

Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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**Salisbury University
Office of Student Affairs
Center for Student Achievement
August 1, 2020**

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EXECUTIVE SUMMARY (one page)

The Center for Student Achievement has demonstrated its impact on student success throughout the 2019-2020 academic year. Our commitment to strategic planning, assessment and campus partnerships has positioned the CSA as the campus leader in learning assistance. The efforts of the CSA were acknowledged in the Princeton Review “A particular strength of that new library that many note are the “student aid resources provided, such as the Center for Student Achievement, the Writing Center, and [Supplemental Instruction] meetings.”

Initiatives such as supplemental instruction, tutoring, success coaching and study strategy workshops support the CSA goals to develop independent learners, create seamless learning environments in partnership with faculty, help students develop competencies that enhance academic success and contribute to the increase in retention and graduation rates.

The CSA staff has embraced the Navigate platform and developed outreach campaigns to support and further student success. The development of the Navigate app and the high rate of adoption by students is an effort spearheaded by the Director in partnership with the AVP of Academic Affairs. Persistence rates for students who downloaded the Navigate app were 21% higher than for students who did not download the Navigate app which resulted in \$4million in tuition revenue for SU.

The CSA staff embraced the virtual learning environment during the spring semester, seamlessly moving SI, tutoring and success coaching to Zoom. Efficiently and effectively on-line learning workshops were created and posted to the CSA website. In-service trainings for peer leaders were conducted via Zoom and resulted in the creation of video introductions for SI sessions and large numbers of students participating in SI sessions via Zoom. The entire CSA team should be commended for their efforts in the virtual environment. The CSA team has contributed to the field of learning assistance at both the regional and national levels through certifications, publications and regional and national conference presentations. The staff is dedicated to professional development and quality improvement and has become more active in MDCLCA, NCLCA, EAB and CRLA to learn from and share with colleagues around the world.

38% of SU undergraduates utilized CSA services during AY19-20. The CSA staff continued to forge key partnerships on campus with the Seidel and Henson Schools, Veterans Affairs, Academic Departments, OURCA, the Math Emporium, TRIO, University Writing Center, UARA, the GearUp grant and SU Libraries with a number of initiatives including student success workshops, the CSA advisory board and assessment projects. The partnership with the greatest potential impact on completion and retention has been the launch of the Navigate platform and Navigate app in collaboration with the Provost Office and Academic Advising Center.

Section I: Department Overview

Vision

Students First!

Mission

In collaboration with Academic Affairs and Student Affairs, the mission of the CSA is to enhance student learning, academic success and personal growth through engagement in the Salisbury University academic community. The Center for Student Achievement provides holistic support to all undergraduate students in their pursuit of personal and academic goals.

Goals

- Support the academic success of all undergraduate students
- Promote academic success through strategic use of resources
- Increase students' abilities to become independent learners
- Partner with faculty to create a "seamless learning environment" (Kuh, 1996)
- Help students develop competencies that will directly enhance their success in the classroom
- Support initiatives to increase student retention and graduation rates

Scope of Practice – Services Provided

- Success Coaching (academic probation, 3-peat initiatives, mid-semester grades)
- Scholar Holler
- Study Strategy Workshops
- Supplemental Instruction
- SU Bridges
- Tutoring

Section II: Service Delivery

Students Served (July 1 – June 30 time period)

Enter "N/A" if data are not available for this reporting period.

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	2897
Total number of "visits" (includes repeat visits)	27,403
Total number of service contact hours across all service types	N/A
Graduates	Outcomes
Total unique number served (do not include repeat visits)	0
Total number of "visits" (includes repeat visits)	0
Total number of service contact hours across all service types	N/A
Overall	Outcome
Total unique number of undergraduates and graduate students served	2897

Comments:

Overall usage of the CSA was down this year, 38% of all full-time and part-time undergraduates as compared to 44% last year. Much of this can be attributed to walk-in traffic for tutoring, athlete study hall, workshop attendance, mid-semester grade coaching and open study during the pandemic shutdown. Some of these services were offered via Zoom during the COVID-19 shutdown, but many services were not.

