

## Testimony Presented To

The House Subcommittee on Education and Economic Development

The Senate Subcommittee on Education, Business and Administration

By President Janet Dudley-Eshbach, Ph.D.

February 2013

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It is an honor to once again appear before Maryland's elected officials to talk about the many successful initiatives underway at Salisbury University to meet the needs of the State of Maryland and our citizens. The goals for higher education today and for the foreseeable future are clear and often expressed by the President of the United States and by Governor Martin O'Malley: We must produce more college graduates, with better efficiency and quality, to prepare students to meet the workforce needs of our nation and our increasingly global economy. These goals are daunting, particularly when coupled with shrinking economic resources for states and families to finance the cost of a college education. They demand significant commitment, innovation and bold action – demands that are being addressed with vigor by institutions across the University System of Maryland (USM), including Salisbury University.

A national leader in its efforts to meet these challenges, Maryland recently was lauded by U.S. Undersecretary of Education Martha Kanter as “lifting the nation” through its demonstrated commitment to higher education.<sup>1</sup> So first, I offer sincere thanks to Governor O'Malley and the members of the Maryland General Assembly for their strong focus on and commitment to higher education in our State. Your continued support and partnership are critical as we strive to meet the needs of our students and address the goals of our State and nation.

### Access and Affordability

If we are to graduate more students, we first must admit them. Salisbury University has excelled in this area, and again this year, our demand has been greater than ever before, with 8,866 students vying for 1,232 freshman seats. This significant demand also has raised the

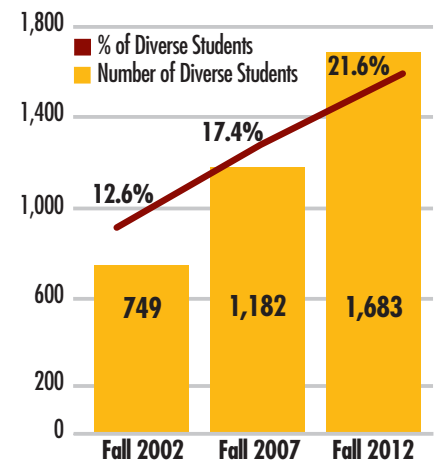
quality of the institution and our students. The average composite SAT for first-time students who submitted SAT scores was 1724 (Reading, Math and Writing Composite). This is an increase of 13 points in the composite SAT score, capping an increase on three-part composite SAT scores of 52 points since 2007. For those students who chose to take advantage of SU's SAT-optional admission program by not submitting SAT scores, the average GPA was 3.83. The average incoming high school GPA for all first-time students was 3.71. Salisbury's first-year students are the most academically qualified in the institution's history.

As demographics in Maryland and our nation continue to change, it becomes even more imperative that access and completion increase for underrepresented populations. Salisbury continues to make great strides in this area and increased the number of minority undergraduate students 6.9 percent in fall 2012, thus continuing a 10-year trend. (Figure 1) Salisbury's success in enrolling African-American students, in particular, was nearly double that of our performance peers across the country in fall 2011 (the most recent year for which IPEDS data is available).<sup>2</sup>

SU remains an extremely affordable option for Maryland students as compared with other institutions across the State and beyond, even with the structural corrections to our tuition that commenced two years ago and continue in our current budget request with a third consecutive 3 percent increase. I thank Chancellor Brit Kirwan, the USM Board of Regents, Governor O'Malley and the General Assembly for their support. Making these adjustments for three consecutive years is helping to bring our 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

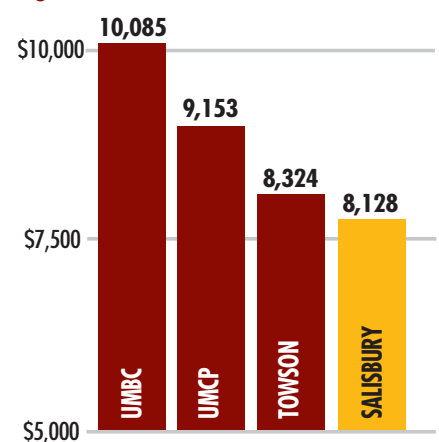
performance peers. And while our students bear the cost of the higher tuition burden, the total cost of attendance still remains the lowest among these performance peers as illustrated in Figure 2.

**Figure 1: No. of Undergraduate Minority Students and Undergraduate Minority as a Percentage of Known Students**



Note: Minority students include Black or African-American, American Indian/Alaska Native, Asian, Hispanic, Hawaiian/Pacific Islander and students who report two or more of the above races.

**Figure 2: Cost of Attendance FY 2014**



Note: Total cost of attendance includes tuition, technology fee and auxiliary fees.

<sup>1</sup> 2013 Statewide Completion Forum, Maryland Higher Education Commission, January 8, 2013.

