

## Responses to FY14 Analyst Comments

By President Janet Dudley-Eshbach, Ph.D.

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Salisbury  
UNIVERSITY



### **The President should comment on why so little institutional aid is going to students in the Pell +1 to \$6,999 EFC Group.**

One of the negative impacts of Salisbury University's funding per FTES is the inability to contribute sufficient institutional funds toward student financial aid generally. Our operating dollars go overwhelmingly toward paying our mandatories, and there is little that we can carve out of operating to put toward financial aid. This is one of the reasons Salisbury University has been requesting the structural tuition adjustments. The tuition increases, coupled with better general fund support, should permit us to put more toward financial aid. The current allocations reflect the recommendations of consultants from Noel-Levitz, whose advice we sought to ensure that we get the best results from the amount of financial aid that is available. The University has identified an additional \$300,000 in its FY 2014 request specific to need-based aid.

### **The President should comment on what SU is doing to increase financial aid literacy and responsible borrowing among new students, given the very high average borrowing occurring in Parent Plus loans and private loans.**

Salisbury University educates prospective and current students on financial literacy in a number of ways. The University, in partnership with *CashCourse*, created a comprehensive online financial education program. Students are encouraged to participate and fully complete the program. Students are notified of the program through e-mail, posters and the distribution of note cards across campus, and incentives are provided to support participation. In addition to *CashCourse*, the Financial Aid Office meets with various at-risk groups, via TRIO and Powerful Connections, to sponsor financial literacy programs. Financial aid officers also are available at Open Houses, Admitted Student Day and Family Weekend to discuss financial literacy with prospective students and families.

### **The President should comment on whether other graduate programs are in the pipeline and on whether SU has closed or merged degree programs that are not in demand.**

The list of programs provided in the analysis reflects, in its entirety, the active graduate/doctoral programs SU is currently developing. There is a process employed to close low-demand programs (e.g., psychology M.A. a few years ago), but the current emphasis is to strengthen ties between our undergraduate programs and their related graduate programs.

### **Finally, the President should comment on how SU's proposed Ed.D. program will differ from the Education Leadership Doctorate offered at the nearby University of Maryland Eastern Shore.**

SU's proposed applied Ed.D. is focused on curriculum and instruction and is very different from UMES' Ed.D. focus on administrative leadership and organization. UMES concurred that SU's proposed program would not conflict with its doctoral program.