Examples of Major Events, Services, Activities, and Initiatives¹

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant ²
<i>Example: Annual First-Generation Conference.</i>	<i>First generation students and their faculty mentors</i>	<ul style="list-style-type: none"> ▪ 75 students ▪ 60 faculty mentors ▪ 12 guests³ 	<ul style="list-style-type: none"> ▪ \$22.72
Academic Probation Campaign	Students on academic probation	<ul style="list-style-type: none"> ▪ 53 students ▪ 4 staff members 	N/A
Navigate app	First year students and transfer students fall 2019, spring 2020	<ul style="list-style-type: none"> ▪ 86.8% of freshman downloaded the app 	N/A

¹ Contact the Associate Vice President for assistance in completing this section if needed.

² Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.

³ This could include family, friends, faculty, and staff.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2019 – June 30, 2020 Allocations

Budget Category	Allocation
01	254,419
02	342,930
03	10,950
Total	

July 1, 2019 – June 30, 2020 Expenditures

Budget Category	Expenditures
01	231,120
02	277,743
03	4,654
Total	

July 1, 2019 – June 30, 2020 Revenue Generated

Initiatives or Purposes	Revenue Generated
<i>Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.</i>	\$12,250.00
Giving Day	125.00
Total	

Comments related to budget decisions, concerns, cuts, reallocations, etc.

Budget cuts to supplemental instruction have caused us to revert to size and scale of SI program in 2014. This directly impacts the number of students who have **access** to SI.

Section IV: Collaborations and Partnerships (Internal and External)⁴

Examples of Collaborations and Partnerships	Outcomes and Impact
<i>Example: County Public Schools Guidance Counselors</i>	Resource materials for helping high school students and families discuss mental health before college.
GearUp Grant with Henson School	Develop and facilitate online study strategies for high school students enrolled in GearUp program
College Readiness Academy with Seidel School	Developed summer academy for high school rising juniors and seniors. Postponed due to pandemic.
Evaluating the Effectiveness of Peer Led Learning Initiatives on Undergraduate Academic Achievement UARA, CSA & Seidel Faculty	Using propensity scores to measure tutoring and supplemental instruction outcomes.

⁴ Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs Strategic Plan

The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of *significant* outcomes.

Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

- The CSA staff fosters community by building relationships with students, faculty and staff through learning assistance initiatives, faculty engagement and staff partnerships.
- The CSA services are accessible and inclusive (see CSA demographics report Fall 2019 & Spring 2020) page 14
- The CSA following CRLA guidelines trains peer leaders on diversity and inclusion in conjunction with the Office of Diversity & Inclusion and Office of Institutional Equity.
- CSA staff participated in Discussion on Race and professional development opportunities including webinars, podcasts and group meetings.

Goal 2: Student Affairs aims to educate students for campus, career, and life.

The CSA educates students through SI, tutoring, coaching and workshops.
As a result of participating in peer led academic support programs, students will be able to:

Fall 2019: Apply study skills developed in sessions to coursework.

- 86% reported learning at least two study skills during SI sessions.
- 79% reported applying study skills learned in SI to independent studying.

Demonstrate understanding of content material through coursework.

- 88% reported increase understanding of course content after participating in SI sessions.
- 86% reported feeling more confident in their ability to succeed after participating in SI sessions.

Address gaps in content competency through the use of independent learning strategies.

- 89% agreed that during SI they addressed gaps in their course understanding.
- 82% reported their personal studying is more effective because of SI participation.

Spring 2020: Apply study skills developed in sessions to coursework.

- 81% reported learning at least two study skills during SI sessions.
- 85% reported applying study skills learned in SI to independent studying.

Demonstrate understanding of content material through coursework.

- 95% reported increase understanding of course content after participating in SI sessions.
- 93% reported feeling more confident in their ability to succeed after participating in SI sessions.

Address gaps in content competency through the use of independent learning strategies.

- 95% agreed that during SI they addressed gaps in their course understanding.
- 82% reported their personal studying is more effective because of SI participation.

Online SI experience

- 80% stated they were given ample opportunities to work collaboratively
- 91% stated that they received a high-quality learning experience
- 3% wish for future SI sessions to be held online, 40% wish for hybrid, 57 % wish for in-person

As a result of tutoring participation, students will be able to:

Fall 2019: Apply study skills developed in sessions to coursework.