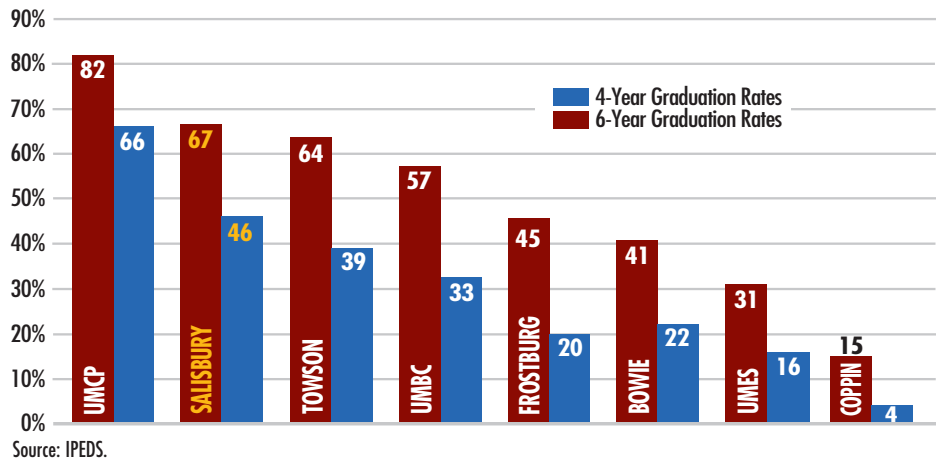
<sup>2</sup> U.S. Department of Education, Institute of Education Sciences, 2012 IPEDS Data Feedback Report (DFR) for Salisbury University, pg. 3.

## Addressing Maryland's Needs

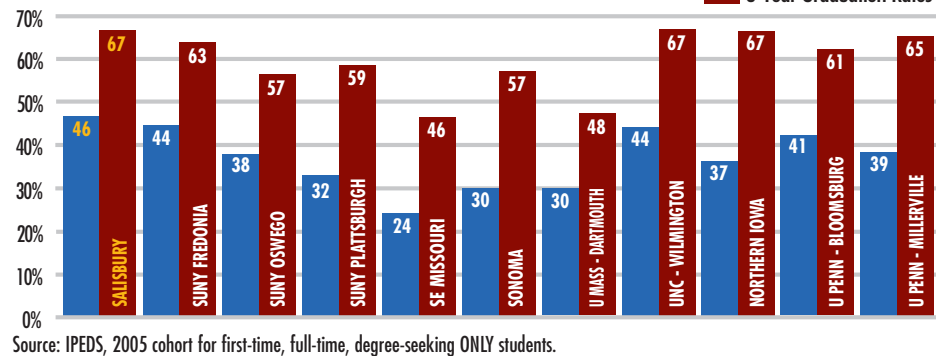
### Retention and College Completion

“We’re doing a good job of getting students to college; now we need to get them through college.” This declaration, made by Governor O’Malley at the Maryland Higher Education Commission’s (MHEC) recent 2013 Statewide Completion Forum and repeated during his State of the State address, echoed the viewpoint of higher education pundits across the nation and the marching orders for institutions of higher education. Salisbury University continues to have strong retention and graduation rates as compared with other USM institutions and our peers. (Figures 3-5) However, we continually seek to maintain and improve our high outcomes and to implement innovative operations and new initiatives that better serve our students. A number of programs introduced in recent years are helping our students to be more successful, thereby retaining them and moving them closer to completing their degrees. Promising initiatives include increased mid-semester reporting and intervention for first-year students with D or F grades halfway through the semester; more than triple the number of supplemental instruction courses – from 16 in Academic Year 2009-2010 to 60 in Academic Year 2012-2013 (in which additional academic support is built into courses that traditionally had high freshman D, F and W rates); and expanded Living Learning Communities in a broad array of disciplines, including STEM (science, technology, engineering and mathematics), Green, and Visual and Performing Arts. All of these have helped to improve academic performance and retention for our first-time students. (Figure 6) Powerful Connections, a freshman mentor program primarily for students of color, has played a significant role in attracting, retaining and graduating diverse students. SU’s Center for Student Achievement, introduced in fall 2008, has grown to multiple sites on campus and last semester alone logged 13,914 student visits for services including tutoring, supplemental instruction, academic coaching, mid-semester grade intervention, study strategy workshops and open study. SU’s first federal TRIO grant has provided an

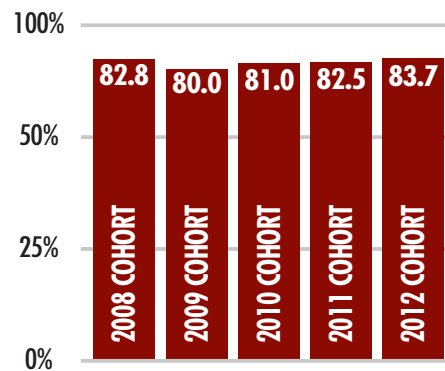
**Figure 3: Four- and Six-Year Graduation Rates (2005 Cohort)**



