 Students

Note: The CSA forged a new relationship with First Year Seminar faculty, which accounts for an uptick in specially designed workshops.

820

students served
at workshops



*Tara was helpful
in conveying the
importance of good
study habits and
developing time
management skills."*



*Loved how it
illustrated how to
create a calendar
and stay on top of
things."*



*This is a great workshop! I
hear a lot of cliché things,
but this actually dives deep
into how you can manage
big assignments."*

PEER MENTORSHIP PROGRAMS

Each of our university-wide peer mentorship programs have a shared vision: To empower new students to thrive academically and personally by fostering meaningful connections, providing tailored support, and cultivating a strong sense of community. We aim to enhance belongingness, persistence, and retention by enabling every student to realize their full potential and achieve success through their SU journey.

Powerful Connections

Powerful Connections (PowCon) includes activities and engaging sessions related to a successful transition to university life for first year and transfer students. PowCon represents an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences. This Peer Mentor Pre-Semester Experience is a vital tool for new students of all backgrounds to set success in motion.

- # of Mentor Coordinators > 5
- # of Peer Mentors > 50
- # of Mentees > 100

Connection Opportunities

Incoming students are paired up with a current sophomore-senior peer mentor based on their interests, hobbies, majors, professional ambitions, and other personal characteristics. Their mentor serves as a direct link to potential friendships as well as support systems, professors, and staff on campus.

During the pre-semester week, dynamic and engaging sessions are designed to introduce new students to opportunities and support. In addition to gaining familiarity with campus, students become familiar with faculty and staff so that these helpful places become more accessible and are considered safe places to seek out assistance and guidance.

“Continuing Connections” sessions are held monthly throughout the year. Their primary objectives include building social networks, improving academic performance, fostering personal and leadership development, and engaging in community service. These sessions and events aim to help fortify peer, community, and campus connections.

Student Spotlight

ZAINAB JABEEN

Senior, Biology - Biomedical Science Major
with a Minor in Sociology, Henson School
of Science & Technology



Zainab's roots with Powerful Connections run deep. Six PowCon sessions and counting have taken her from mentee to mentor, to mentor coordinator, a role in which she now works closely with ODI staff to organize mentors, keep communication flowing, and help the program grow alongside SU's student population.

Her leadership doesn't stop there. She currently serves as president of the National Pan-Hellenic Council, previously led both the SU Muslim Association and the Salisbury Association of South Asians as president, and chairs the Nu Rho chapter of Delta Sigma Theta Sorority, Inc. She was also named to the 2025 Presidential Citizen Scholar cohort.

In Zainab's words: “Without PowCon, there would be no me. PowCon was the foundation that helped me find my place on campus, build meaningful connections, and discover my confidence as a leader. The relationships, support, and sense of belonging I gained through this program shaped my college experience and inspired me to give back by helping create that same experience for future students. PowCon showed me the importance of community and reminded me that success is not achieved alone, it is built through the people who support and uplift you along the way.”

That belief carries through everything she does. Across every organization she's touched, Zainab's leadership comes back to the same idea: building community and lifting others up along the way.



As a parent, it is so hard to leave your kid behind and let go of the control you've had. However, after attending the PowCon welcome ceremony, I felt so confident that he was going to be in great hands. On the drive to SU, he was sort of annoyed that I was forcing him to do the extra week, and he didn't think he would get anything out of the program. I am so happy to say that he called me and had to admit that in fact he met some great people and felt that it was such a great experience. In talking with him throughout the week, I could tell that he was connected to the university and would participate in activities, such as clubs, that he would not likely have joined otherwise. There was genuine excitement in his voice. In speaking with other parents over the years, I know that the first week is typically very tough on students, and I'm so grateful that this was not his experience. I cannot express enough how thankful I am for this team and the mentors, for taking time away from their families and friends and investing so heavily in these students. I know this will exponentially increase the likelihood of success for the students who attended Powerful Connections.”

– PARENT TESTIMONIAL Anonymous, Spring '25



Mentors
reached out
2,000
times and had
750
two-way interactions
with their mentees

Sea Gull Circle

Sea Gull Circle is SU's newest peer mentor program and is funded by the University System of Maryland's ABC Grant. SGC mentors are highly trained through the CARA (College Access: Research & Action) College Allies program and use a caseload method approach to year-long peer mentoring.