- 78% reported learning at least one study skill during tutoring sessions
- 78% reported applying study skills learned in tutoring to independent studying

Demonstrate understanding of content material through coursework.

- 89% reported increase understanding of course content
- 89% reported feeling more confident in their ability to succeed

Address gaps in content competency through the use of independent learning strategies.

- 78% agreed that during tutoring they addressed gaps in their course understanding
- 89% reported their personal studying is more effective because of tutoring participation

Spring 2020: Apply study skills developed in sessions to coursework.

- 59% reported learning at least one study skill during tutoring sessions
- 65% reported applying study skills learned in tutoring to independent studying

Demonstrate understanding of content material through coursework.

- 76% reported increase understanding of course content
- 82% reported feeling more confident in their ability to succeed

Address gaps in content competency through the use of independent learning strategies.

- 76% agreed that during tutoring they addressed gaps in their course understanding
- 89% reported their personal studying is more effective because of tutoring participation

AY19-20 Success Coaching

96.2% of probation students participating in tutoring increase their term GPA.

56.8% of students increased their overall GPA.

27.6% of students increased total credits earned

Goal 3: Student Affairs aims to embrace innovation.

- Lead role in developing and implementing Navigate app and platform-EAB tools to retain and graduate students.
- 69.7% of transfers and 86.8% of freshmen downloaded the Navigate app fall 2019; 46% of all undergraduates downloaded the navigate app AY19-20
- 79% persistence rate of students with Navigate app. 58% persistence rate for student without Navigate app. 21% difference in persistence rate. \$4 million tuition revenue from students who persisted.
- Increased marketing of Learning Express Tool.
- Converted all assessments to Qualtrics and Navigate Reports/Analytics.

Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.

- Engaged student affairs professionals in Navigate platform to train and utilize coordinated care to better serve students and increase student success. Advanced Search features offers an effective and efficient query tool. Built content in Navigate app to promote Student Affairs departments, activities and events in addition to academic information. Corresponded through the app with students about FAFSA, 2020 Census, Housing, COVID-19, etc.
- Collaborated with Academic Commons' partners to deliver services to students in a coordinated and efficient manner. Coordinated and advertised workshop series to be facilitated during Welcome Week to market 2nd floor GAC resources to students without duplicating efforts for the 5 departments involved. Coordinated a workshop series for student-athletes in conjunction with UWC, DRC and Career Services.

Section VI: A Summary of Achievements Related to University Strategic Plan

The following are examples of ways in which the Unit is assisting the University achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."

Goal 1: EDUCATE Students for Campus, Career and Life

- The CSA educates students through SI, tutoring, coaching and workshops.

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Demonstrate understanding of content material through coursework.

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- 86% reported feeling more confident in their ability to succeed after participating in SI sessions.

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- 89% agreed that during SI they addressed gaps in their course understanding.
- 82% reported their personal studying is more effective because of SI participation.

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- 91% stated that they received a high-quality learning experience
- 3% wish for future SI sessions to be held online, 40% wish for hybrid, 57 % wish for in-person

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AY19-20 Success Coaching

96.2% of probation students participating in tutoring increase their term GPA.

56.8% of students increased their overall GPA.

27.6% of students increased total credits earned

Goal 2: EMBRACE Innovation of the Salisbury University Experience

- Seamlessly moved all CSA services to Zoom in mid-March. Maintained quality and integrity of programs.
- Lead role in launching Navigate app and platform-trained students, staff and faculty. Results demonstrate an increase in persistence rate of 21% for students who downloaded the app and \$4 million dollars revenue for SU.
- Provided Navigate training for faculty and staff.
- Moved SI and tutor training to on-line, including monthly in-services and GA training.
- Used Qualtrics to develop assessment tools to assess CSA initiatives.
- Engaged in research project "Evaluating the Effectiveness of Peer Led Learning Initiatives on Undergraduate Academic Achievement"
- Partnered with Career Services and Graduate Studies to teach students how to access practice exams and preparation within Learning Express Tool such as Praxis, GRE, GMAT, NCLEX, etc

