

Salisbury
UNIVERSITY

Strategic Planning Council
November 4, 2026

AGENDA



Review of October Meeting-Kara



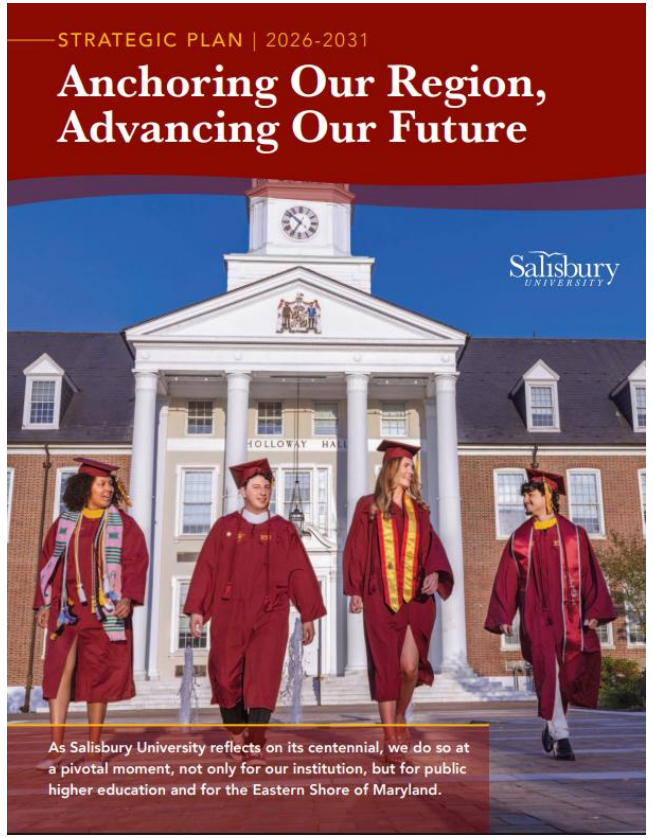
Divisional Plans & Metrics Framework-President Lepre



Maryland Higher Education Commission (MHEC) State Plan for Postsecondary Education

COMMITTEE MEMBERS

- **Co-Chairs:** Dr. Chrys Egan & Dr. Kara Raab
- **Academic Affairs:** Dr. Matt Laurent & Dr. Laurie Henry
- **Administration & Finance:** Michael Taggart
- **Adjunct Faculty Caucus:** Anastassiya Suprunova
- **Advancement & Alumni Relations:** Jayme Block
- **Athletics:** Jessica Stoltz
- **Enrollment:** Stacey Jones
- **Faculty Senate:** Dr. Deneen Long-White & Dr. Anita Brown
- **Inclusion, Access, and Belonging:** Sheree Satchell
- **Public Affairs:** Jason Rhodes
- **Staff Senate:** Candace Henry & Frank Bowen
- **Student Affairs:** Dr. Kim Fabbri-Greener
- **Student Success Council Representative:** Dr. Melissa Granger
- **Students:** Lanah Riley (undergraduate student) & Kate Rubenstein (graduate student)



THE COUNCIL IS CHARGED TO:

- **Advise and inform**: Provide recommendations to the President and Cabinet on priorities, progress, and adjustments related to strategic plan implementation.
- **Monitor and assess**: Regularly review institutional data and progress reports to evaluate advancement toward strategic goals and identify areas needing attention or course correction.
- **Facilitate communication**: Serve as a bridge between the broader university community -faculty, staff, and students - and institutional leadership, ensuring diverse voices are heard in the planning process.
- **Champion transparency**: Promote open and consistent communication about the Strategic Plan's progress to all campus stakeholders.
- **Support implementation**: Assist in coordinating cross-divisional efforts to advance strategic priorities, removing silos to encourage collaboration.
- **Identify emerging needs**: Surface new challenges, opportunities, or environmental changes that may require strategic attention or plan adjustments.
- Engage the **community**: Facilitate forums, listening sessions, or surveys to gather ongoing input from the campus community and report findings to leadership.

https://www.salisbury.edu/strategic-planning/

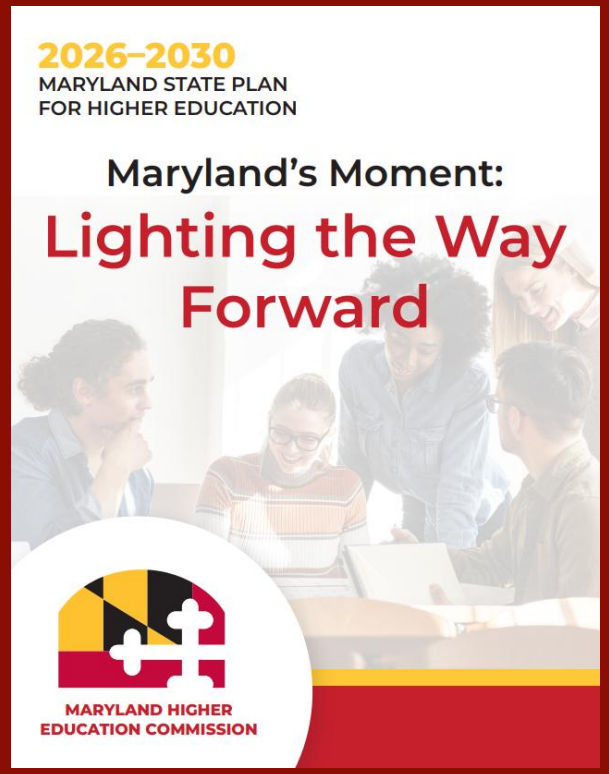
TIMELINE

FALL 2026

August-November 2026

- SPC reviews USM Strategic Plan and State Plan and the associated metrics and goals
- **Metrics:** Taking into consideration the system- and state-level goals and metrics, SPC proposes broad institutional metrics for the overall SU Strategic Plan Pillars
- **Platform Review:** Review various planning platforms to determine if adoption can help improve transparency, communication, institutional effectiveness, and planning efficiency.
- **Divisional Implementation:** Divisional leaders meet with their departments to develop their divisional plans, initiatives, and metrics, identify appropriate quantitative and qualitative metrics including setting baselines and goals

MHEC STATE PLAN



Salisbury UNIVERSITY

GOALS

Goal 1: Increase Postsecondary Attainment for Lifelong Success

Ensure that more Marylanders earn affordable credentials and degrees that open doors to economic mobility, civic participation, and opportunities for continuous learning throughout life.