- # of Peer Mentors > 10
- # of Mentees > Fall: 62 | Spring: 56

Connection Opportunities

- Community events including Shorebirds Game, Trivia Night, Game Night, Paint Night, Bingo, Movie Nights, and Ping Pong
- Drop-in help sessions for class registration
- Scholarship application workshop series
- Weekly check-ins
- Communication of critical deadlines



I never felt lost in my freshman year. I always knew I had someone I could go to for help."

– MENTEE

Fall to Fall
Retention Rate
of Participants

88.9%



Serving as a peer mentor has greatly impacted my college experience in a positive way. This role allows me to support first-year students through a major transition in their lives and turn my own experiences into guidance and support for them. Through this experience, I have been able to build strong relationships and watch my mentees grow and thrive in college. The experience has also strengthened my leadership, communication, and interpersonal skills while allowing me to make a meaningful impact on the campus community."

– KYLIE MCGLINCHY

Mentor

GPA

- Peer mentors had an average GPA of 3.66 at the end of spring 2026
- Average GPA for mentees who had three or more two-way interactions with mentors = 2.64 (Average GPA with fewer than three interactions = 2.56)

Achievements

- Fulbright Scholar: Camila Esquivel-Goelkel
- Phi Kappa Phi Inductees: Albi Freda and Kylie McGlinchy
- Perdue Idea Factory Collaboration: Makenna Lybarger

STARS (Student, Transition, Access, Retention, and Success)

The Office of Access and Accommodations STARS Program embraces disability as a dimension of diversity and represents the University's commitment to fostering an inclusive environment through the appreciation and respect of all differences. The program is designed to provide incoming students with disabilities with the information, resources, and OAA services necessary to ensure a seamless transition to Salisbury University and strives to foster self-awareness while facilitating an engaging environment where students feel supported. In addition, students are paired with a knowledgeable peer mentor who will further assist students with acclimating to and navigating the campus.

Mentors provide support and advice to their mentees based on their own lived experiences navigating Salisbury University as students with disabilities. Peer mentors host monthly mentor/mentee bonding activities and events, student-led workshops, and individual one-on-ones between the mentor and mentee.

- # of Peer Mentors > 7
- Average Mentor GPA > 3.662
- # of Mentees > 9
- Average Mentee GPA > 3.08
- Mentee Retention from Fall 2025 to Spring 2026 > 89%

Connection Opportunities

- Campus tours (based on individual student schedule)
- Learning style assessments, which include strategies and tips based on learning style(s)
- Navigating Higher Education Student Experience Panel
- Sessions with Academic Advising (based on major), Center for Student Achievement, and SU Cares
- Shared Paths and Let's Talk Diversity (in collaboration with PowConn mentors and mentees)
- Time Management and Understanding the Course Syllabus



I have been a mentor for the STARS Program for two years now, and it has been extremely fulfilling to give back and help new students in the process. The transition to college is hard enough and for students registered with the OAA, learning about how to use their accommodations is just one more thing they have to worry about. Through the STARS Program, we are able to introduce students to all that OAA has to offer in a three-day, introductory program that kicks off before the rest of freshman orientation. Knowing that I've been able to reduce some of that freshmen year anxiety is a great feeling, and watching my mentees succeed throughout the rest of the year is always awesome. It has been a true joy to watch my mentees grow from nervous newcomers to successful students who are active in the Salisbury campus life."

– NICHOLAS KAUTZ



Being a member of the STARS program greatly helped my transition to SU. The program provided me with all the resources and information for my successful transition. I immediately felt welcomed into a supportive community and recommend it to incoming students with disabilities!"

– REBECCA PRITT

Fulbright Alternate

TRIO Student Support Services (SSS)

The three TRIO-SSS programs are designed to accomplish university and federal legislative goals to increase retention, persistence, and graduation rates for students who are first-generation, low-income, and/or have a disability. Each grant serves different populations. While funded through the U.S. Department of Education, the program objectives are aligned with SU's mission.

- # of Peer Ambassadors > 12
- All TRIO Ambassadors Have Been in the Program for at Least a Year and Have Over a 3.25 GPA
- Funded to Serve 370 Participants
- Services Offered > 3 – Academic Transition, Financial Literacy, and Graduate School Preparation

TRIO Programs

Summer TRIO Scholars Bridge Program

Four-day program to assist with specific issues that are displayed by first-generation, low-income, and disabled students who are first-year and incoming transfer students.