Goal 3: FOSTER Community

- Partnership with Athletics to deliver weekly workshops to student-athletes and host and monitor study hours in the CSA.
- Partner with the Henson School to monitor and coach students engaged in Henson 3-peat initiative.
- The CSA staff fosters community by building relationships with students, faculty and staff through learning assistance initiatives, faculty engagement and staff partnerships.
- Participation in campus wide success initiatives such as Civic Reflections, Orientation's, Open Houses, Relay for Life, Dialogue on Race, COVID committees.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

- CSA classrooms and conference room have been utilized by members of the campus community and greater Salisbury community including new faculty orientation, new student orientation, Physical Plant, Veterans office, CSIL, Admitted Students Day, faculty and Student Affairs Navigate trainings, the Honors College, Gear Up grant and the Wicomico County Public Schools.

Section VII: Measuring Up – Research, Assessment, and Evaluation⁵

**2019-2020 Goals and Outcomes
July 1, 2019-June 30, 2020**

Department Goals	Summative Outcomes
<i>Example: Promote student success through health and wellness initiatives.</i>	<ul style="list-style-type: none"> ▪ 5 health and wellness workshops were offered in partnership with Center for Student Achievement ▪ 1,257 unique students attended 5 health and wellness workshops ▪ 83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success
Support the academic success of all undergraduate students	38% of all undergraduates utilized CSA services <ul style="list-style-type: none"> ○ Unique students 2897 ○ Visits 27,403 ○ Total visits via zoom April-June 2,317 visits; 735 unique students

⁵ Contact the Associate Vice President for assistance in completing this section if needed.

<p>Help students develop competencies that will directly enhance their success in the classroom.</p>	<p>88% reported increase understanding of course content after participating in SI sessions.</p> <p>86% reported feeling more confident in their ability to succeed after participating in SI sessions.</p> <p>Demonstrate understanding of content material through coursework (CAS: Intellectual Growth)</p> <p>76% reported increase understanding of course content after participating in tutoring</p> <p>82% reported feeling more confident in their ability to succeed after participating in tutoring</p>
<p>Increase students' abilities to become independent learners</p>	<p>79% reported applying study skills learned in SI to independent studying.</p> <p>86% reported learning at least two study skills during SI sessions.</p> <p>76% agreed that during tutoring they addressed gaps in their course understanding</p> <p>89% reported their personal studying is more effective because of tutoring participation</p> <p>65% reported applying study skills learned in tutoring to independent studying</p>

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)
July 1, 2019-June 30, 2020**

Project	Key Result(s) or Outcomes	Organizational Changes
<p><i>Example: Three-Year Student Satisfaction Survey with new math instructional software.</i></p>	<p><i>80% of student users indicated new software was helpful to understanding math concepts.</i></p>	<p><i>Two additional math sessions using the new software will be added.</i></p>
<p>Launched Navigate app (June 2019)</p>	<p>69.7% of transfers and 86.8% of freshmen downloaded the Navigate app fall 2019 46% of all undergraduates downloaded the navigate app AY19-20</p>	
<p>Navigate app and persistence rate</p>	<p>79% persistence rate of students with Navigate app. 58% persistence rate for student without Navigate</p>	

	app. 21% difference in persistence rate. \$4 million tuition revenue from students who persisted	
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**Student Learning Outcomes
July 1, 2019 - June 30, 2020**

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
<i>Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.</i>			<ul style="list-style-type: none"> ▪ 75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.
<i>Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.</i>			<ul style="list-style-type: none"> ▪ 80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.
82% of SI participants will report learning at least two study skills during SI sessions			83.5% of SI participants reported learning at least two study skills during SI sessions.
50% of probation students participating in tutoring will demonstrate an increase in overall GPA from last semester to current semester by attending tutoring.			96.2% of probation students participating in tutoring increase their term GPA. 56.8% of students increased their overall GPA. Students also increased total credits earned by 27.6%
70% average satisfaction rate for students participating in academic coaching.			93% satisfaction rate of student who participated in academic coaching.
65% average satisfaction rate for students participating in CSA workshops			91% satisfaction rate for students participating in CSA workshops
Ensure that at least 46% of undergraduates receive at least one academic support service			38% of undergraduates utilized CSA services.