The Target: By 2040, 75 percent of Maryland adults in the labor force will hold a postsecondary credential or degree and earn at least 15 percent more than the median wage for individuals with only a high school diploma. This vision for the future can provide a foundation for meaningful partnership and progress across all goals.

Goal 2: Advance Social and Economic Mobility through Postsecondary Education

Create the conditions for Maryland's colleges, universities, and career schools to actively drive post-completion success, ensuring that every postsecondary credential and degree serves as a direct catalyst for upward social and economic mobility.

The Target: Maryland will lead the nation in providing affordable postsecondary credentials and degrees that offer economic and community benefit to students and the state.[2]

Goal 3: Mobilize Postsecondary Research and Innovation as a State Asset for Competitiveness and Public Good

Integrate Maryland's postsecondary ecosystem into a unified, whole-of-government strategy to drive discovery and talent development in the state's lighthouse and priority sectors, while generating cross-agency solutions that enhance civic vitality and solve public challenges.

The Target: Maryland maintains its leading position nationally in externally funded academic research and development while growing its research profile in lighthouse and priority sectors and ensuring the diversity of its research workforce.

SPC DISCUSSION

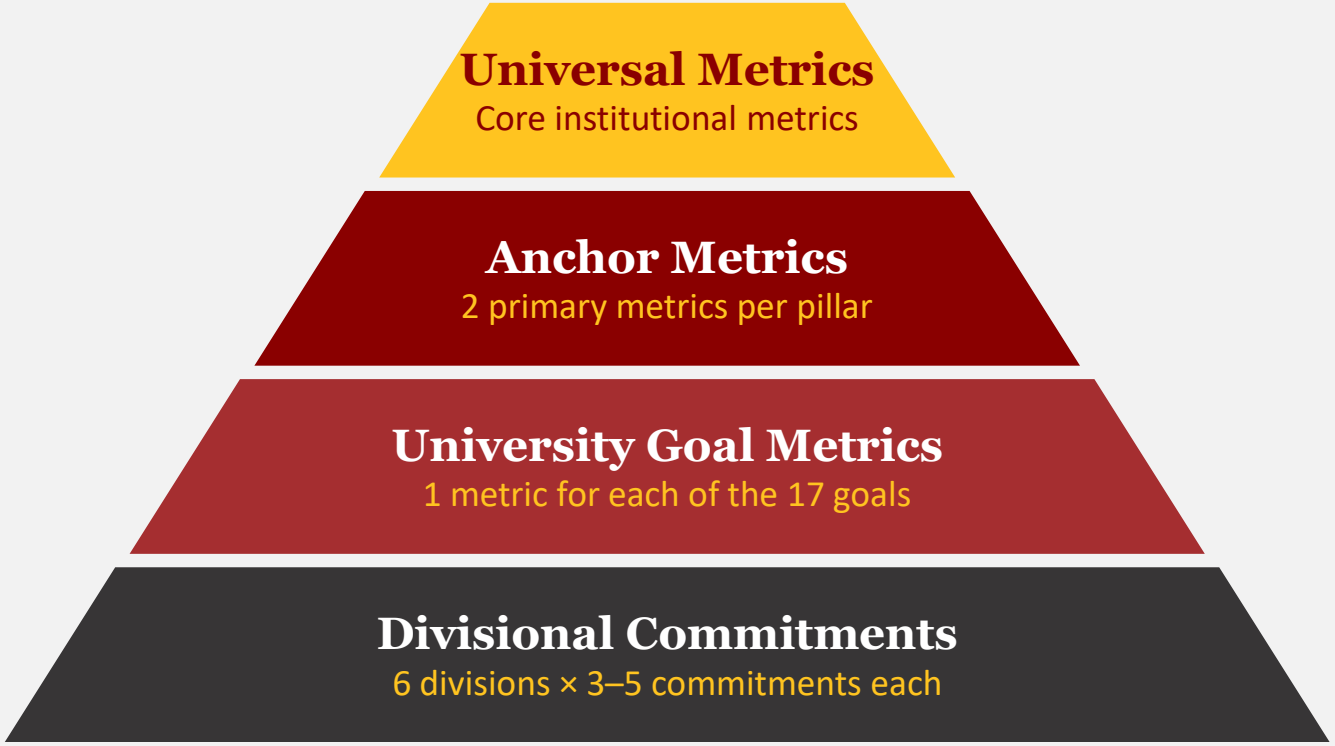
Metrics Framework and Divisional Strategic Commitments

How the metric tiers fit together, and how divisions build their commitments

METRICS FRAMEWORK

How the metric tiers fit together

Four tiers, from Universal Metrics down to divisional commitments.



Institutional Assessment
Influenced by System, State, or Federal requirements, these are the headline outcomes that should receive particular attention from the President and Cabinet.

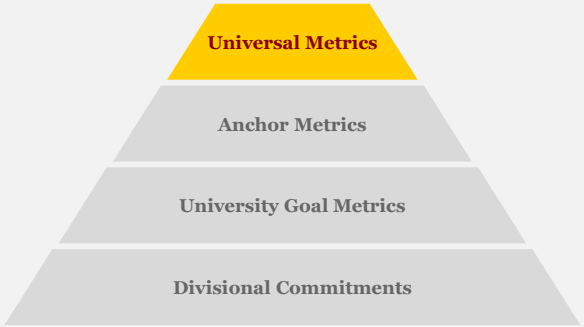
Set by Cabinet, with SPC* recommendations
Two anchor metrics for each of the 4 pillars

Set by Cabinet, with SPC* recommendations
One metric to represent each of the 17 goals

Set by individual Vice Presidents
Approx. 30 combined metrics from the divisions

*SPC = Strategic Planning Council

Universal Metrics



The highest tier: headline outcomes for institutional assessment and leadership attention.

STUDENT SUCCESS

+8 pts

Graduation rate

Increase six-year graduation rate over five years.

STUDENT PERSISTENCE

+4 pts

Retention rate

Increase first-year retention over five years.

TRANSFORMATIONAL LEARNING

100%

Experiential learning

Every student completes at least one verified experiential learning opportunity within five years.

FINANCIAL STEWARDSHIP

3%

Financial resilience

Achieve or maintain a three-year rolling average adjusted operating margin of 3%.

WORKFORCE READINESS

98%

Employment outcomes

Increase the share of graduates employed within a defined period after graduation to 98% within five years.