GENL 103 - Advanced Learning Strategies

Introduces students to a variety of study strategies and campus resources to support academic success throughout their collegiate careers. Topics include time management, note-taking, test preparation, college writing, healthy habit-building skills, and more.

Special Interest Housing TRIO Community

Offers a dynamic, close-knit community that fosters a strong and supportive environment where students can thrive academically, socially and personally.

TRIO Undergraduate Student Worker Program

- Student TRIO Ambassadors serve program participants, provide programming, and create documentation connected with the Annual Performance Report.
- Communications Team works on projects connected with social media, photography, and special projects, all funded through Work Study, Internships, and/or AmeriCorps, content, and recruiting new students.

Participant Spotlight



It's my safe place and true home on campus for me. TRIO has supported me beyond academics; TRIO genuinely cares for me as a person. They provide me with a listening ear, helping me find shelter and food in times of need, and supporting my mental health so I can keep going to class. TRIO is one of the sole reasons I am still in school and will graduate this year."

– DAVON NOBLE

Senior, Social Work Major

TRIO Academic & Transition Office Hours

Assistance with course selection, graduate school preparation, academic coaching, time management, study strategies, and transition.

TRIO Future Talk Initiative

- One-on-one mentoring focused on study abroad/ study away, nationally competitive fellowships, summer internships, graduate school preparation, and professional full-time work.
- Overnight trips to expose students to graduate schools and professional careers along the east coast.

TRIO Academic, Social, & Emotional Learning Programs

Examples include workshops and events connected with academic transition, research projects, early registration, end-of-year awards, TRIO Day, and First Generation Day.



Student Ambassador Spotlight



I have been a part of TRIO Student Support Services since my freshman year, and I have had the opportunity to work with TRIO for the past two years. TRIO has been a big part of my college experience and has helped me grow both personally and professionally. Working as a TRIO Ambassador has allowed me to connect with other students, support them, and be someone they can feel comfortable coming to for help. Through TRIO, I have built my confidence, strengthened my leadership and communication skills, and created meaningful relationships with students and staff. I am grateful for all the support and opportunities TRIO has given me throughout my college journey, and I enjoy being able to give that same support and encouragement back to other students."

– LYDIA NIMO

Junior, Health Science Major

MATH EMPORIUM

The Math Emporium's mission is to empower students to achieve academic success in General Education and entry-level mathematics and computer science courses by providing accessible, high-quality, and personalized support.

- # of Hours Per Week Open for Walk-In Tutoring > 43
- # of Courses Supported >
 - Mathematics - 15
 - Computer Science - 4
- # of Visits > 1,977

Note: Visits vary in length. Many students stay for two-to-three hours at a time and therefore work with several different tutors during a single visit.

Top Courses Served:

- MATH 160 (513 tutoring visits, 133 unique students)
- MATH 155 (465 tutoring visits, 150 unique students)
- MATH 201 (299 tutoring visits, 80 unique students)
- # of Student Tutors > 17 – each qualified to tutor 7 or more different courses

Note: Tutors are recommended by their professors due to their high grades and for the quality of their explanations and their ability to work well with others.



Calculus Readiness Corequisite Program

Required of all MATH 201 (Calculus I) students, this program runs for the first six weeks of each semester and provides a refresher of the algebra, precalculus, and trigonometry skills deemed most essential for success in calculus. The Math Emporium provides in-person support as students work through the program's online modules and is responsible for proctoring the associated Gateway Assessment that students must retake until earning a passing score.

- # of Math Faculty Who Hold Weekly Office Hours in the Math Emporium > 6

Note: This makes them available to all students who drop in rather than only the students in their own classes.

Accomplishments:

- Math Emporium Manager Terry Manns became a certified success coach.
- Winter Term Tutor Review Program was instituted to refresh tutors' skills in difficult topics.

Student Comments:

- I should have started coming earlier in the semester!
- Thank you for your help this semester. Your support has been really helpful and made my semester feel like a breeze.
- I always come here right after class to get everything explained.
- I come to use the whiteboards. Then I can get help whenever I need it.
- Thank you for helping me make a weekly calendar!

