

Salisbury
UNIVERSITY



STUDENT SUCCESS ANNUAL REPORT

2024-2025

MESSAGE

from the Associate Vice President of Academic Affairs and Student Success

Student success is at the heart of Salisbury University's mission. As I say to families as they prepare to send their students to us for the first time: "This place is filled with people who want to make your student's 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 is the first of its kind, providing 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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STUDENT SUCCESS AT A GLANCE

4,958
NAVIGATE APP
DOWLOADS



551

NAVIGATE NOTIFICATIONS
AND REFERRALS

TOP REFERRAL LOCATIONS

- Academic Advising Center (Low attendance, Withdraw) **210**
- Center for Student Achievement (CSA) Success Coaching (Study Strategies) **121**
- CSA Tutoring/Supplemental Instruction **100**
- Math Emporium **39**
- Office of Access and Accommodations (formerly Disability Resource Center) **24**



STUDENT-ATHLETES TRACKING ATHLETE STUDY HALL HOURS:

- Fall 2024 **299**
- Spring 2025 **287**



NEARLY 300

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



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

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

280

FIRST-TIME STUDENTS ASSIGNED
TO A PEER MENTOR



5,591

ACADEMIC ADVISING
CENTER VISITS

8,166

SUPPLEMENTAL
INSTRUCTION VISITS



868

TUTORING
VISITS



1,262
ONE-ON-ONE WRITING
CONSULTATIONS

1,146

STUDENTS PARTICIPATED
IN CSA WORKSHOPS

2,493

CHEMISTRY LAB VISITS



2,126
MATH EMPORIUM VISITS

65
WRITING CENTER
IN-CLASS WORKSHOPS

NEW COURSES & PROGRAMS

- New Courses **31**
- New General Education Courses **36**
- New Academic Programs **7**
 - Majors **2**
 - Accelerated Master's **4**
 - Minors **1**



INCOMPLETE GRADES TURNING TO AN
F DECREASED TO **7.53%**

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 2024 **Dr. Viktoria Basham**
nominated by Seth Endicott
- Spring 2025 **Dr. Kirsten Guckes**
nominated by Emily Challender, SI Leader



Make Tomorrow Yours

Salisbury
UNIVERSITY

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 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 diverse 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

JAHNAIYA SUTHERLAND

Senior, Data Science Major with a Concentration in Mathematical Data Science, Henson School of Science & Technology



Jahnaiya has connected with Powerful Connections as a new student mentee, a mentor for incoming students, and mentor coordinator. As a coordinator, she assists the professional staff of the Office of Diversity and Inclusion in organizing, communicating, and mobilizing mentors. She's been instrumental in program planning and helping to evolve Powerful Connections to meet the changing needs of the growing student population at SU.

Additional campus involvement includes Student Government Association president, University Host, NAACP president, Multicultural Alliance president, Delta Sigma Theta Sorority, Inc., Black Student Union, Clarke Honors College, President's Student Advisory Council.

Jahnaiya's ability to stay organized and composed with so many different projects and people to coordinate with makes her a model student and leader. Our new students can view her as a real-life example of what striving for excellence and improvement everyday looks like.

“When I was a mentee, I created a great bond with my mentor, and now I want to pass that bond on to another person. I really liked the PowCon experience, and I love being able to communicate and connect with students who are kind of quiet like me. As a mentee, I realized that sometimes people are going through similar problems, but you'll never know it until you give one another a chance to get to know each other. My mentor could relate to a lot of different things, and I had no idea we had those things in common. Now as a mentor, I like being a leader and a friend to someone. You can learn from each other, and I always like to learn new things.”

— **ANTHONY YOUNG** Junior, Information Systems Major, Perdue School of Business



Mentors reached out
2,000+
times and had
900+
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 > **61**

Connection Opportunities

- Community events including Trivia Night, Game Night, Paint Night, volleyball, and bingo
- Drop-in help sessions for class registration
- Scholarship application workshop series
- Weekly check-ins
- Communication of critical deadlines

Peer Mentors

Mentors had an average GPA of 3.722 at the end of spring 2025

Several mentors were nominated and received awards from the work they have done with Sea Gull Circle and the community:

- Board of Regents Award for Outreach and Engagement (Vicky Vazquez)
- Alpha Sigma Tau Scholarship for Campus Engagement and Leadership (Grace Worsham) Sea Gulls Who Soar (Makenna Lybarger)
- Wicomico Commission for Women's Women of Wicomico Award (Vicky Vazquez)
- Third Year Henson Scholarship Awardee (Albi Freda)
- Fulbright Scholar (Vicky Vazquez)

Mentees who engaged with their mentors three or more times during the semester earned a higher GPA than students who didn't engage with a mentor.