Section VIII: Strategic Plan-Related Goals (July 1, 2020 – June 30, 2021)⁶

The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. **Three to five goals are recommended.** Please use new University Strategic Plan 2020-2025 goals for this section.

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
<i>Example: Implement new living-learning communities focused on diversity and inclusion.</i>	Goal 1 Initiative 2		<ul style="list-style-type: none"> ▪ Number of living-learning communities created. ▪ Number of students completing housing contracts for the new LLCs.
<i>Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.</i>	Goal 4 Initiative 2		<ul style="list-style-type: none"> ▪ Number and percent of academic probation students participating in at least two academic sessions.
80% of students will report feeling more confident in their ability to succeed academically after attending CSA workshops	Goal 1 Strategy 1.2.4		<ul style="list-style-type: none"> ▪ Number and percentage response to Qualtrics survey ▪
Ensure that 80% of success coaching participants learn to use at least one study strategy	Goal 1 Strategy 1.1.1		<ul style="list-style-type: none"> ▪ Number and percentage response to Qualtrics survey ▪ Number and percentage of students identifying at least one study strategy
SI increase students attending 5 or more sessions to 25%	Goal 1 Strategy 1.1.4		<ul style="list-style-type: none"> ▪ Number and percentage of students participating in SI session
SI 95% of students will state that they have received a high-quality learning experience.	Goal 1 Strategy 1.1.4		<ul style="list-style-type: none"> ▪ Number and percentage of students participating in SI session ▪ Number and percent of students indicating positive impact of SI on learning ▪ Number and percent of students earning a "C" or higher in SI course

⁶ Contact the Associate Vice President for assistance in completing this section if needed.

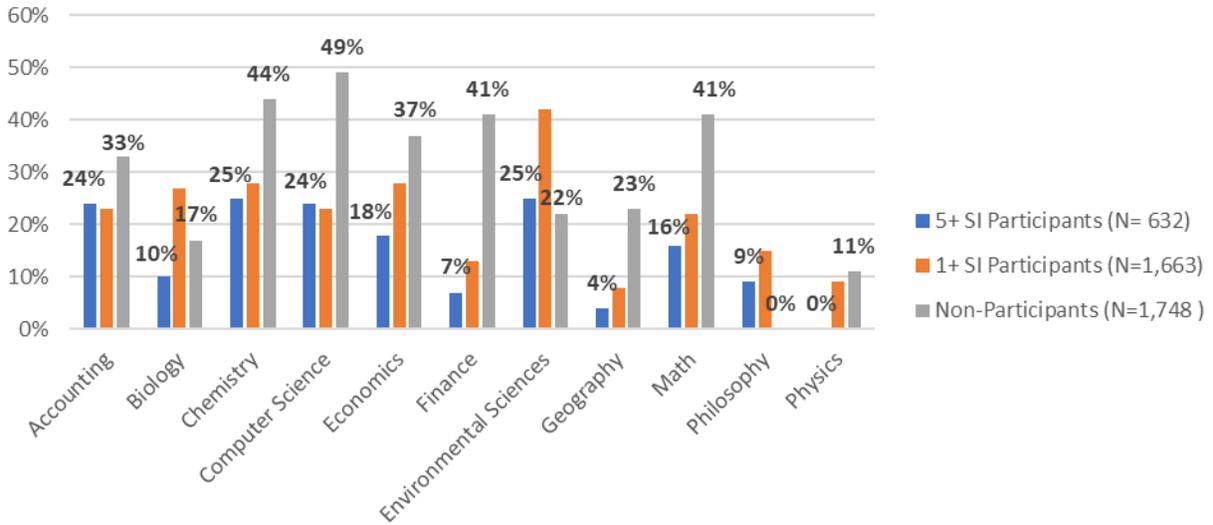
80% of students participating in tutoring will report increased understanding of course content	Goal 1 Strategy 1.2.1		<ul style="list-style-type: none"> Number and % of students reporting increased understanding of course content
Increase total usage of tutoring hours to 30%	Goal 1 Strategy 1.2.1		<ul style="list-style-type: none"> Number and % of students meeting with a tutor (TutorTrac)
Increase Navigate app usage 60% of SU undergrads	Goal 1 & Goal 3 Strategy 1.2.4 & 3.1.1		<ul style="list-style-type: none"> % of students who have downloaded the app