CHEMISTRY SUPPORT CENTER

The Chemistry Support Center, located in Henson Science Hall (HS 150), provides SU students with free, drop-in academic assistance from chemistry instructors and trained student tutors throughout the academic year – no appointment necessary. More information, including current hours, can be found on the [Support Center website](#).

- Total # of Visits >
 - 846 in Fall 2025
 - 1,043 in Spring 2026
- Total # of Students Served >
 - 187 in Fall 2025
 - 162 in Spring 2026

Top Courses and # of Sessions/Students Served:

Fall 2025:

- CHEM 121: 234
- CHEM 122: 125
- CHEM 221: 249
- CHEM 100: 62
- CHEM 101: 26

Spring 2026:

- CHEM 222: 392
- CHEM 121: 168
- CHEM 122: 199
- CHEM 221: 151
- CHEM 100: 54

SU LIBRARIES

SU Libraries' Research and Instructional Services (RIS) unit and Nabb Center help students succeed academically by providing librarian-led, information literacy instruction and just-in-time, on-demand and in-depth research support services at any stage of the research process.

Course-Integrated Information Literacy Instruction

- 385 instruction sessions taught by 15 librarians
- 6,052 students reached through instruction (~86% of SU's FTE)
- 60 FYS instruction sessions
 - 460 FYS students earned their Information Literacy quiz certificate
 - 230 students completed the FYS Library Scavenger Hunt
- 60 ENGL 103 sessions
 - Student confidence levels with research-related skills increased 15% (2.82 pre-test to 3.25 post-test)

18% (1,070 of 6,052) of students in attendance were surveyed; 96% rated the library instruction received as appropriately targeted. Student feedback highlights learning gains in:

- search strategies; using key concepts
- critical evaluation of information sources
- synthesis of scholarly information



Research Help Services

- 4,318 research help service interactions logged this year
- 685 research-related questions were logged
- 321 questions answered through librarian-monitored chat/texting service



Being off campus and a bit out of the loop since my undergrad, this provided a great reminder of everything our Libraries have to offer."

– EDLD 510 STUDENT

"Strategic reading was very cool, and I appreciated diving into it because I love a good time-saver!"

– ENGL 103 STUDENT

"Very helpful – I was having trouble finding an article and the librarian helped me find one and helped me look up things correctly."

– NURS 329 STUDENT

"I really appreciate how everything was put on a page just for us – it was very helpful! I learned how to get to our library guide and how to use the different databases provided."

– ENGL 595 STUDENT

"I liked EBSCO host. It was cool to see more business resources."

– MGMT 428 STUDENT

"I think learning how to use the library database and searching for only peer-reviewed articles was very helpful."

– COMM 100 STUDENT

"As a transfer student, it was nice to learn that I have a librarian, so if we have questions, we can go to them about any resources we might need and also how to find a book that we might need so we're not having to search all around for it."

– ELED 202 STUDENT

"Not only which sources are useful to find information, like Science Direct, but exactly HOW to search for what you're looking for."

– GEOG 414 STUDENT

"I find the Boolean operators to be very helpful. Before I knew how to use these terms, my searches were not what I was looking for, but they have helped me to get specified articles that will aid in my research project."

– ENGL 103 STUDENT

WRITING CENTER

The University Writing Center offers space where students can meet with trained peer consultants to work on papers and projects at any stage of the writing process. In addition, the staff attend campus and outreach events and go into classrooms to offer workshops to First Year Seminar (FYS) students as well as content-specific Writing Workshops.



Persistence rate:

- 97.8% fall to spring persistence rate for undergraduates who had one peer tutoring session
- 99.4% persistence rate if they had two or more

UWC Services reached over 3,350 students in the following ways:

- One-to-One Consultations
- FYS Workshops
- Content-Specific Workshops
- Campus and Welcome Events
- Creative Writing Group
- First Year Writing Support
- Reading Support
- Spanish Reading and Writing Tutoring

31 tutors study across 20 different content areas, including:

