

Salem State University

2021 Self Study



**Submitted to:
New England Commission of Higher Education
February 2021**



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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date January 29, 2021

1. Corporate name of institution: Salem State University
2. Date institution was chartered or authorized: September 14, 1854
3. Date institution enrolled first students in degree programs: 1854 – 2 year; 1932 Bachelor's degree
4. Date institution awarded first degrees: 1856 diploma; 1936 Bachelor's degree
5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Department of Higher Education, Commonwealth of Massachusetts as per MGL c.15A section 22:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section22>

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs

Other (Specify) _____

8. Type of undergraduate programs (check all that apply)

Occupational training at the crafts/ clerical level (certificate or diploma)

Occupational training at the technical or semi-professional level (degree)

Two-year programs designed for full transfer to a baccalaureate degree

Liberal arts and general

Teacher preparatory

Professional

Other _____

9. The calendar system at the institution is:

Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 12 credit hours
- b) Graduate 9 credit hours (some graduate programs are FT at 6 credits)
- c) Professional N/A

11. Student population:

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	4,424	626	5,050
Part-time student headcount	869	767	1,636
FTE	5,950.5	1,169	7,119.5

- b) Number of students (headcount) in non-credit, short-term courses: 252

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited Since	Last Reviewed	Next Review
Art – BA, MAT	National Association of Schools of Art & Design (NASAD)	1986	2017	NASAD 2026-27
Biology, Nuclear Medicine Technology, BS	Joint Review Committee- Nuclear Medicine Technology	2006	2018	Mid Cycle report due 2022
Chemistry, BS	American Chemical Society (ACS)	1983	2015	Report due June 30, 2022
Computer and Information Studies, BS	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology	2004	2015	2021-22 Self-Student due July 1, 2022
Music, BA	National Association of Schools of Music	2009	Spring 2016	2021-22
Athletic Training, BS	Commission on Accreditation of Athletic Training Education	1997	2009-10	2022-23; Self-Study due July 1, 2022
Theatre, BA, BFA	National Association of Schools of Theatre	1999	Fall 2010	April 2022; postponed due to COVID-19 and on-site visit requirement
Early Childhood Education, Elementary Education, Middle School Education, Special Education, Reading, Assistant Principal/ Principal, BS, MEd	Council for the Accreditation of Educator Preparation	1952 (NCATE); 2006 (NAEYC); 2006 (CEI)	2013	N/A; not applying for re-accreditation in 2020; quality will be certified via the MA DESE approval process

Program	Agency	Accredited Since	Last Reviewed	Next Review
Spanish, Physical Education, Biology, Chemistry, English, History, Mathematics, English as a Second Language, BS, BA, MAT, CAGS	Council for the Accreditation of Educator Preparation	1952 (NCATE); 2006 (NAEYC); 2006 (CEI)	2013	N/A; not applying for re-accreditation in 2020; quality will be certified via the MA DESE approval process
Nursing, BSN, MSN	Commission on Collegiate Nursing Education	2003	Fall 2012	Fall 2022; Nursing submitted Interim Report to CCNE on June 1, 2018
Occupational Therapy, MS	Accreditation Council for Occupational Therapy Education	2003	2018	2027
Social Work, BSW, MSW	Council on Social Work Education	1979 – BSW 1991 - MSW	2019	2026
Accounting and Finance, Management, Marketing and Decision Sciences, BS, MBA, MSA	Association to Advance Collegiate Schools of Business	2021	2021	2025-26

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Beverly	Y		21.2
Cambridge	Y		14.3
Melrose	Y		16.7
Newburyport	Y		16.8
Revere	Y		37
Salem	Y		15.7
B. Out-of-state Locations			
N/A	N/A	N/A	N/A

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” Do not include study abroad locations.

Name of program(s)	Location	Headcount
N/A	N/A	N/A

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
RN-BSN	BS	100	16.33
Fire Science	BS	100	27.66
Library Media Studies	MED	100	11.25