EDUCATIONAL VALUE

1.0

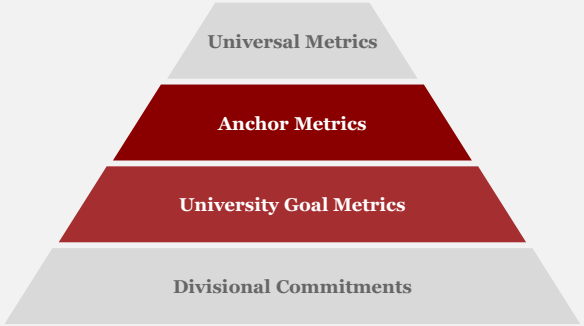
Cost-to-earnings ratio

Reduce the ratio of education costs to post-graduation earnings to 1.0 within five years.

Illustrative targets for SPC discussion only. Definitions need refinement. No targets are approved

Anchor Metrics and University Goal Metrics

SPC work is underway on both tiers of the strategic plan framework.



ANCHOR METRICS

8 metrics

Two for each of the four pillars:

1. Transformational Learning and Academic Excellence
2. Support Students and Their Success at Every Stage
3. A Community-Engaged Campus That Strengthens and Uplifts the Region
4. Responsible Stewardship for a Strong Future

UNIVERSITY GOAL METRICS

17 metrics

One for each university goal

Each metric represents progress on one of the strategic plan's 17 goals.

The goal metrics provide a more detailed view of progress beneath the pillar-level Anchor Metrics.

Together, these form a core set of metrics aligned to SU's strategic plan.

SPC is developing recommendations for both tiers. Cabinet will review and decide as a group.

Divisional Commitments



Each division builds a set of strategic commitments aligned directly to the University's strategic plan, showing what it is doing to advance that plan and how it will measure progress.

STEP 1

Department Worksheets

Each department identifies current work, measures, and opportunities to align with the strategic plan's set of strategies.

Output: one worksheet per department, to its vice president

STEP 2

Divisional Worksheet

Vice presidents use the department worksheets to build one division-wide account of alignment to the strategic plan's goals.

Output: a focused view of every division's meaningful alignment to the strategic plan goals

STEP 3

Strategic Commitments

The vice president selects the few priorities that warrant the greatest attention and accountability.

Output: 3–5 completed commitment entries, serving as the primary goals and metrics of each division

PUTTING IT TOGETHER

How the three steps work together:

Department worksheets: the evidence base

They capture current work and proposed opportunities at the level closest to implementation.

Divisional worksheet: validated alignment

It gives the vice president a division-wide view and establishes which connections to the university plan are accurate and meaningful.

Commitments: priorities and accountability

They identify the limited but primary set of outcomes the division will actively advance, measure, and report.

LINK TO THE FRAMEWORK

Commitments

The 3–5 commitments each division sets become the fourth tier of the metrics framework.

Tied upward

Each commitment should connect to a university goal and, through it, to a pillar.

Establish 3–5 Divisional Strategic Commitments

Using the completed divisional worksheet, each vice president selects three to five priorities. They are not a summary of everything in the worksheet, but the areas that warrant the greatest attention, advancement, and accountability.

Each entry captures the measure, baseline, target, owner, resources, dependencies, and reporting frequency.

LED BY:

Vice Presidents

A priority commitment:

- Directly supports a specific university goal
- Describes a meaningful result the division will help deliver
- Merits sustained leadership attention
- Has a defined measure of success
- Is realistic about authority, capacity, resources, and dependencies
- Focuses on a measured outcome, not just completing an activity

Each commitment is designated as one of...

Existing

Can be completed with existing resources

Reallocation

Requires reallocating current resources

New investment

Depends on new funding, staffing, or institutional investment

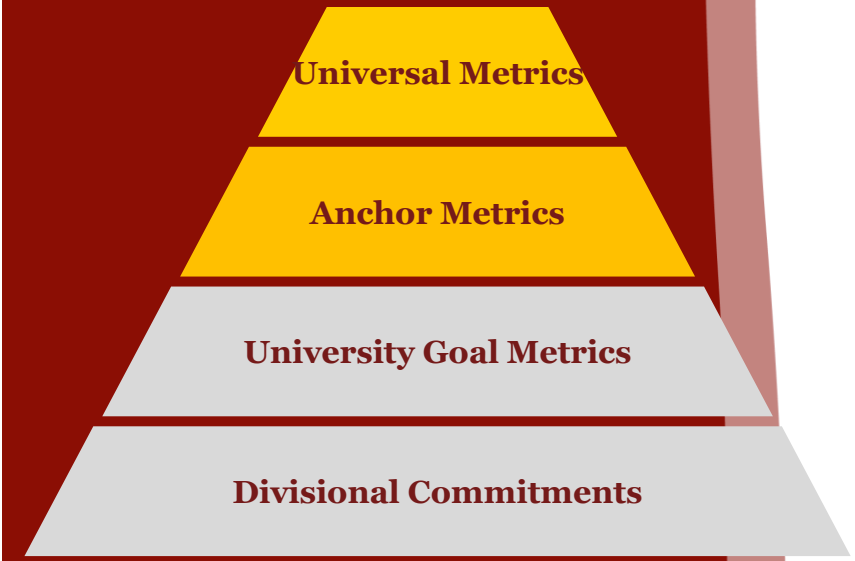
Dependency

Cannot proceed until another division or the university decides

A commitment does not automatically authorize new resources; those decisions go through the appropriate leadership and budget processes.


Questions?
PATRICIA R. GUERRIERE
ACADEMIC COMMONS

MHEC STATE PLAN



Salisbury UNIVERSITY

GOALS

Goal 1: Increase Postsecondary Attainment for Lifelong Success

Ensure that more Marylanders earn affordable credentials and degrees that open doors to economic mobility, civic participation, and opportunities for continuous learning throughout life.

The Target: By 2040, 75 percent of Maryland adults in the labor force will hold a postsecondary credential or degree and earn at least 15 percent more than the median wage for individuals with only a high school diploma. This vision for the future can provide a foundation for meaningful partnership and progress across all goals.

Goal 2: Advance Social and Economic Mobility through Postsecondary Education

Create the conditions for Maryland's colleges, universities, and career schools to actively drive post-completion success, ensuring that every postsecondary credential and degree serves as a direct catalyst for upward social and economic mobility.

The Target: Maryland will lead the nation in providing affordable postsecondary credentials and degrees that offer economic and community benefit to students and the state.[2]

Goal 3: Mobilize Postsecondary Research and Innovation as a State Asset for Competitiveness and Public Good

Integrate Maryland's postsecondary ecosystem into a unified, whole-of-government strategy to drive discovery and talent development in the state's lighthouse and priority sectors, while generating cross-agency solutions that enhance civic vitality and solve public challenges.