**Figure 4: Four- and Six-Year Cohort Graduation Rates: Peer Institutions 2005 Cohort**

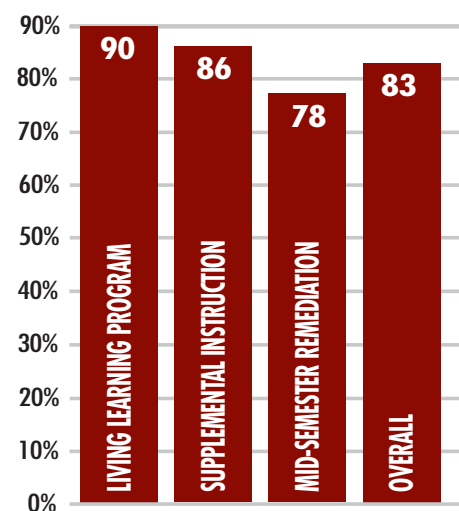


**Figure 5: SU'S Retention Rate**



additional \$1.2 million to help low-income and first-generation students as well as those with disabilities. And though our “near completers” who have dropped out close to graduation for a variety of reasons are low in number, we already reach out to them to see if obstacles can be eliminated and their degrees completed. The results of all of these efforts are clear: Salisbury University is preparing to graduate its largest class ever next May.

**Figure 6: SU'S Retention Rates for Participants in Initiatives - 2010 Cohort**



Salisbury is especially proud to be at the forefront of **reverse transfer initiatives** in the State. SU has established processes and signed MOUs, first with Wor-Wic Community College, and more recently with Chesapeake College and the College of Southern Maryland. For those students who transfer from one of these colleges to SU before completing their associate's degrees, SU will systematically report credits earned on our campus back to the respective community college so that the student earns the associate's degree while working toward the bachelor's degree. In the first year of implementing this program, **Wor-Wic was able to award 63 additional associate's degrees using the credits students earned at Salisbury University!**

**Redesigning courses** has been a priority for the past three years. Faculty member Dr. Ron Gutberlet, who redesigned our entry-level biology course, was selected to serve as a Fellow with the USM Office to assist other institutions in their redesign efforts. Recently, Provost Diane Allen appointed Dr. Diallo Sessoms as Special Faculty Assistant to the Provost. Sessoms will serve as SU's liaison to the System Center for **Academic Transformation** and will work with SU faculty to examine how they might transform courses and programs using a variety of course delivery models.

SU also has a strong record of reaching beyond our campus to provide **academic programming that will lead to more degrees for students throughout the State and beyond.** SU's Social Work Department offers accredited bachelor's and master's degrees at Cecil Community College, USM-Hagerstown and the Eastern Shore Higher Education Center, and will launch a fourth program at the Southern Maryland Higher Education Center next fall.

The Eastern Shore Higher Education Center also is home to SU's elementary education program and will begin offering SU's B.A. in interdisciplinary studies in fall 2013. Our respiratory therapy program offers a bachelor's degree at the Universities at Shady Grove, and the exercise science program is seeking approval to offer a bachelor's there beginning fall 2013. In answer to Maryland's Base Realignment and Closure (BRAC) needs, SU established a

degree in government contracting and procurement at Cecil College. And talks are underway with University of Maryland University College (UMUC) to partner on offering a bachelor's and master's degree in social work to military bases in Europe. Increasingly, SU is using innovative processes and technology to extend our reach beyond our campus. All of these efforts are important to help Maryland achieve its completion goals and to fill critical workforce needs.

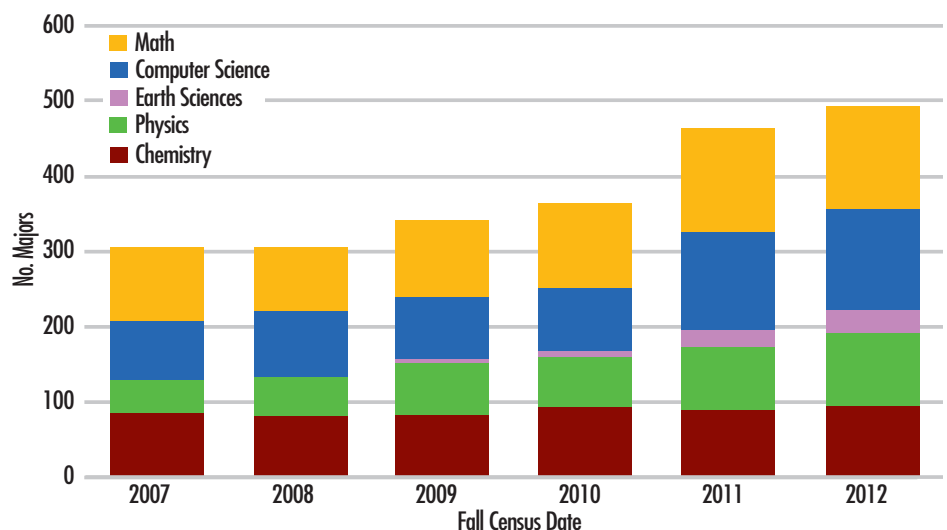
### **Economic and Workforce Development**