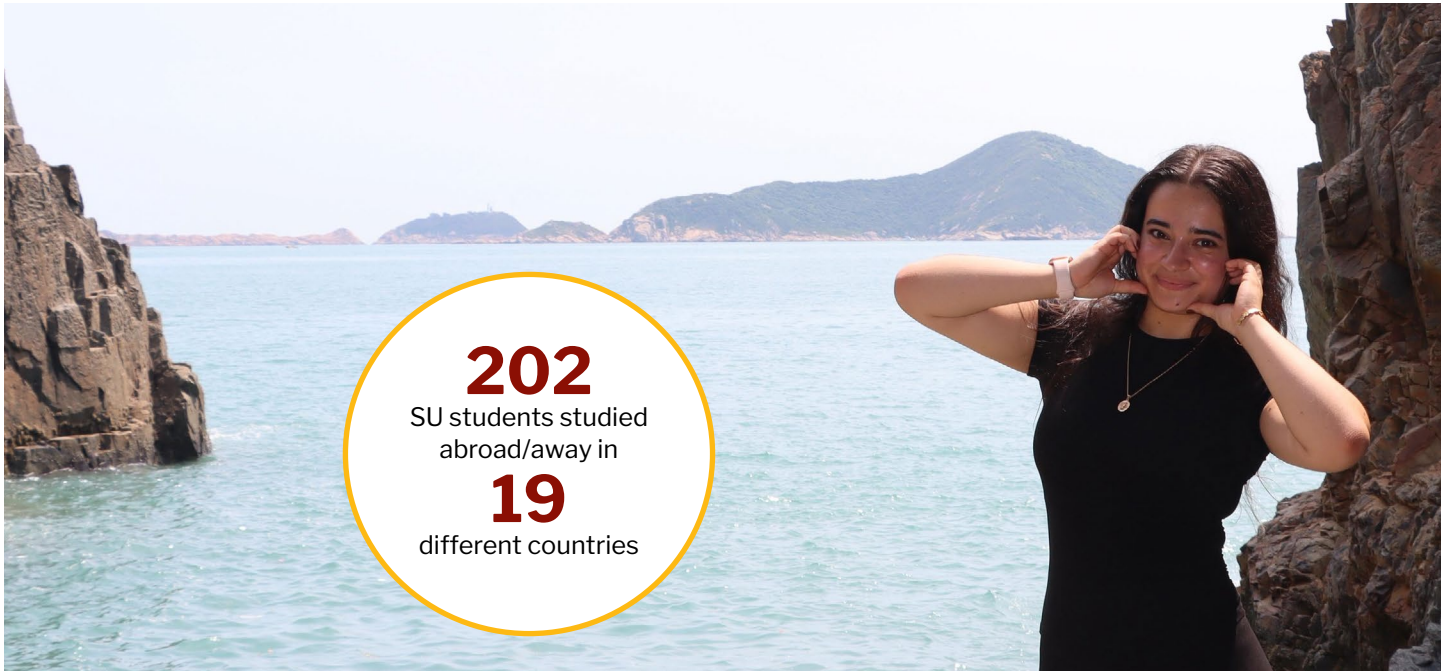
- Accounting
- Elementary Education
- Math
- Nursing
- Psychology
- Secondary Education
- Social Work
- Urban and Regional Planning
- Writing and Rhetoric



I was very confused about a prompt, but I got lots of ideas and clarity, so I scheduled another appointment ahead of time to work on structuring and citing."

STUDY ABROAD/STUDY AWAY

The JDE Center for International Education offers programs designed to broaden student horizons through studies at a variety of destinations both international and domestic. These opportunities are offered to all SU students, regardless of major, and can take place during typical semesters (fall/summer), short-term (summer/winter), or even for the academic year.



Benefits of study abroad/away:

Students are introduced to the benefits of study abroad/away from the moment they are admitted to SU. Thinking about possible experiences early is integral to making sure that all students have a chance to participate. Opportunities for students to learn more include:

- In-person or virtual advising sessions
- Monthly virtual interest meetings for students and parents
- On-campus tabling sessions
- In-class program introductions
- Participation in campus events



The reason why SU students should study abroad is because you get to rediscover, reinvent yourself. There are so many cultures, experiences, foods, and activities to try that you will feel completely immersed in something that you've never experienced before."

– JALEN K.

Quick Facts 2025-26:

- Most popular semester program: Aoyama Gakuin University, Japan
- Most popular short-term programs: Biodiversity Studies (Costa Rica), Communications (UK - Scotland), International Business (Italy)



OFFICE OF UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY (OURCA)

Student Summer Research Program:

Fosters a community of graduate and undergraduate student research and engaged scholarship during the summer months.