Appendix

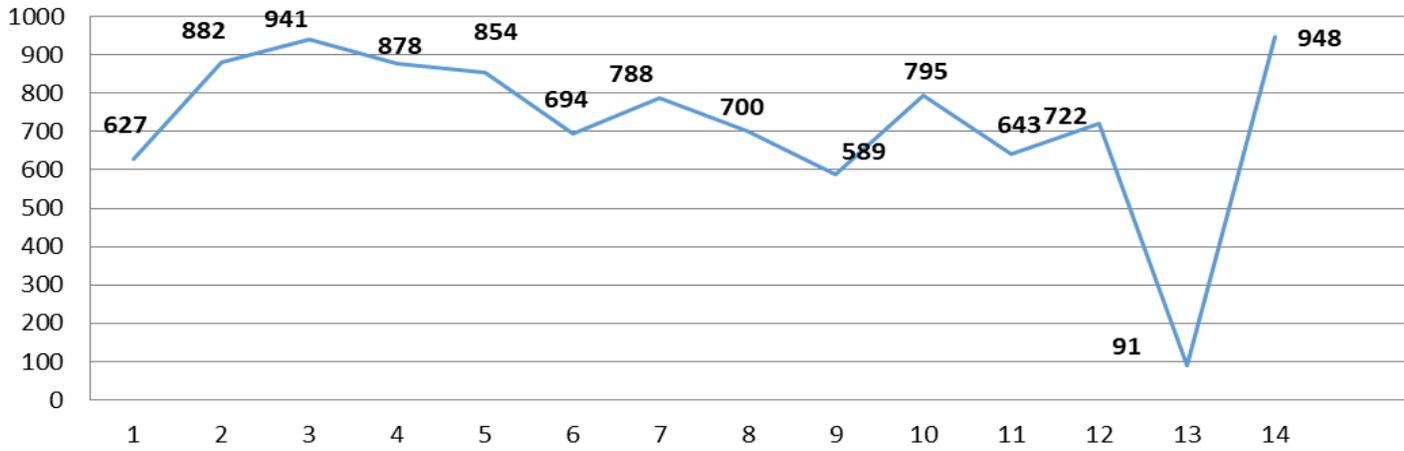
Supplemental Instruction History

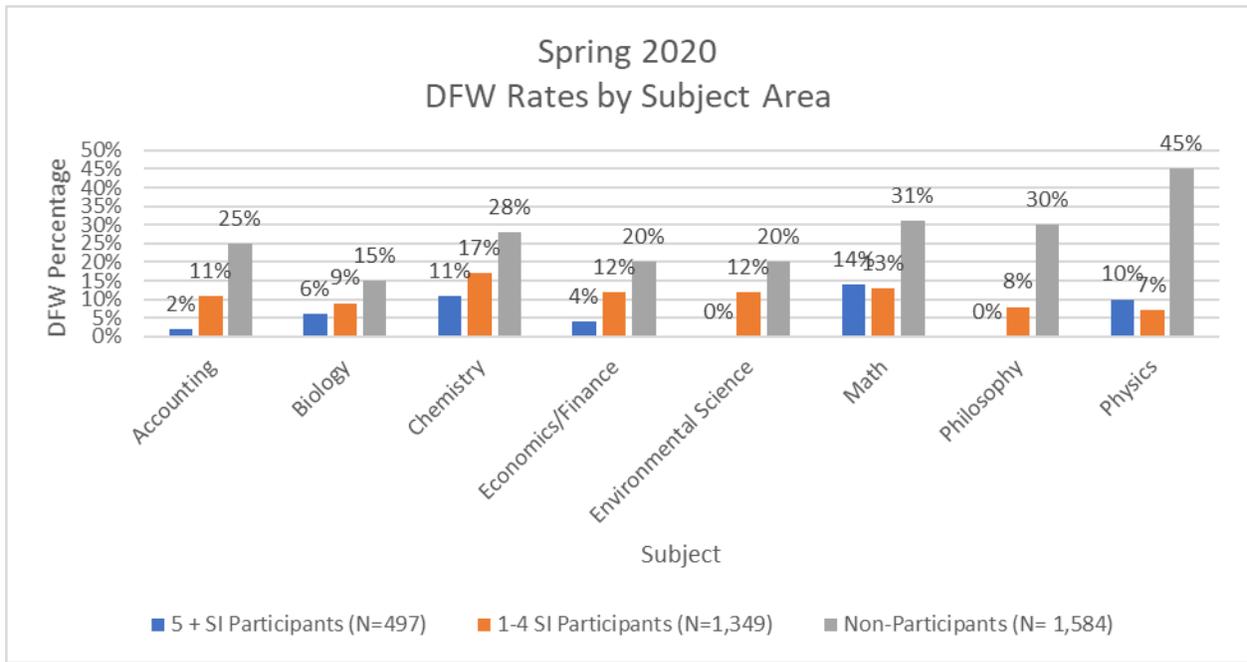
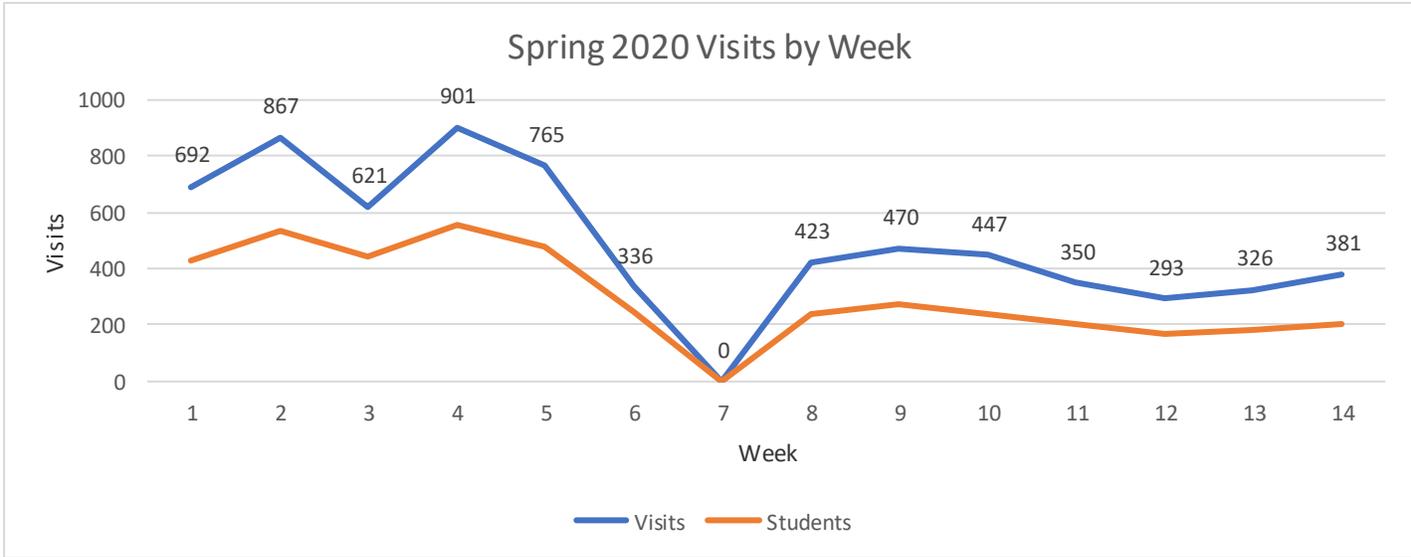
Program History																	
	FA 2009*	FA 2012	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020
Course Sections	8	47	60	68	64	76	88	93	90	97	96	107	105	103	92	90	84
Students	231	1,756	2,334	2,828	2,545	3,050	3,461	3,513	3,267	3,658	3,557	3,964	3,595	3,721	3,411	3,293	2,933

Fall 2019 DFW Rates by Subject Area



Fall 2019 Visits by Week





Students by Race/Ethnicity	Fall 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
American Indian/Alaska Native	26	59	44%	All UG
Asian	120	290	41%	All UG
Black/African American	406	1,095	37%	All UG
Hispanic/Latino	135	357	38%	All UG
Native Hawaiian/Other Pacific Islander		9	0%	All UG
Not Specified/Blank/Other	70	561	12%	All UG who reported two or more races, nonresident alien, or unknown/not specified.
White	1,440	5,315	27%	All UG
Total	2,197	7,686	29%	All UG