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 > 3.46
- # of Mentees > 19
- Average Mentee GPA > 3.23
- Mentee Retention from Fall 2024 to Spring 2025 > 100%

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)

TRIO-SSS is 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. While funded through the U.S. Department of Education, the program objectives are aligned with SU's mission.

- **# of Peer Ambassadors** 10
- **All TRIO Ambassadors Have Been in the Program for at Least a Year and Have Over a 3.0 GPA.**
- **# of Mentees** Funded to Serve 150 Participants
- **Services Offered** 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 living space that fosters a supportive and inclusive 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.
- Work Study, Internships, and/or AmeriCorps students provide services connected with required services that focus on participant engagement, program infrastructure, website development, social media content, and recruiting new students.

Student Ambassador Mentee Spotlight

DABRION HEATH

Senior, Accounting and Information Systems Major, Perdue School of Business

DaBrion has been involved with the TRIO Program via TRIO Upward Bound since her high school years at Catonsville Community College in Baltimore County. Her experience fostered her passion for assisting students as she continues her work at TRIO SSS as a TRIO Ambassador.

I like being a TRIO student worker because I learn so many things and grow a lot – not just as a student, but also professionally. Some things I appreciate most are the nature of our work environment and how supportive our team is. I rarely feel overwhelmed with tasks because everyone offers support and assistance. I also really appreciate how approachable the staff is. I never feel uncomfortable asking questions, and I always have someone to talk to. Being a student worker here has helped me grow significantly.”

Participant Spotlight

Being in TRIO has provided me with the support I feel I need to remain successful in completing my degree. While I am an online student, and I do not come onto campus often, it has been so important that all the TRIO staff have made me feel welcomed. I am proud to say that having the additional support of the TRIO Program has been one of the reasons I have been able to maintain a 4.0 GPA for the last three semesters.”

- ASIHA BLAKE

Spring 2025 Graduate, Currently Master of Social Work Student, College of Health and Human Services

TRIO Academic & Transition Office Hours

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

TRIO Future Talk Initiative

- One-on-one mentoring for TRIO students focused on opportunities connected with study abroad/study away, nationally competitive fellowships, summer internships, graduate school preparation, and professional full-time work.
- Exposure to SU's graduate school through a dedicated visit, along with physical trips to other graduate programs within a three-hour radius that have programs that are not offered at SU.

TRIO Academic, Social, & Emotional Learning Programs

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

TRIO Master Classes

- Financial Literacy
- Graduate School Preparation
- Connection to Internships and Apprenticeships



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

18%

More Credits
Than Those Who
Do Not Attend



- # of Visits **5,591**
- # of Students Served **2,516**
- Average Case Load for Professional Advisors **320**
- First Year Student Advising Attendance Rate **85%**
- # of Course Overload Forms Processed **103**

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 2.16

“ Scheduling appointments with my advisor was very simple and straight forward with lots of available appointments to choose from. My advisor was very helpful and honest about which classes I need and which were easier and harder. He was also very flexible to meet with me when I was anxious about a class time or professor. He never acted like I was a burden for asking lots of questions. That was incredibly welcoming and helpful as an anxious freshman.”

– COLETTE S.

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 as they progress through life.

Courses Supported

- ACCT 201, 202, 302, 304, 341
- BIOL 101, 201, 202, 211, 213, 215, 216, 375
- ECON 150, 211, 212
- FINA 101, 311
- HLSC 225, 301
- INFO 211, 281
- NURS 310, 312, 319, 329, 350
- PHIL 101, 103, 203
- PHYS 121, 123, 221, 225
- PSYC 101, 220, 250, 302, 304, 325, 334, 360, 375

- Fall 2024 ➤ 21 Tutors Served 167 Unique Students for 457 Visits
- Most Highly Attended Fall Sessions ➤ FINA 311, INFO 211, ACCT 201
- Spring 2025 ➤ 19 Tutors Served 140 Unique Students for 421 Visits
- Most Highly Attended Spring Sessions ➤ HLSC 301, BIOL 216, INFO 281

“ Kristal is so welcoming and friendly and really wants you to succeed. I was having some trouble in ACCT 202, but she broke it down for me to understand way easier, and I was able to teach someone else what she taught me.”

“ Morgan is extremely knowledgeable about not only content but also study strategies and tips. She also has a whole bunch of resources for studying.”