The Target: Maryland maintains its leading position nationally in externally funded academic research and development while growing its research profile in lighthouse and priority sectors and ensuring the diversity of its research workforce.

Goal 1: Increase Postsecondary Attainment for Lifelong Success

Salisbury UNIVERSITY

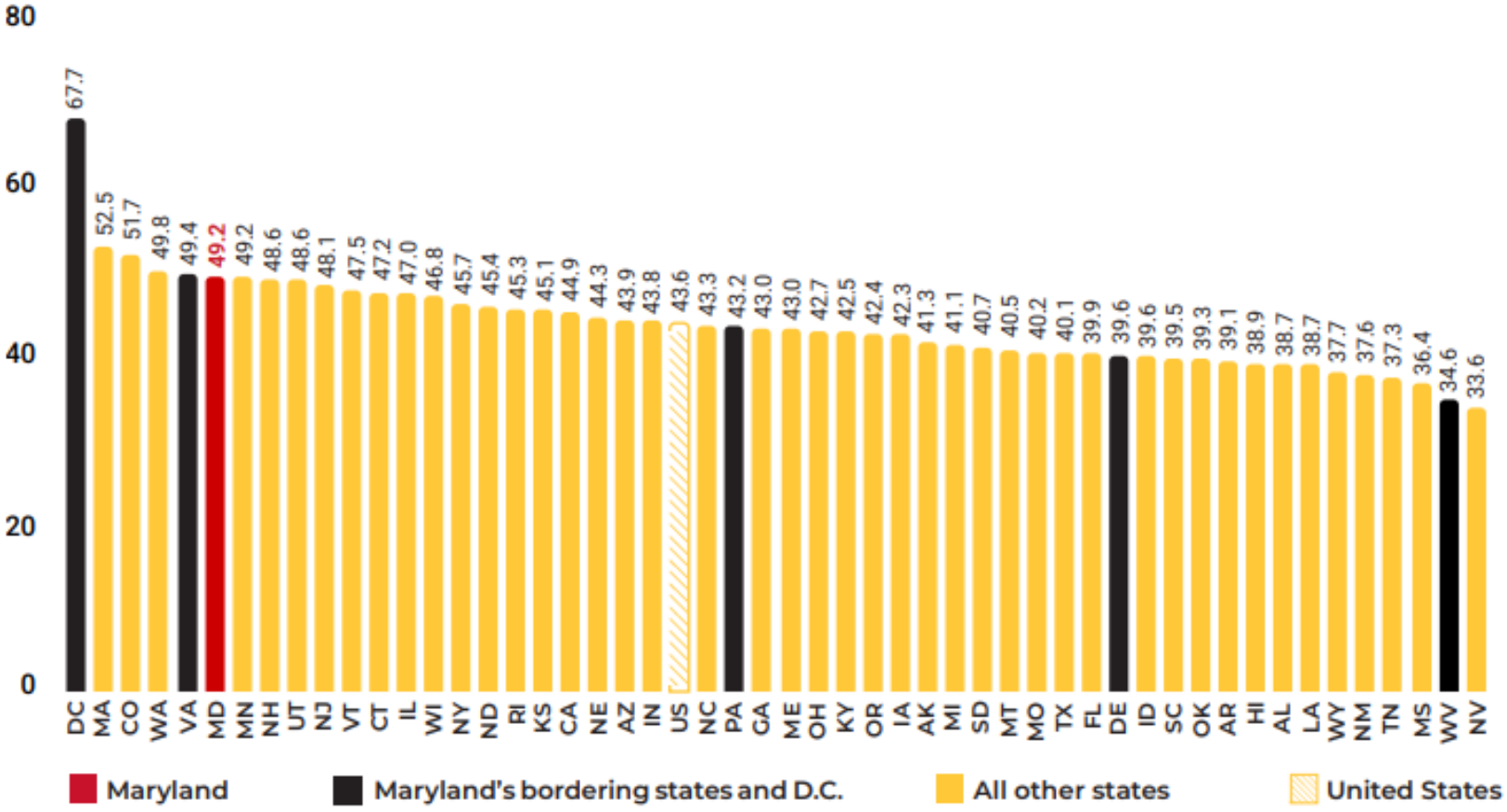
ARE MORE MARYLANDERS GETTING THE POSTSECONDARY EDUCATION THEY AND THE STATE NEED FOR SUCCESS?

The Target: By 2040, 75 percent of Maryland adults in the labor force will hold a postsecondary credential or degree and earn at least 15 percent more than the median wage for individuals with only a high school diploma. This vision for the future can provide a foundation for meaningful partnership and progress across all goals.

- **Potential Performance Indicators:**
  - **Access:** Number of first-time postsecondary students per 1,000 individuals ages 18-34 with a high school diploma but no college enrollment
  - **Momentum, Retention, and Progression**: Numbers and rates of students continuing year-to-year, meeting credit accumulation milestones (e.g., 30 in first year), re-enrolling after stopping out, and/or pursuing vertical stacking through successful transfer.
  - **Completion:** The number and percentage of students completing postsecondary degrees in 100 percent, 150 percent, and 200 percent of expected time. Postsecondary credential and degree award volume and completion rates disaggregated by state focus populations.
  - **Degrees Earned**: Annual number of degrees earned and awarded at a Maryland postsecondary institution, disaggregated by degree and credential type. The number of postsecondary degrees awarded to state focus populations.
  - **Attainment:** The numbers and percentage of working age adults with postsecondary credential or degree, disaggregated by degree and credential type.
  - **Attainment and Mobility Outcomes:** The percentage of adults (ages 25-64) in the labor force with any documented postsecondary credential or degree earning above at least 15 percent more than the median wage for individuals with only a high school diploma, disaggregated by degree and credential type.
  - **In-State Graduate Attachment:** The number and percentage of postsecondary credential and degree earners participating in the Maryland labor market one, three, and five years after receiving their award.