Salisbury University continues to be a strong force for advancing the State's economic and workforce needs through increasing STEM graduates, aligning academic programs to meet the State's workforce needs, and supporting innovation to help create the companies

and jobs of the future. While there are too many developments in these areas to mention all of them here, I highlight some of our most significant accomplishments.

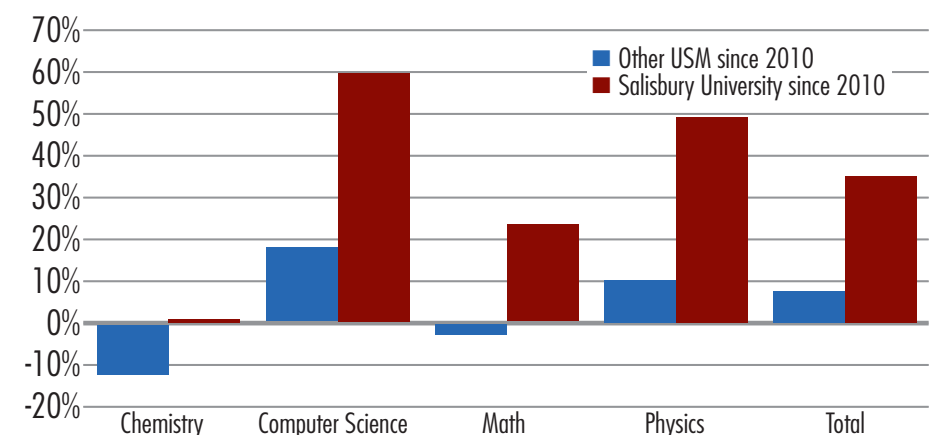
The number of STEM majors has increased significantly in recent years as a result of SU's targeted efforts to meet the goals of the USM and the State of Maryland. SU was a leader among USM institutions with this growth. (Figures 7-8) We have worked diligently with local public schools to engender early interest in STEM fields with the hope of creating a pipeline for future STEM majors. Science Nights @ SU, Science Camp @ SU, SU's annual Eastern Shore High School Mathematics Competition (celebrating its 30th year) and the Maryland Science Olympiad regional Eastern Shore tournament together brought hundreds of middle and high school students to

**Figure 7: Growth in NSF STEP\* Grant-Targeted Majors at Salisbury University**



\* The STEM Talent Expansion Program (STEP) operates under the Division of Undergraduate Education at the National Science Foundation (NSF).

**Figure 8: Percent of Two-Year Change in Number of Targeted STEM Majors**



campus to broaden their knowledge and interest in science fields.

We were proud to launch SU's first doctoral program last year, the Doctor of Nursing Practice. This is just one of the latest accomplishments for our excellent nursing education program, graduates of which hold the highest five-year average pass rate on the National Council Licensure Examination (NCLEX) of all four-year institutions in Maryland that offer the Bachelor of Science. (Figure 9) SU recently signed an MOU formalizing a partnership between SU, University of Maryland Baltimore (UMB), University of Maryland Eastern Shore (UMES) and Peninsula Regional Medical Center (PRMC) to explore creating greatly needed education opportunities for medical doctors on the Eastern Shore. SU also partnered this academic year with Tallinn University of Technology (TUT) and the University of Tartu in Estonia to develop an academic program in cybersecurity, vital to our national interests and international competitiveness. This program will be offered in English and associated internships are planned with NATO's Cooperative Cyber Defense Center of Excellence, located nearby in Tallinn. These few examples do not begin to cover all of SU's efforts in this area. I attach more detailed information on STEM @ SU for your review. (Attachment 1)

SU also has played a significant role in Maryland's business development efforts. During FY12, the Maryland Small Business and Technology