“ Ryleigh saved me in my INFO 281 class. My exam scores went from a 50% to an 85% after attending her sessions. I highly recommend her to everyone taking INFO classes.”



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
- ECON 211, 212
- FINA 311
- HLSC 301
- MATH 135, 140, 155, 160
- PHYS 121

Fall 2024

- 57 Class Sections
- 4,410 Visits

Spring 2025

- 60 Class Sections
- 3,756 Visits

96.4%

of students who participated in SI in the fall persisted to the spring



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

Fall 2024

- Students who participated in SI earned a mean final grade of 2.62 compared to non-participants 2.29
- DFW Rates
 - Attended 0 = 32%
 - Attended 5-9 sessions = 14%
 - Attended 10+ sessions = 6%

Spring 2025

- Students who participated in SI earned a mean final grade of 2.46 compared to non-participants 2.29
- DFW Rates
 - Attended 0 = 32%
 - Attended 5-9 sessions = 19%
 - Attended 10+ sessions = 5%



“ Emily is very knowledgeable about chemistry and is very patient and amazing at explaining things. She is one of the best SI leaders I have had.”

“ Grant does an amazing job, and I come out of his sessions feeling much more confident about the material. His sessions are also very welcoming, and I have gained very valuable friends through his sessions.”

“ Emily was always super helpful with her reviews and great at brain dumping on the board to better explain topics.”

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.



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 2024 ➤ 55 Workshops
Served 829 Students
 - Spring 2025 ➤ 23 Workshops
Served 317 Students

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

1,146
students served
at workshops

Two testimonial quotes from students:

“ Seth was AWESOME. He catered the presentation to our needs, and he is really patient in explaining how these strategies will work to benefit us.”

“ This is my second year at SU, and I have had many sessions with people at the CSA. I've learned something new each time and want to use the suggestions”



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 professional 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.



UWC Services Reached

38.4%

of the SU Population

Note: Typical usage nationwide is 10-25% of an institution's population.

UWC Services reached nearly 2,700 students in the following ways:

- One-to-One Consultations
- FYS Workshops
- In-Class Peer Review Sessions
- Content-Specific Workshops
- Campus and Welcome Events
- Creative Writing Group

Top things students asked to work on during one-on-one sessions:

- Organization > 59%
- Clarity > 52%
- Content Development > 46%



I am so appreciative for everything you guys do at the Writing Center! I have worked with Albi several times, starting this semester. She has been a fantastic help, and I cannot thank her enough! I have learned so many useful writing techniques. She is patient and caring, always making sure I am comfortable and confident while assisting me with several assignments in various courses. Albi is knowledgeable and extremely good at what she does."

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 47

■ # of Courses Supported

■ Mathematics - 15

■ Computer Science - 5

■ # of Visits 2,126

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 201 (474 tutoring visits, 135 unique students)
- MATH 160 (361 tutoring visits, 110 unique students)
- MATH 155 (360 tutoring visits, 117 unique students)
- # of Student Tutors 16-18 Each Semester Who Tutor 7-12 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 6-8

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

Student Responses to, "What do you like about the tutoring program?"

- They are willing to work on whatever you are struggling with.
- I liked how they related with me when I was working through a difficult topic.
- They are helpful and patient with students.
- Very personal and take it step-by-step.
- They teach you how to go about solving problems yourself.
- It has helped me boost my grade.
- They make you understand the material and give you advice from someone who's taken the class before.
- The ease of access and the personable tutors who help at the snap of a finger.
- Open often, immediate help, no appointment needed.

CHEMISTRY LAB

Total # of Visits:

■ 1,334 in Fall 2024

■ 1,159 in Spring 2025

Total # of Students Served:

■ 233 in Fall 2024

■ 200 in Spring 2025

Top Courses and # of Sessions/ Students Served:

Fall 2024:

- CHEM 121: 533
- CHEM 122: 337
- CHEM 221: 319
- CHEM 100: 46
- CHEM 222: 42

Spring 2025

- CHEM 222: 326
- CHEM 121: 268
- CHEM 122: 237
- CHEM 221: 178
- CHEM 100: 96

STUDY ABROAD/STUDY AWAY

“ I think that it is really important for young adults to see that there is more to life than where they were raised and to experience different cultures and lifestyles. I have only been here for a month, but I feel like I've experienced so much. I've tried so many new things, and I've met so many new people, and it has really affected me in a good way. I feel like the things that you learn here, you can't learn anywhere else. You can only really gain that from experience.”