Goal 1: State Metric

Figure 1: 2024 Population Ages 25-64 in Labor Force with Post-High School Credential and Earning Above 15% Benchmark

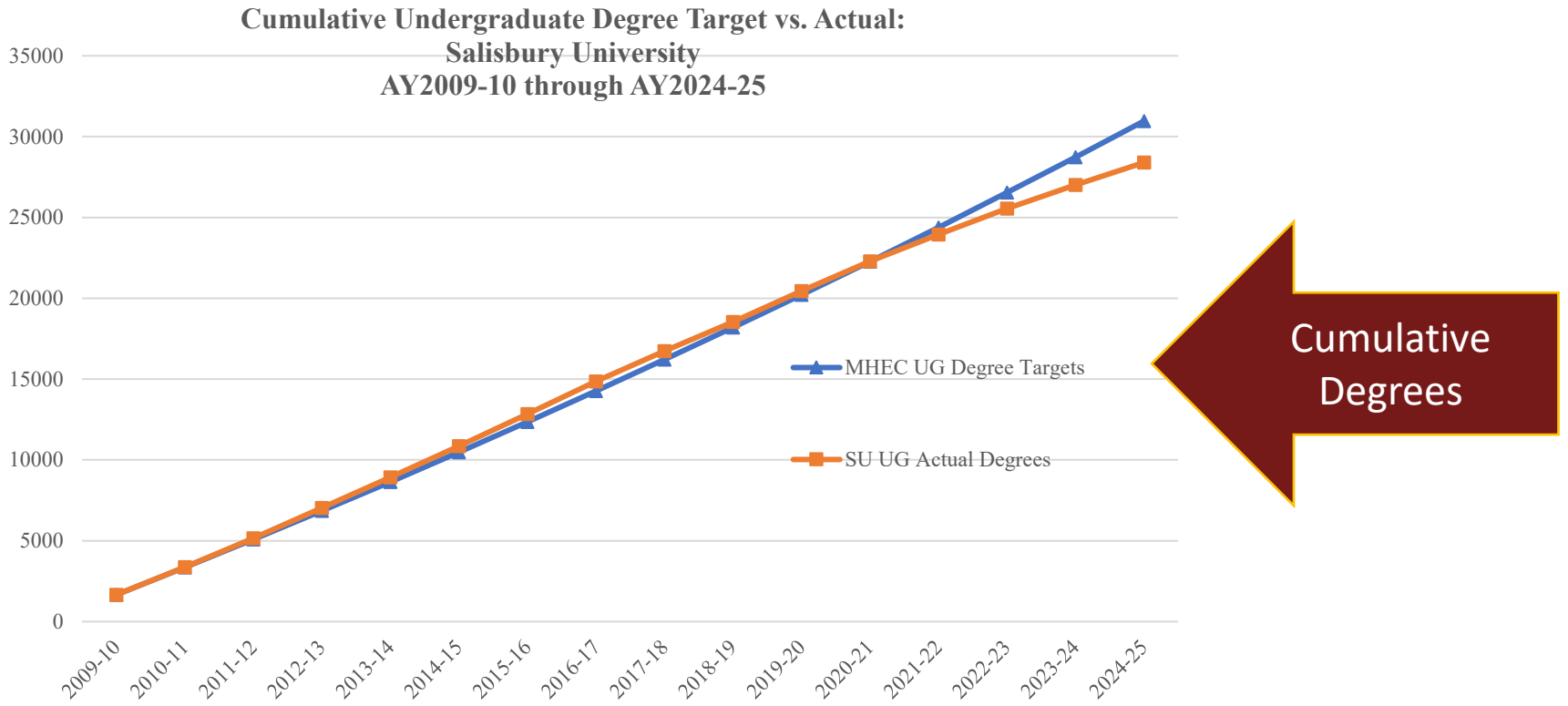


Data Note: Measured as the share of the labor force with a post-high school degree, certification, or certificate and are making at least 15% more than the national median annual salary of a high school graduate.

Source: Lumina Foundation. Stronger Nation 2024 United States Report.