- 80 Students

320+

Participated in an OURCA Program

Student Summer Showcase:

Students who participate in the summer research program showcase their research in poster format to administration, faculty, peers, and parents.

- 60 Students

Posters on the Bay:

Student researchers showcase their work to Maryland's elected representatives at the annual event in Annapolis. Allows students to discuss important issues with state representatives and apply their knowledge to community needs.

- 26 students registered (canceled due to a snowstorm)

SU Student Research Conference:

The University actively involves undergraduate and graduate students in cutting-edge research, fostering valuable experience and professionalism. Each spring, the university hosts the SUSRC, allowing students to showcase their accomplishments across various disciplines. The event includes traditional presentation panels and poster sessions, as well as music and theatrical performances, fine arts displays, workshops, and poetry readings.

- 113 Students



Presenting at NCUR 2026 was an unforgettable milestone. As my first national conference, it challenged me, inspired me, and strengthened my passion for research."

– **LOGAN KELCH**



Being an OURCA Fellow is about helping students develop ideas and believing that those ideas are worth pursuing. I had the opportunity to connect students with faculty mentors, help them share their work through presentations, and support them through challenges. No matter what proposal came into the office, I hoped to remind students that they have a place in the research community and that all student's ideas have the power to make an impact."

– **CAMPBELL RUFFHEAD**

National Conference on Undergraduate Research:

Promotes undergraduate research and creative activity across all fields by hosting an annual conference for students. Unlike academic meetings, this event welcomes presenters from all institutions and disciplines, celebrating student achievement and providing models of exemplary work, as well as career readiness development.

- 25 Students

Laridae:

Salisbury University's undergraduate student research journal complements and highlights the great works produced by SU's undergraduate student body. It is a vehicle for the dissemination of new knowledge and perspectives.

- 14 Students

Undergraduate Research Fellow:

- URFs and ambassadors: 6 Students

Roles:

- Connect undergraduate students with OURCA, Graduate Studies and Research, faculty, staff, and administration.
- Provide input on student needs toward the development of initiatives to grow and support undergraduate research and creative activities
- Serve as mentors and role models.

NATIONALLY COMPETITIVE FELLOWSHIPS OFFICE

NCFO offers holistic support to students throughout the fellowships process from recruiting incoming freshmen to working with alumni. The office works one-on-one with students to help them build their experiences both inside and outside of the classroom. Recruitment efforts ensure that all students are encouraged to pursue nationally competitive fellowships. Once connected, students benefit from:

- advisement
- preparation of applications
- recommendation support
- technical support
- creation of community of scholars



NCFO partners with OURCA, Clarke Honors College, Institute for Public Affairs and Civic Engagement (PACE), TRIO, SU Center for International Education, and many other campus organizations, encouraging students to participate in research, internships, study abroad, and community engagement.

- # of Fellowship Ambassadors > 10
- # of Applicants > 75
- Successes >
 - 24 Students
 - 14 Wins
 - 1 Alternate
 - 3 Semifinalists
 - 1 Finalists



The NCFO made me feel much more confident with my writing ability and value as a member of the campus community. Dr. Walton and Dr. Perret opened up avenues for me to grow into someone who could find success and enrichment both at SU and abroad."

– LEVI CAVALERI

Senior, Environmental Studies and Philosophy Major

Majors Applying this Year Include:

Accounting, Art, Biology, Chemistry, Communication, Computer Science, Data Science, Earth Science, Economics, Education, English, Environmental Studies, Exercise Science, Geography, Health Sciences, History, Interdisciplinary Studies, International Business, International Studies, Marketing, Modern Languages, Nursing, Outdoor Education Leadership, Philosophy, Political Science, Psychology, Public Health



The SU Fellowship House has been an incredible source of encouragement and support throughout my time at SU. Beyond helping me navigate fellowship opportunities, the staff have always been willing to answer questions, offer guidance, and encourage me to pursue opportunities I never thought possible. Their genuine investment in students' success has helped me grow both personally and professionally, and I am truly grateful for the lasting impact they have had on my college experience."