— CAITLIN RUPPRECHT

Junior, Marketing Major, SU In Spain (Summer 2025)

“ For many students like me, studying abroad marks the first time you're traveling and living internationally, so the process of getting there can be intimidating. But there are extensive resources available to help you get started, as well as advisors who would love nothing more than to see you go out into the world to gain the most incredible experience of your academic career.”

— GREY LEE

Class of 2025, Outdoor Education Major,
Salisbury Abroad Exchange: Sweden (Fall 2024)

“ Scotland was a dream. I was able to learn about how different life can be and also how similar it can be. I met people from Norway, Netherlands, Russia, and more. By meeting these people, I was gaining a better understanding of the world and how we all survive together. I got to experience many different parts of the U.K. in my time, and I got to experience it all with some amazing people.”

— SABRINA WILT

Junior, Social Work Major, Salisbury Abroad Exchange: Scotland (Fall 2024)

“ Our teacher candidates went from struggling with language and communication with the children to being able to communicate in both Spanish and English by the end. This class has changed these young teachers' lives forever.”

— DR. BRIAN FLORES

Elementary Education Faculty, SU In Costa Rica (January 2025)

Credit-bearing study abroad continued its recovery from the multi-year interruption caused by the global pandemic in 2020-22. SU students travel abroad in fall, winter, spring, and summer.

- # of Students Who Earned Credit Studying Abroad 202
- Top Majors for Studying Abroad/Away Communication, Marketing, Management, Biology
- Modern Languages, International Studies, and International Business Sent the Highest Percentage of Their Majors Abroad
- Nearly 50% of Clarke Honors College Students Studied Abroad
- Elementary and Early Childhood Education Increased Study Abroad Enrollment by 300% in One Year
- FY 2024-25 Marked the 25th Anniversary of the SU In Spain Summer Study Abroad Program



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.

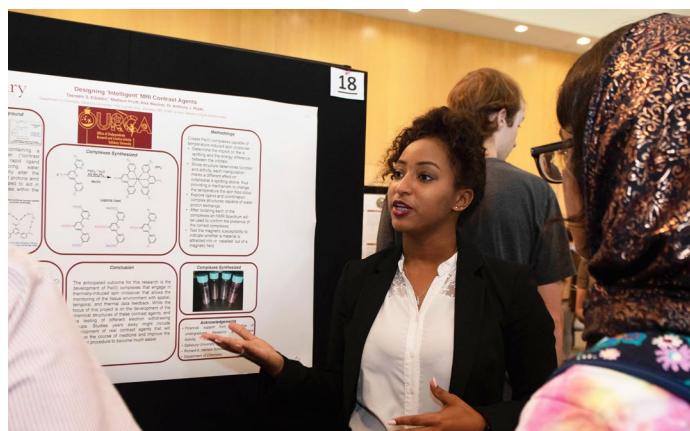
- 51 Students

Nearly
300
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.

- 58 Students

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.

- 127 Students

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.

- 12 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.

- 26 Students

Undergraduate Research Fellow:

URFs are ambassadors and mentors for student research and creative activity.

- 3 Students

URF 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 student ambassadors and role models.

As a URF I hope to be able to help and encourage other students to jump into the world of research as early into their college careers as possible, specifically those students who come from more artistic and social science backgrounds who may not know all of the possibilities out there for research in their field."

- ALLISON DINCAU

Theatre - Performance & Political Science Major,
Fulton School of Liberal Arts

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 > 80
- Success Is Defined as Hitting Submit > 24 Students
 - 14 Wins
 - 5 Alternates
 - 5 Semifinalists

Majors Applying this Year Include:

Computer Science, Political Science, English, History, Marketing, Outdoor Education Leadership, Modern Languages, Art, Chemistry, Biology, International Business, Communication, Psychology, Information Systems, Education, ESOL/K-23 Certification, Interdisciplinary Studies, International Studies, Public Health, Environmental Studies, Economics, Geography, Earth Science

“ Thanks to the fellowship office, I see the world as filled with opportunities. The office transformed me into a more persuasive writer, a life skill. I know how to express my interest better. The office taught me to use active voice more when communicating, be as specific as possible, do your research when writing, and never be afraid to make mistakes because that's what drafts are for.”

— ANDERSEN HERMAN

Chemistry Major, Biology Minor, Clarke Honors College, Fulbright Applicant, 2025-2026, Undergraduate Research Fellow, Global Issues Fellow, Shorecorps AmeriCorps Member, Presidential Citizen Scholar, TRIO Student, 2022 Millennium Fellow

“ The fellowships office has helped me so much to define my personal and professional goals, while helping me chase them at the same time!”