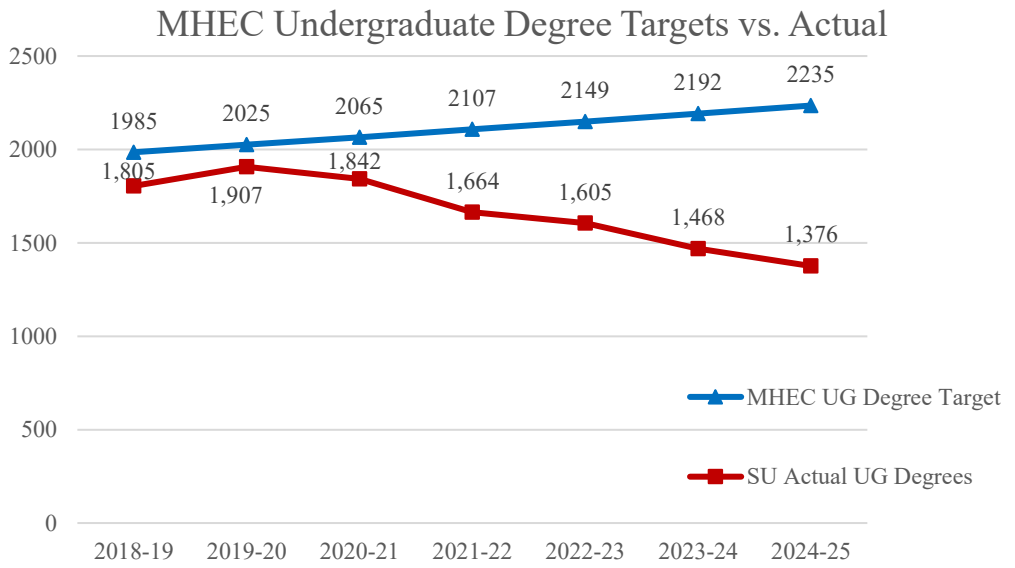
Salisbury UNIVERSITY

Goal 1: SU Metric



Cumulative Degrees

Annual Degrees



Salisbury UNIVERSITY

Goal 2: Advance Social and Economic Mobility through Postsecondary Education

Salisbury UNIVERSITY

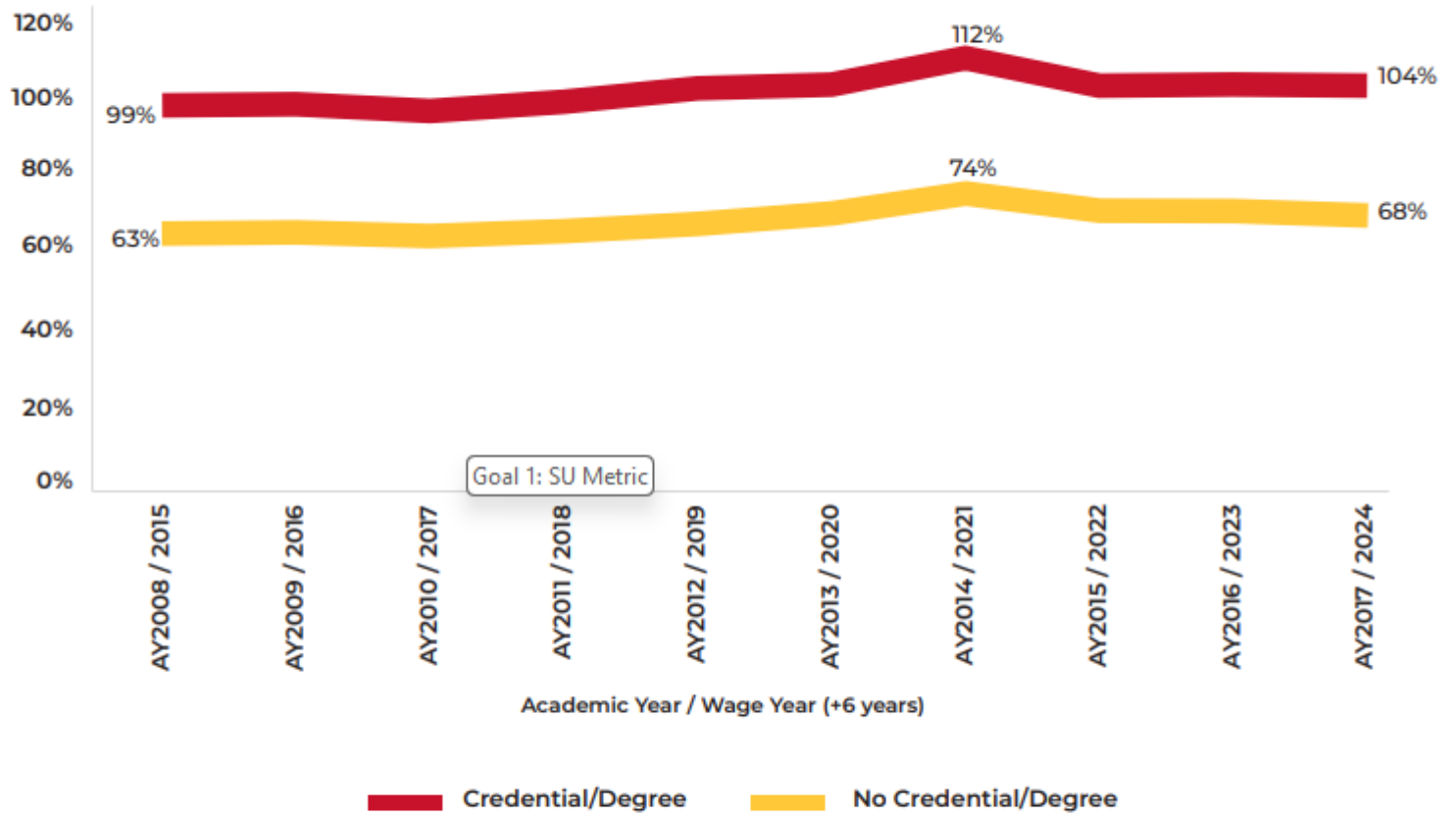
ARE MARYLAND'S POSTSECONDARY CREDENTIALS AND DEGREES DRIVING SOCIAL AND ECONOMIC MOBILITY?

The Target: Maryland will lead the nation in providing affordable postsecondary credentials and degrees that offer economic and community benefit to students and the state.*

- **Potential Performance Indicators:**
  - **Career-Connected Experiential Learning**: The number and percentage of students who have access to and are participating in career-connected learning.
  - **Lighthouse Credential and Degree Awards:** The number of Lighthouse Credentials and Degrees awarded that align to state designed "lighthouse" sectors, other priority sectors, or sectors that provide community benefits.
  - **Labor Market Participation:** The percentage of postsecondary credential and degree earners who are engaged in the state labor market, and the length of time completers participate in the Maryland labor market.
  - **Labor Market Earnings:** The number and percent of individuals who start postsecondary programs and reach living wage and national lifetime earning benchmarks.
  - **Return on Investment:** The number of years of labor market participation (e.g., wages, wage growth, labor market stability, time to labor market entry, etc.) required to pay costs of postsecondary education, disaggregated by program type and state focus populations.
  - **Economic and Social Mobility**: The number of Marylanders from historically underserved backgrounds (e.g., low-income schools, under-performing schools, under-resourced neighborhoods, disadvantaged households, low-wage jobs, etc.) completing postsecondary credentials and degrees with expected lifetime earnings above the living wage. The number and percentage of adult Marylanders with wages below the living wage who attain wages above the living wage after completing a postsecondary credential or degree.

Goal 2: State Metric

Figure 2: Earnings of Maryland High School Graduates Six Years After Graduation as Percent of Living Wage