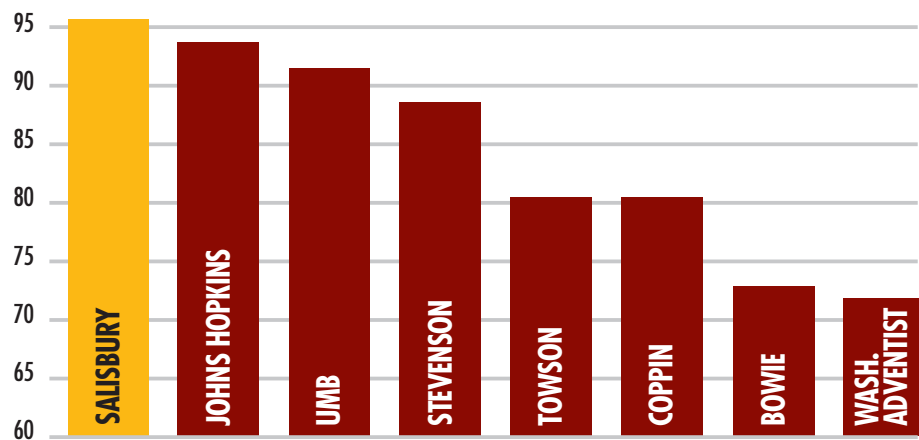
Development Center at SU's Perdue School of Business assisted 408 clients with one-on-one consulting services. These clients used that assistance to start 38 businesses, create 177 jobs, retain 97 jobs and develop over \$14.4 million in capital. The center coordinated the work of 38 Perdue School students who completed consulting projects for eight local businesses. Additionally, the region hosted 52 training sessions attended by 425 people and provided 313 information referrals. SU is embracing innovation and technology, and helping to produce the entrepreneurs and business leaders of the future.

**SU: Producing Strong Results for Every Dollar of Maryland Investment**

"We cannot change higher education into the new toll road that only our students pay."<sup>3</sup> For the 13 years that I have served as president of Salisbury

University, I have raised serious and continuing concerns about SU's level of Education and General (E&G) expenditures per student. (Figure 10) During the 2010 General Assembly Session, legislation was passed enabling structural tuition adjustments (a measure recommended by the Commission to Develop the Maryland Model for Funding Higher Education in December 2008). I formally requested such an adjustment in September 2010 and am extremely grateful to the Chancellor, the Board of Regents, the Governor and the Maryland General Assembly for their support of 3 percent tuition adjustments in FY12, FY13 and requested in FY14. These much-needed funds have helped with financial aid, student support services, STEM initiatives, and faculty and staff retention. Yet even with these increases, Salisbury University continues to be inadequately funded despite our

**Figure 9: Maryland Five-Year Average Pass Rate: NCLEX - 2008-2012**



**Figure 10: Education and General Revenue Per FTES Public Four-Year Institutions**

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Working 2013	Allowance 2014
UM, Baltimore	57,996	60,908	63,487	66,253	65,833	71,951	71,600	69,071	70,036	69,143	70,200	74,126
UMCP	24,553	24,387	26,394	27,181	28,476	28,887	29,939	29,540	29,193	31,431	32,990	34,325
UB	16,809	16,943	18,349	20,068	21,242	21,838	21,378	20,286	20,782	21,422	22,005	21,880
UMBC	16,940	16,651	17,908	19,616	20,247	20,658	21,275	20,744	19,287	19,178	20,425	21,214
Coppin	10,763	12,279	11,118	11,186	15,661	15,944	16,251	16,586	18,354	19,111	18,324	18,704
Bowie	11,674	11,979	11,871	11,927	14,248	14,116	14,776	14,231	14,388	15,316	15,718	15,975
Frostburg	11,305	11,523	11,974	13,253	14,429	14,804	14,721	14,038	14,371	14,657	14,914	15,807
Towson	11,548	12,020	11,745	12,678	13,428	13,624	13,983	13,917	14,305	14,680	15,095	15,560
UMUC	12,456	18,215	17,800	19,829	14,127	15,582	14,753	13,623	15,757	14,846	15,088	15,197
UMES	12,202	12,501	12,681	13,708	14,172	14,902	13,799	12,731	13,748	15,813	15,191	14,617
Salisbury	10,264	10,235	9,814	9,759	11,708	11,221	11,170	11,955	12,041	12,441	13,153	13,836
USM Average	17,865	18,876	19,376	20,496	21,234	22,139	22,150	21,520	22,024	22,549	23,009	23,749

Source: Department of Legislative Services; Governor's Budget Books, Fiscal 2014. Education and general revenue represent tuition and fees, State funds (general and Higher Education Investment Funds), grants and contracts (federal, State and local), and sales and services of education activities less auxiliary program enterprise revenue.

<sup>3</sup> Governor Martin O'Malley remarks, 2013 Statewide Completion Forum, Maryland Higher Education Commission, January 8, 2013.