– PATRICK GIBBONS

Senior, International Business and Marketing Major

CURRICULUM

General Education Roll-Out

Starting in fall 2024, students matriculating to SU are responsible for completing the new General Education curriculum. Notable changes include the bookended First Year Seminar course and Experiential Learning requirement. In addition, graduating students now complete at least one Signature course in each of the following areas: Diversity and Inclusion, Civic and Community Engagement, and Environmental Sustainability.

Curriculum Innovation and Expansion

SU's Curriculum Committees reviewed an impressive **243 individual curriculum proposals**, reflecting the institution's ongoing commitment to academic excellence and innovation.

- **New Courses Introduced** › 23
- **Course Revisions and Updates** › 67
- **Newly Approved General Education Courses** › 78
- **New First Year Seminars** › 10

New and Enhanced Academic Offerings

One New Major:

- Forensic Science

New Accelerated Pathways in:

- English
- Geography

New Minors:

- Education
- Game Design
- Health Communication

38 Program Updates and Revisions:

- M.Ed. in Curriculum and Instruction offering distance education
- New M.B.A. Fraud and Forensic Accounting Track
- New certificate - PMC in Higher Education



A well-designed and balanced curriculum plays a significant role in recruitment and retention."

– **DR. HONG YAO**

Economics Department Chair

REGISTRAR'S OFFICE

Midsemester Grade Reporting

- Rosters Submitted
 - Fall 2025 › 1,218 (69%)
Up 20% from Previous Fall
 - Spring 2026 › 966 (55%)
Down 12% from Previous Spring



We see our office as another layer of advocacy for our students"

– **LIZ KRESSIN**

Associate Registrar

Substitutions and Waivers

- # of Substitutions & Waivers Processed › 2,212

SPECIAL POPULATIONS

Transfer

A new agreement with Delaware Technical Community College offers streamlined transfer opportunities for students who have earned an A.A., A.S., or A.A.T. These students will now receive the same benefits as Maryland transfer students – part of a larger commitment to making higher education more accessible for all.

Our Transfer Team in the Registrar's Office takes actions that help contribute to the success of our transfer students:

- Expanding transfer rules to more out-of-state schools: as more courses are added, we increase transparency of how courses transfer to SU.
- Using automation, we decrease the time a student must wait to see how courses will transfer to SU.
- Building program transfer guides in Artsys helps our Maryland community college transfers plan and reduce time to degree completion.
- Reviewing and updating how credit for prior learning (AP, CLEP, Military credits, high school articulation, etc.) can apply to programs at SU.
- Working to improve the inter-institutional registration process helps students find the benefit of experiencing other campuses within the USM while not incurring additional tuition costs.
- Applying special transfer conditions for students transferring under an articulation agreement.
- Processing Request to Study forms ensures that students enroll in courses at other schools that will apply to their degree requirements.
- Attending affinity group meetings that include representatives from other USM schools help compare and improve best practices surrounding the transfer process.

Veteran

- # of Veterans/Reservists
 - Fall 2025 › 50
 - Spring 2026 › 46
- # of Dependents (spouse/child)
 - Fall 2025 › 165
 - Spring 2026 › 157
- # of Enrollment Certifications Processed
 - Fall 2025 › 215
 - Spring 2026 › 203

Veteran Services staff take the following actions to support veteran students:

- Confirm that VA students are enrolled in appropriate courses to secure benefits.
- Conduct outreach to non-registered students.
- Collaborate with Orientation and Admission offices to reach students prior to them matriculating to campus.
- Hold numerous engagement events for military-affiliated students.
- Connected the newly named Student Military Alliance with Center for Student Involvement and Leadership leaders to increase involvement and membership.
- Maintain SU's membership in the Salute National Honor Society and hold induction events each spring.
- Ensure that each student completes the FAFSA and understands that doing so will not have a negative impact on their benefit.
- Work with Financial Aid to award veteran/dependent specific scholarships.
- Assist active reservists with applying for federal tuition assistance.
- Maintain compliance with federal laws, policies and guidelines to ensure VA/DOD accreditation.