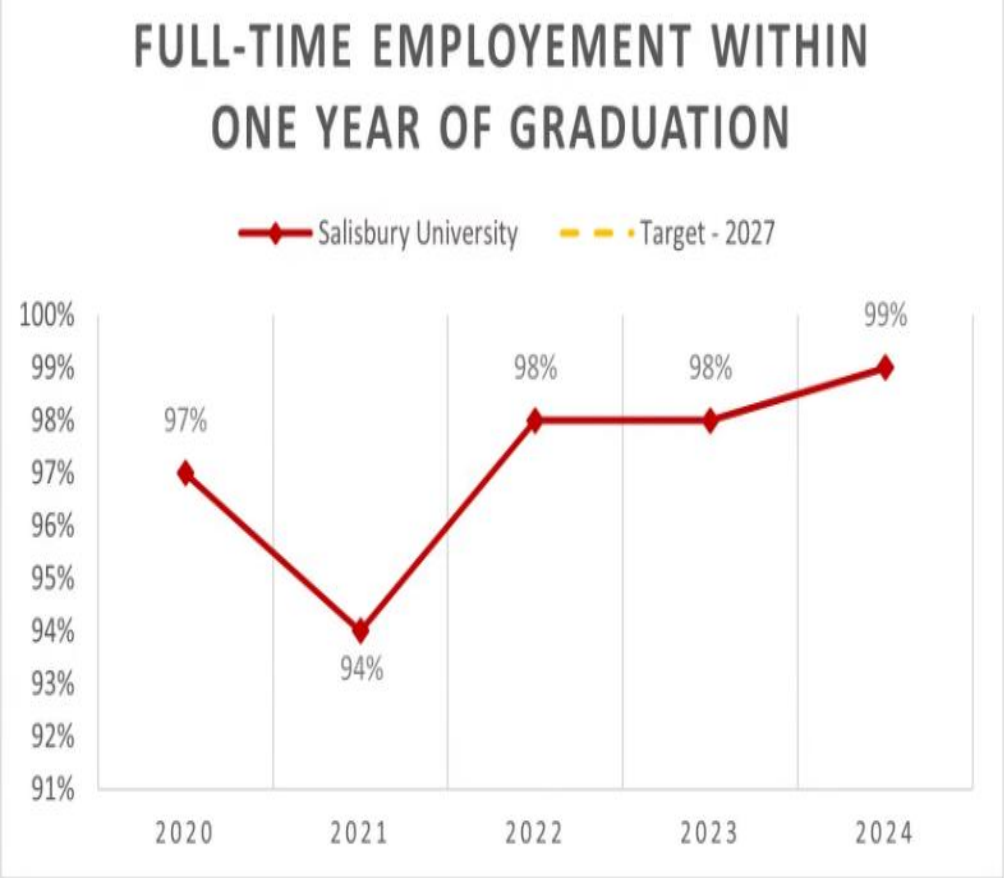


Data Note: Credentials and degrees in this figure are defined as a postsecondary certificate, associate, bachelor's or master's degree or higher. The first year on the x-axis refers to the academic year of graduation. The second year on the x-axis refers to the year of wage observation—six years after graduation The y-axis denotes wages as a percent of the Maryland living wage for the observation year.

Source: MLDS Center. (December 2025). Maryland Public High School Graduates: College and Workforce Outcomes, Median Quarterly Wage Trends. Baltimore, MD: Maryland Longitudinal Data System Center.

Salisbury UNIVERSITY

Goal 2: SU Metric



Baseline: 2020 – 97%

Current year: 2024 – 99%

Target year: 2027 – xx%

Current year 99% is **lower/higher** than the target of %.

Value Comparison: When comparing this value for improvement and benchmarks, a higher value is better.

Student Outcomes

98% Of Those Seeking Employment Were Employed Full- Or Part-Time Within One Year After Graduation

Salisbury University surveys recent alums each year to gather employment and further education information, one year after they have graduated. The information provided helps us make sure we're giving current and future Sea Gulls the best possible start in their careers. These results are based on three-year averages.

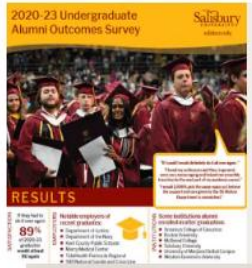


Graduate

2020-23 ALUMNI OUTCOMES SURVEY

If they had to do it over again 91% would choose SU again

CLICK TO DOWNLOAD PDF



Undergraduate

2020-23 ALUMNI OUTCOMES SURVEY

If they had to do it over again 89% of 2020-23 graduates would attend SU again

CLICK TO DOWNLOAD PDF

Goal 3: Mobilize Postsecondary Research and Innovation as a State Asset for Competitiveness and Public Good

IS RESEARCH AT MARYLAND POSTSECONDARY INSTITUTIONS DRIVING ECONOMIC GROWTH AND SOLVING IMPORTANT PROBLEMS?

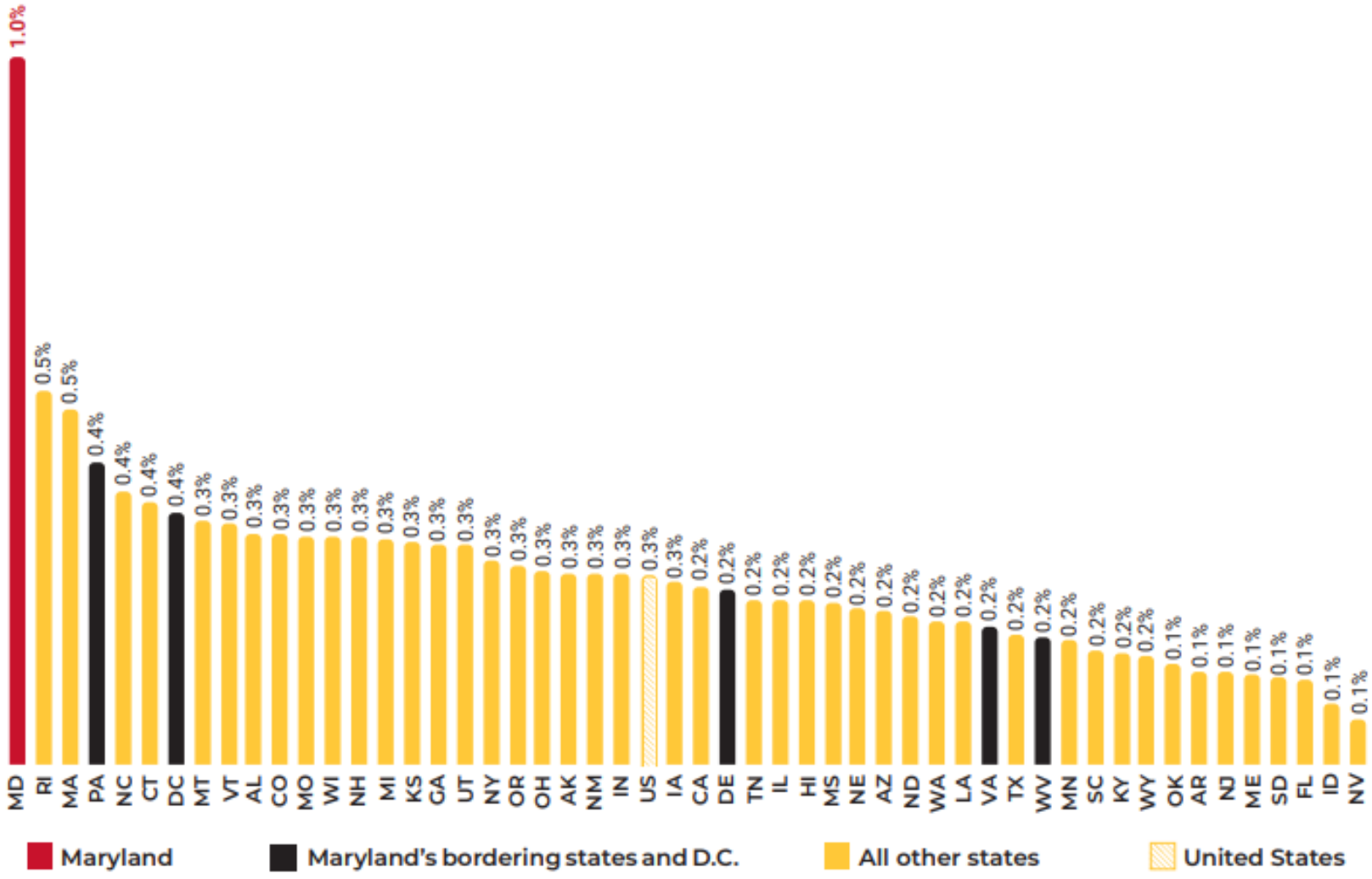
The Target: Maryland maintains its leading position nationally in externally funded academic research and development while growing its research profile in lighthouse and priority sectors and ensuring the diversity of its research workforce.