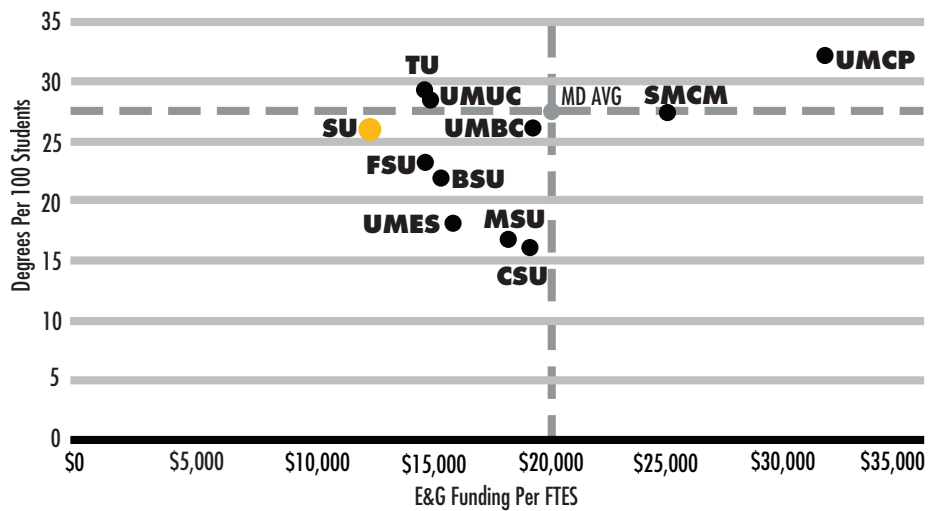


excellent outcomes. Salisbury University's need for additional operation funds cannot be met through tuition increases alone. While SU's State support per student has improved with the tuition correction, our E&G expenditures per student fall far short of what we need to operate effectively and to continue to support State goals. I greatly appreciate the Governor's support for higher education, and I urge you to support, and not reduce in any way, the funds earmarked for higher education in Governor O'Malley's proposed budget.

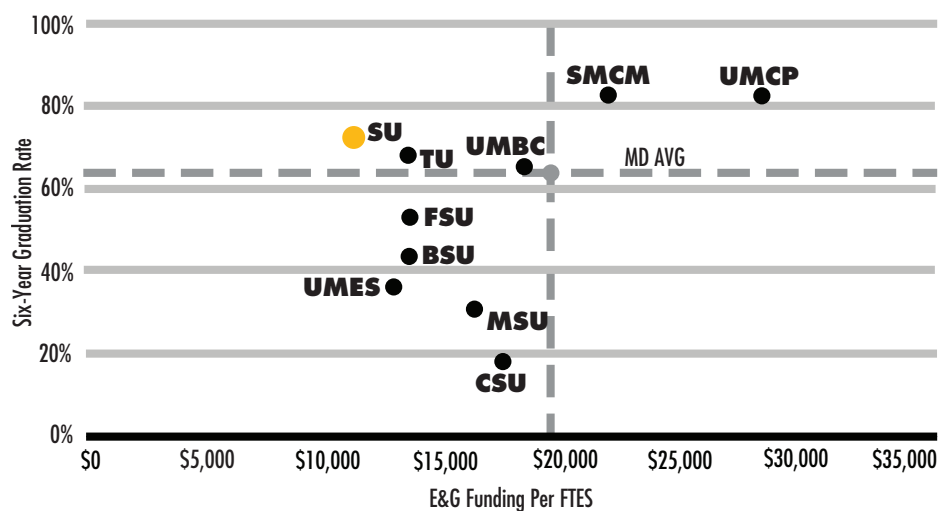
Despite our funding position, Salisbury continues to do more with less. Our exemplary retention and graduation rates were noted by analysts in the Higher Education Fiscal 2014 Overview: **"SU in particular has a graduation rate of 71.6% while receiving the least revenue per FTES statewide."**<sup>4</sup> In terms of the State's return on investment, **SU remains the most efficient institution in Maryland.** According to the analysts: "SU and TU [Towson University] have consistently been the State's most efficient for many years."<sup>5</sup> (Figures 11-12) *U.S. News & World Report* has recognized both campuses as being among the nation's most efficient universities in the North. (Attachment 2) And SU, named a 2012 Model of Efficiency by *University Business* magazine, is the only Maryland institution to have received this recognition since the award was established.<sup>6</sup>

SU's efficiency also is evident as compared with our peers across the nation. The Delta Project monitors trends in college spending. As Figure 13 demonstrates, spending per degree at SU has not kept pace with our peer institutions. **Between 2005 and 2009, funding per degree increased a mere 1.2 percent at SU while growing 7.4 percent at SU's peer institutions.** Despite this discrepancy in funding, SU continues to outpace its peer institutions