— ZACHARY HARRIS

“ The NCFO has helped me go from a student with no direction to a student who managed to win semifinalist for a world-renowned fellowship program in a year where the system is on fire. The whole team is fantastic!”

— LIAM HOLMES

“ Getting to Harvard wouldn't have been possible without all the help the NCFO provided along the way. All those fellowship applications you encouraged me to apply for improved my writing a great deal, and that ultimately helped me draft a bullet-proof application for grad school. I can't say this enough, but I'm deeply grateful for your support over the years and for the work you do.”

— IDRIS BARAKAT

Class of 2020, Ph.D. Candidate, Department of Chemistry and Chemical Biology, Harvard University

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.


I thank you for your help with the STEM designation and for supporting the development of the quantitative and environmental economics tracks. A well-designed and balanced curriculum plays a significant role in recruitment and retention."

— DR. HONG YAO

Economics Department Chair

Curriculum Innovation and Expansion

During the 2024-2025 academic year, SU's Curriculum Committees reviewed an impressive **200 individual curriculum proposals**, reflecting the institution's ongoing commitment to academic excellence and innovation.

- **New Courses Introduced** 31
- **Course Revisions and Updates** 60
- **Newly Approved General Education Courses** 36
- **New First Year Seminars** 15

New and Enhanced Academic Offerings

Two New Majors:

- Coastal Engineering
- Biochemistry & Molecular Biology

New Accelerated Pathways in:

- Communication
- History
- Mathematics
- Physics

Two New Tracks in the B.A. in Economics:

- Environmental Economics
- Quantitative Economics

Notably, both the B.A. in Economics and the B.S. in Business Economics have been designated as STEM programs by the Maryland Higher Education Commission.

New Minor:

- Special Education Teaching

26 Program Updates and Revisions:

- Major curriculum overhauls in education and data science
- The M.A. in Conflict Analysis and Dispute Resolution is now offered fully online, providing 100% distance education for greater accessibility and flexibility.

REGISTRAR'S OFFICE

Midsemester Grade Reporting

- Rosters Submitted
 - Fall 2024 904 (67%)
Up 30% from Previous Fall
 - Spring 2025 939 (67%)
Down 6% from Previous Spring

Substitutions and Waivers

- # of Substitutions & Waivers Processed 2,056 for 1,028 Students
- Top Submissions
 - Social Work 244
 - Clarke Honors College 230
 - Nursing 208
 - English 79


I work closely with both the Academic Advising Center and our faculty to find alternative ways for students to meet their academic requirements. To better assist students and their advisors, it is my goal to process these requests as quickly as possible, and 95% of all submissions were processed within one business day."

— COLIN WATSON

Technical Analyst, Registrar's Office

- Source of Requests Submitted
 - Academic Departments 1,179
 - Academic Affairs/Registrar 544
 - Academic Advising Center 332

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 2024 > 47
 - Spring 2025 > 40
- # of Dependents (spouse/child)
 - Fall 2024 > 155
 - Spring 2025 > 144
- # of Enrollment Certifications Processed
 - Fall 2024 > 202
 - Spring 2025 > 184

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 > 1,010
- # of Traditional Dual Enrollment Students
 - Fall 2024 > 88
 - Spring 2025 > 117
- # of Project Lead the Way Students
 - Fall 2024 > 22
 - Spring 2025 > 35

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

Salisbury University's commitment to student success was strengthened this year with the creation of the Student Success Council, 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
- Athletics › Monica Polizzi, Director
- Career Services › Kimberly Fabbri-Greener, Director
- Case Manager › Tiffany Arrington, Program Manager
- Cashiers Office › Stacie Malone, Cashier and Parking Supervisor
- Center for Student Achievement › Heather Holmes, Director
- Center for Student Involvement and Leadership › Tricia Garvey-Smith, Director
- Clarke Honors College › Andrew Martino, 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 Researchl › 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 › Liz Kressin, Associate Registrar
- Regional Centers › Amy Benjamin, Director
- Student Conduct › Helena Brummitt, Assistant Dean
- Student Representative › Ben Bertett, Undergraduate
- 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 Buggal, Director
- Veteran Services/Military-Affiliated › Shannon James, Assistant Registrar

30+

Individuals Served
as Founding Members
of the Student
Success Council

Salisbury
UNIVERSITY

Make Tomorrow Yours