- **Potential Performance Indicators:**
  - **Statewide Coordination and Alignment:** Strategic alignment with the Moore-Miller State Plan and various related plans such as the forthcoming Key Performance Indicators (KPIs) currently under development for the state's Integrated Economic Competitiveness Plan.*

Salisbury UNIVERSITY

Goal 3 State Metric

Figure 3: Externally Funded Academic Research and Development (R&D) as Percent of State GDP



Source: 2024 Externally-funded research from NSF Higher Education Research & Development Survey, 2025 GDP by State, Bureau of Economic Analysis.

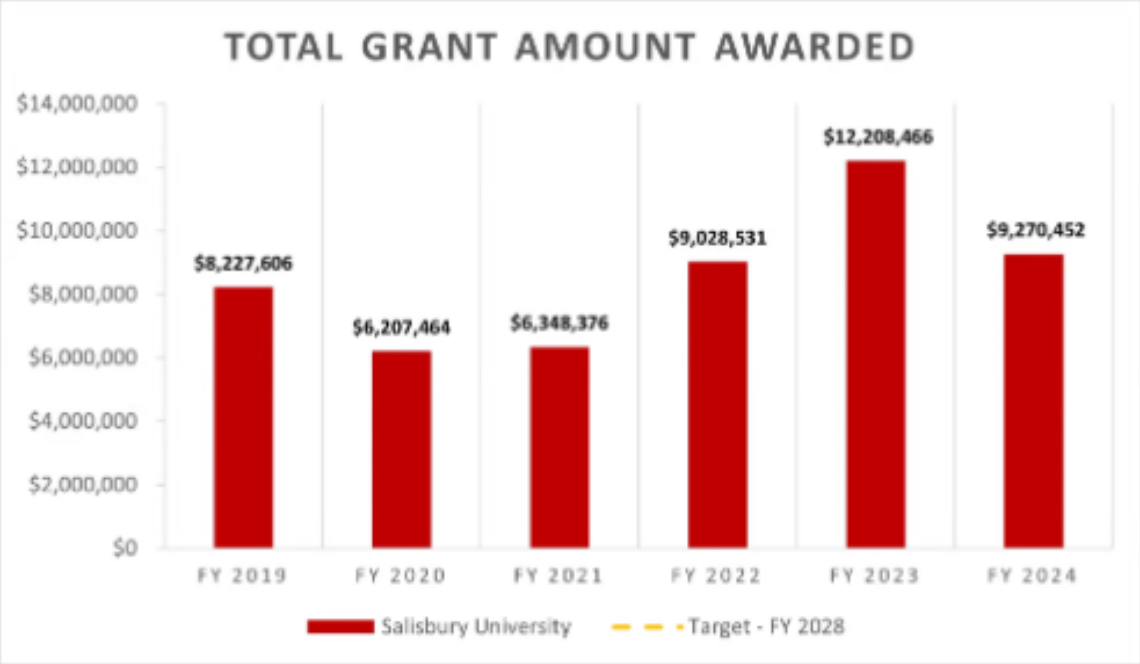
Salisbury UNIVERSITY

Goal 3
SU Metric

Increase Grants Awarded

$9,270,452 Total Grant Amount Awarded

Total Grants Awarded



Baseline: FY 2019 – $8,227,606

Current year: FY 2024 – $9,270,452

Target: FY 2028 – $

Current year $9,270,452 is **lower/higher** than the target of $.

*Value Comparison: When comparing this value for improvement and targets, a **higher** value is better.*

Salisbury UNIVERSITY

SU State-Level Metrics MFR/PAR

Goal 1:	**Provide a quality undergraduate and graduate academic and learning environment that promotes intellectual growth and success.**
Objective 1.1	Maintain the percentage of nursing graduates who pass the nursing licensure exam on their first attempt within 5 percentage points of the fiscal year 2024 rate of 92 percent into fiscal year 2029.
Objective 1.2	Achieve and maintain a pass rate on the teacher licensure exam for teacher education graduates at or above fiscal year 2024 rate of 75 percent into fiscal year 2029.
Objective 1.3	Maintain the percentage of Salisbury University graduates who are satisfied with their level of preparation for graduate or professional school at 95 percent into fiscal year 2029.
Objective 1.4	Maintain the percentage of Salisbury University graduates who are satisfied with their level of preparation for employment at 95 percent into fiscal year 2029.

Performance Measures	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	FY 29 Target
Nursing National Council Licensure Exam pass rate	95%	89%	92%	88%	95%	95%	95%	87%-97%
Teaching (Praxis II) pass rate	81%	74%	75%	78%	84%	80%	81%	>/= 75%
Satisfaction with preparation for graduate school	100%	100%	100%	100%	96%	96%	97%	>/= 95%
Satisfaction with preparation for employment	92%	99%	97%	99%	98%	98%	98%	>/= 98%

SU State-Level Metrics MFR/PAR

Goal 4:	**Improve retention and graduation rates while advancing a student-centered environment.**
Objective 4.1	Increase second-year retention rates of Salisbury University first-time, full-time students from 81.6 percent in fiscal year 2024 to 83.0 percent in fiscal year 2029.
Objective 4.2	Increase the six-year graduation rates of Salisbury University first-time, full-time students from 69.7 percent in fiscal year 2024 to 73.5 percent in fiscal year 2029.

Performance Measures	**2022 Actual**	**2023 Actual**	**2024 Actual**	**2025 Actual**	**2026 Actual**	**2027 Estimate**	**2028 Estimate**	**FY 29 Target**
Second-year first-time, full-time retention rate at Salisbury University (or another public university in Maryland): All students	80.3%	78.4%	81.6%	79.1%	80.3%	81.3%	82.0%	>/= 83.0%
Six-year graduation rate of first-time, full-time freshmen from Salisbury University (or another public university in Maryland): All students	74.9%	73.2%	69.7%	70.0%	66.1%	67.9%	70.5%	>/= 73.5%

FUTURE MEETINGS

FALL/WINTER:

December 2

January 6

SPRING:

February 3

March 3

April 7

May 5

June 2

1ST Wednesday of the month, 2-3pm

PCR or Teams

Salisbury UNIVERSITY


THANK YOU!
PATRICIA R. GUERRIERE
ACADEMIC COMMONS