Students by Gender	Fall 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Male	949	3,417	28%	All UG
Female	1,248	4,269	29%	All UG
Total	2,197	7,686	29%	All UG

Students by Age Group	Fall 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Age 20 and younger	1,608	4,543	35%	All UG
Age 21-24	520	2,636	20%	All UG
Age 25-29	37	275	13%	All UG
Age 30-34	19	95	20%	All UG
Age 35-39	6	52	12%	All UG
Age 40-49	2	47	4%	All UG
Age 50-59	5	27	19%	All UG
Age 60 and older	-	11	0%	All UG
Total	2,197	7,686	29%	All UG

Students by Classification	Fall 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Freshman	832	2,109	39%	All UG
Sophomore	664	1,687	39%	All UG
Junior	436	1,884	23%	All UG
Senior	250	1,900	13%	All UG
UG Second Bachelor	15	106	14%	All UG
Total Undergraduate	2,197	7,686	29%	All UG
Graduate		931	0%	All Grad

Students by Classification	Fall 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Fulton School	306	2,091	15%	All UG
Henson School	455	1,127	40%	All UG
Perdue School	569	1,599	36%	All UG
School of Health Sciences	293	795	37%	All UG
School of Nursing	266	557	48%	All UG
School of Social Work	33	338	10%	All UG
Seidel School	134	643	21%	All UG
Unknown	141	536	26%	All UG
Total	2,197	7,686	29%	All UG

Students by Race/Ethnicity	Spring 2020 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
American Indian/Alaska Native	22	55	40%	All UG
Asian	86	277	31%	All UG
Black/African American	269	1,034	26%	All UG
Hispanic/Latino	102	333	31%	All UG
Native Hawaiian/Other Pacific Islander	2	8	25%	All UG
Not Specified/Blank/Other	46	487	9%	All UG who reported two or more races, nonresident alien, or unknown/not specified.
White	999	5,016	20%	All UG
Total	1,526	7,210	21%	All UG

Students by Gender	Spring 2020 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Male	677	3,190	21%	All UG
Female	849	4,020	21%	All UG
Total	1,526	7,210	21%	All UG

Students by Age Group	Spring 2020 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Age 20 and younger	1,109	3,893	28%	All UG
Age 21-24	370	2,837	13%	All UG
Age 25-29	28	257	11%	All UG
Age 30-34	7	88	8%	All UG
Age 35-39	2	47	4%	All UG
Age 40-49	4	48	8%	All UG
Age 50-59	5	26	19%	All UG
Age 60 and older	1	14	7%	All UG
Total	1,526	7,210	21%	All UG

Students by Classification	Spring 2020 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Freshman	539	1,398	39%	All UG
Sophomore	482	1,476	33%	All UG
Junior	314	1,863	17%	All UG
Senior	185	2,221	8%	All UG
UG Second Bachelor/Non-degree	5	252	2%	All UG
Total Undergraduate	1,520	7,210	21%	All UG
Graduate	1	854	0%	All Grad

Students by Classification	Spring 2020 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Fulton School	236	2,099	11%	All UG
Henson School	277	1,003	28%	All UG
Perdue School	425	1,524	28%	All UG
School of Health Sciences	242	784	31%	All UG
School of Nursing	174	458	38%	All UG
School of Social Work	18	361	5%	All UG
Seidel School	86	633	14%	All UG
Unknown	68	348	20%	All UG
Total	1,526	7,210	21%	All UG

Why We Connect with Students Digitally



The Impact of Being Accessible Through a Phone

Persistence Rate of Students Without Navigate App



Avg. Cumulative GPA: 2.98
Avg. Credit Completion Ratio: 89.6%
Classification: Upperclass Students

Persistence Rate of Students With Navigate App



Avg. Cumulative GPA: 3.05
Avg. Credit Completion Ratio: 90.6%
Classification: First- & Second-Year Students

21%

Difference in persistence rate (829 students)

\$4M

Tuition revenue from students who persisted