**Figure 11: E&G Revenues Per FTES and Degrees Awarded Per 100 FTES FY 2012**

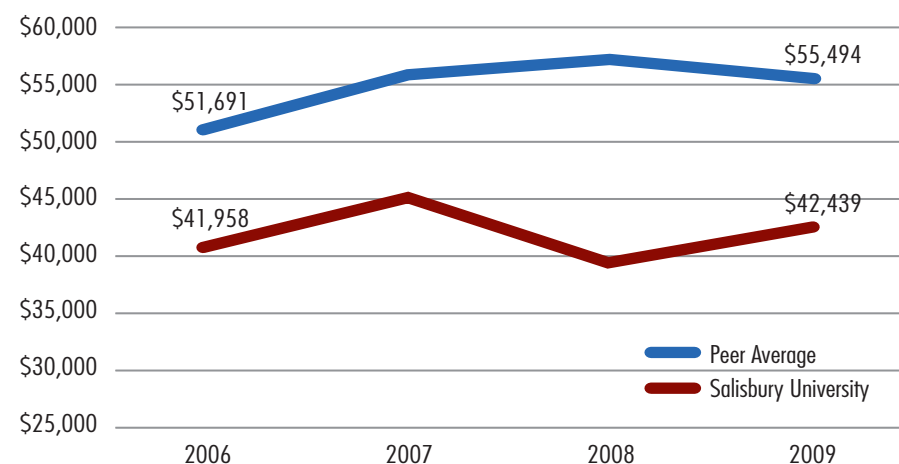


**Figure 12: E&G Revenues Per FTES and Six-Year Graduation Rates FY 2011**



Source: Higher Education Fiscal 2014 Overview, Department of Legislative Services, Office of Policy Analysis, pgs. 14-15.

**Figure 13: 2006-2009 Education and Related Spending Cost Per Degree**



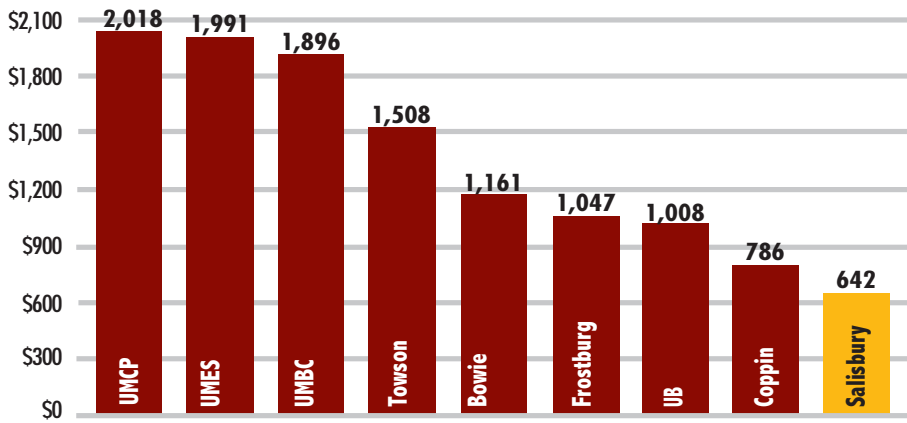
Source: Data from the Delta Project (Trends in College Spending).

<sup>4</sup> Higher Education Fiscal 2014 Overview, Department of Legislative Services, Office of Policy Analysis, pg. 14.

<sup>5</sup> Higher Education Fiscal 2014 Budget Overview, pg. 14.

<sup>6</sup> Models of Efficiency is a national recognition program created by *University Business* magazine to showcase colleges and universities whose business savvy and technological expertise create the most innovative, effective and successful solutions for their campus communities.

**Figure 14: Institutional Aid Per Student 2010-11**



on all measures of student success, including four- and six-year graduation and second-year retention rates.

**If our State is serious about college completion and getting students to graduate at the lowest cost to its citizens, allocation decisions need to be made in such a way that a higher level of investment goes to the institutions that deliver the biggest bang for the buck.<sup>7</sup>**

Unfortunately, in the proposed enhancement funds, none have been earmarked for enrollment growth at Salisbury or Towson.

While some might laud SU's ability to do so much with so little, this

efficiency comes at a cost to our students, faculty and staff. Perhaps the most egregious demonstration of this inequitable funding is found in SU's ability to provide institutional aid for deserving students as demonstrated in Figure 14. Insufficient financial aid makes it very difficult to attract a diverse student body from a variety of socioeconomic means. In addition, because scholarship dollars are inadequate to fund most students beyond their first year, financial issues are becoming significant deterrents to retention and graduation, thus hampering our progress on completion goals.

<sup>7</sup> I have included with my testimony as an attachment a brief statement on performance funding. (Attachment 3)

Salisbury University does not wish to become a school for only the advantaged students whose families can pay the full cost of attendance. We lose many capable students to other USM schools that have far more flexibility to use their financial aid as a tool to bring in those qualified students of lower economic means. This is a significant deterrent to SU's ability to reach our diversity goals, particularly as we aim to attract Maryland's growing Hispanic population.