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A	N/A	N/A	N/A	N/A

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

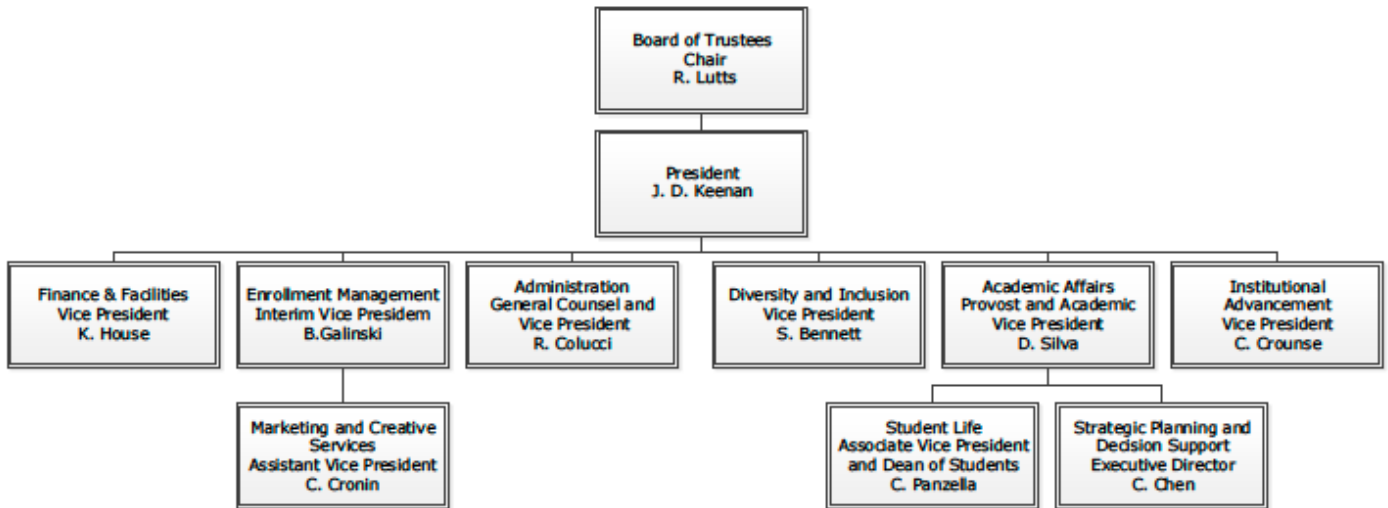
19. Record briefly the central elements in the history of the institution:

- September 14, 1854 – Salem Normal School opens for those students “wishing to prepare themselves for teaching.” Fourth such institution in Massachusetts and tenth in the nation to grow out of the humanitarian movement of the 19th century to improve public education for all children.
- 1898 – Salem Normal School becomes co-educational.
- 1900-1920 – The then commercial curriculum became first of its kind in the nation
- 1921 – Course of study expanded to four years.
- 1932 – Institution becomes Salem Teachers College and grants Bachelor of Science in Education degrees.
- 1950’s – Transitional period; Division of Graduate Continuing Education and Graduate programs instituted in 1955.
- 1960’s – Expansionist period; Salem Teachers College reorganized as Salem State College; Residence Halls open in 1966.
- 1972 – Acquisition of South Campus.
- 1977 – O’Keefe Sports Center dedicated.
- 1997 – Arrange to purchase Central Campus.
- 2004; 2010 – Atlantic and Marsh Residence Halls dedicated.
- 2010 – Salem State College becomes Salem State University; Weir Property acquired; Ground breaking for Library Learning Commons
- 2013 – Berry Library and Learning Commons and Gassett Fitness Center opens.
- 2015 – Viking Hall and Parking garage open
- 2016 – 10,000 Reasons Campaign raises \$26.5M
- 2020 – Carnegie Community Engaged elective classification awarded.
- 2021 – Bertolon School of Business becomes first of Commonwealth’s nine state universities to earn accreditation by AACSB (Association to Advance Collegiate Schools of Business, International).
- 2021 - SSU receives largest cash gift (\$6 million) in the history of Massachusetts’ universities.

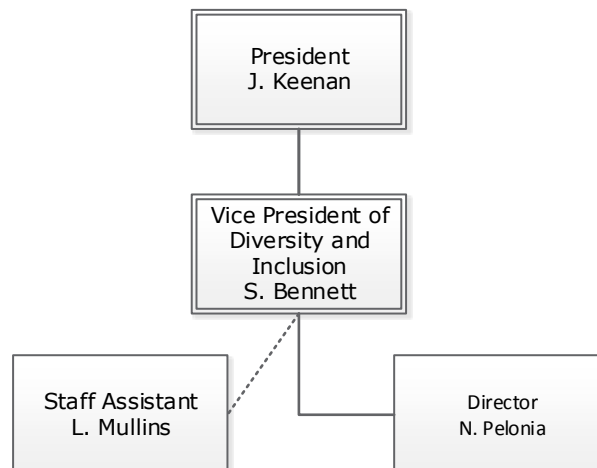
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Rob Lutts	Chair, Board of Trustees	2020
President/CEO	John Keenan, JD	President	2017
Chief Academic Officer	David Silva, PhD	Provost and Academic VP	2015
School of Education	Joseph Cambone, EdD	Dean	2014
College of Arts and Sciences	Gail Gasparich, PhD	Dean	2016
Maguire Meservey College of Health and Human Services	Sami Ansari, PhD	Interim Dean	2020
School of Social Work	Lisa Johnson, MSW, PhD	Interim Dean	2020
School of Continuing and Professional Studies	Barbara Layne, LP D	Dean	2020
School of Graduate Studies	Stephanie Bellar, PhD	Dean	2020
Bertolon School of Business	Raminder Luther, PhD CFP	Interim Dean	2020
Chief Financial Officer	Karen House CPA, CGMA	VP Finance and Facilities	2014
Chief Student Services Officer	Carla Panzella, PhD	Assoc. VP, Dean of Students	2016
Planning/Institutional Research	Chunju Chen, PhD	Executive Director of Strategic Planning and Decision Support	2015
Development	Cheryl Crouse	VP, Institutional Advancement	2019
Enrollment Mgmt; Admissions	Bonnie Galinski	Interim VP, Enrollment Management	2020
Inclusive Excellence	Sean Bennett, EdD	VP, Diversity and Inclusion	2020
General Counsel	Rita Colucci, JD	VP and General Counsel	2017
Library	Elizabeth McKeigue	Dean, Berry Library	2017
Chief Information Officer	Curt King	Chief Information Officer	2017
Public Relations	Corey Cronin	AVP, Marketing and Creative Services	2016
Grants/Research	Adria Duijvesteijn	Senior Director, External Affairs	2018
Registrar	Megan Miller	Registrar	2012
Financial Aid	Scott Jewell	Director of Financial Aid	2020
Alumni Association	Mandy Ray	AVP, Institutional Advancement	2019
COVID-19 Emergency Response Team Co-Chair	Elisa Castillo, PhD	Associate Dean of Students for Wellness	2016
COVID-19 Emergency Response Team Co-Chair	Gene Labonte	Associate VP, Public Safety and Risk Management	2015