Dual Enrollment

- # of Dual Enrollment Credits Taken › 1,760
- # of Traditional Dual Enrollment Students
 - Fall 2025 › 132
 - Spring 2026 › 110
- # of Project Lead the Way Students
 - Fall 2025 › 35
 - Spring 2026 › 43

Actions to support student seeking dual enrollment:

- Help students schedule classes.
- Attend dual enrollment information nights at local high schools.
- Report mid-term and final grades to guidance counselors.
- Develop dual enrollment orientation (held in January and August).
- Work with SU Bookstore and Cahiers Office on alternate billing structures.

STUDENT SUCCESS COUNCIL

The Student Success Council is evidence of Salisbury University's commitment to student success. It is a cross-campus collaboration of more than 30 individuals who have been charged with the following:

- Increase student retention and foster the on-time graduation of Salisbury University students.
- Facilitate initiatives that enhance student success outcomes at scale.
- Seek ways to remove barriers to positive student success outcomes through campus initiatives.
- Ensure accountability for student success improvements.
- Communicate broadly to campus constituents about student success matters, including those related to unique student subpopulations.
- Be informed by data and the national student success literature.
- Facilitate information sharing and collaboration.

Meet Our Team

- Academic Affairs and Student Success › Melissa Granger, *Associate Vice President*
- Academic Advising Center › Sarah Timko-Jodlbauer, *Director*
- Access and Accommodations › Candace Henry, *Director*
- Access and Belonging › Zebadiah Hall, *Vice President of Inclusion, Access, and Belonging*
- Admissions Office › Beth Skoglund, *Director*
- Alumni Engagement and Development › Jayme Block, *Associate Vice President*
- Athletics › Allison Ryan, *Student-Athlete Success Liaison*
- Career Services › Kimberly Fabbri-Greener, *Director*
- Case Manager › Tiffany Arrington, *Program Manager*
- Cashiers Office › Stacie Malone, *Cashier and Parking Supervisor*
- Center for Student Achievement › Jake Alspaugh, *Director*
- Center for Student Involvement and Leadership › Tricia Garvey-Smith, *Director*
- Clarke Honors College › Jennifer Nyland, *Interim Dean*
- Counseling Center › Katie Hartman, *Clinical Counselor*
- Curriculum Representative › Jennifer Ellis, *Academic Portfolio and Curriculum Administrator*
- Dudley-Eshbach Center for International Education › Sean Cooper, *Senior Lecturer*
- Financial Aid and Scholarships Office › Ronald Webb, *Financial Aid Counselor*
- General Education › Jennifer Nyland, *General Education Program Director*

- Graduate Studies and Research › Clifton Griffin, *Dean*
- Housing and Residence Life › Dave Gutoskey, *Director*
- Instructional Design and Delivery › Melissa Thomas, *Manager*
- Libraries › James Parrigin, *Instructional Services Librarian*
- Math Emporium › Theresa Manns, *Faculty/Manager*
- Multicultural Student Services › Sheree Satchell, *Coordinator of Student Diversity Recruitment and Retention*
- Nationally Competitive Fellowships Office › Kristen Walton, *Director*
- Office of Undergraduate Research and Creative Activity › Sherry Maykrantz, *Director*
- Orientation, Transition, and Family Programs › Joe Benyish, *Program Director*
- Registrar's Office › Rhoda Lukens, *Registrar*
- Student Conduct › Helena Brummitt, *Assistant Dean*
- Student Health Services › Lindsey Parker, *Director*
- Student Representative › Rumaan Rizwan, *Student Government Association*
- Study Abroad/Study Away › Sean Cooper, *Study Abroad Advisor*
- TRIO › Margaret Sebastian, *Director*
- University Analysis, Reporting, and Assessment › Kara Raab, *Associate Vice President for Planning and Assessment*
- Writing Center › Melissa Bugdal, *Director*
- Veteran Services/Military-Affiliated › Shannon James, *Assistant Registrar*

Year Highlights:

- Hosted a day-long Student Success Summit. 85 faculty and 92 staff attended the event on January 22, taking advantage of tabling/poster sessions, breakout sessions, an affinity group luncheon, a student success panel, and more.
- Submitted a policy change allowing students to enroll in up to eight credits in a winter term. (Approved by Faculty Senate in spring 2026)
- Submitted a substantial change to the Academic Standing policy. It eliminates the term "probation" and no longer places students in non-degree status while they are attempting to raise their cumulative GPA and return to good academic standing. (Approved by Faculty Senate in spring 2026)



Make Tomorrow Yours