Another area that suffers significantly from SU's low funding is reflected in our **faculty and staff workloads**. (Figures 15-16) And our most recent dashboard indicators show that Salisbury University **faculty salaries** are extremely low as compared to our peer institutions. (Figure 17)

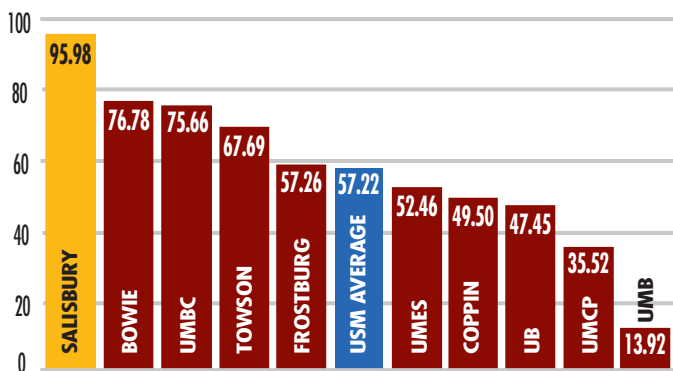
**Figure 17: Dashboard Indicators, December 2012**

(As of February 7, 2013)

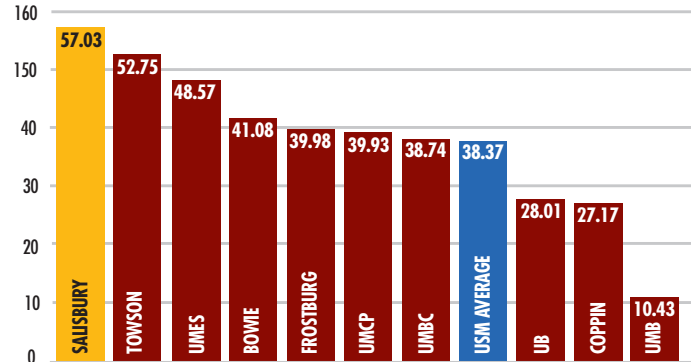
Year	Aver. Faculty Salary	Wgtd. Aver. Faculty Salary %ile
2008	\$68,599	62%
2009	\$71,086	64%
2010	\$72,572	61%
2011	\$71,486	57%
2012	\$71,437	53%
Benchmark*	\$74,839 <b>P</b>	85% <b>B</b>

Note: Italicized figures are figures against which peer comparisons should be made. Benchmark\* = Comparison to external standard (P = Peers; B = BOR Policy).

**Figure 15: Number of Students Per Full-Time Staff/Faculty: Academic Support**



**Figure 16: Number of Students Per Full-Time Staff/Faculty: Institutional Support**



## In Conclusion

Throughout this document, I have noted important initiatives that have been instituted that clearly are producing significant results. Time and time again, the excellent faculty and staff of Salisbury University develop programs that address the priorities of Maryland and the USM, and then implement and assess them with vigor.

**FY14 marks the first year the USM is slated to receive any programmatic funding in five years.** On behalf of everyone at Salisbury University, I urge you to support the Governor's proposed budget and to invest strategically to produce the outcomes to meet State needs. SU consistently produces among the best returns for every State dollar of investment. Salisbury University and other similarly low-funded, high-producing institutions will suffer should the Department of Legislative Services (DLS)-recommended reductions be implemented. Equitable funding should be a mandate for the State of Maryland, particularly as it seeks to improve the future of all of our citizens from every race and socioeconomic background. Thank you for your support during the past, very difficult years. Now, I urge you to make decisions that will build upon our institution's past successes and enable us to do more for the citizens of our great State.



President Janet Dudley-Eshbach, Ph.D.

## Salisbury University's National Rankings

(Rankings as of January 14, 2013)

- *Kiplinger's Personal Finance* magazine's Top 100 "Best Values in Public Colleges" for 2013 (February 2013 issue) – 5th consecutive year.
- *The Daily Record* named SU President Janet Dudley-Eshbach one of Maryland's Most Admired CEOs for 2012. She was the only university president honored with this inaugural award.
- *U.S. News & World Report's Best Colleges* for 2012-2013 (September 2012 issue) – 16th consecutive year. SU is one of the Top Public Regional Universities in the North and is one of Maryland's highest-placing campuses. Based on this ranking, SU also was spotlighted on the *U.S. News* Web site as a university that operates most efficiently.
- *The Princeton Review's The Best 377 Colleges* and *The Best Northeastern Colleges* for 2012-2013 (August 2012 editions) – 14th consecutive year.
- *The Princeton Review's Guide to 322 Green Colleges: 2012 Edition* (April 2012) – 3rd consecutive year. Published in partnership with the U.S. Green Building Council.
- A *University Business* magazine "Model of Efficiency" for spring 2012. Applauded for innovative approaches to streamline operations, SU was the only Maryland campus honored and one of only 16 recognized nationwide.

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