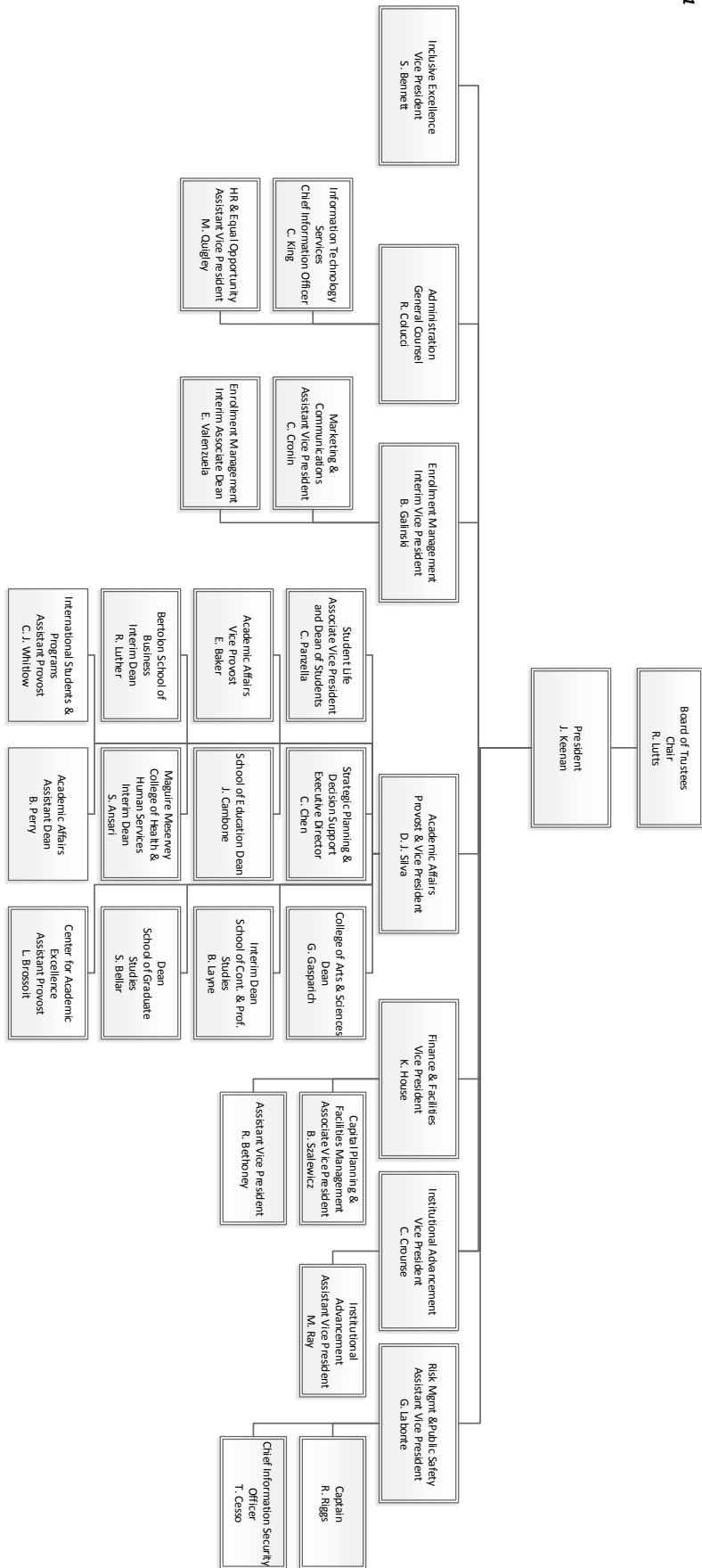
*President's Executive Council
Organizational Chart
October 2020*



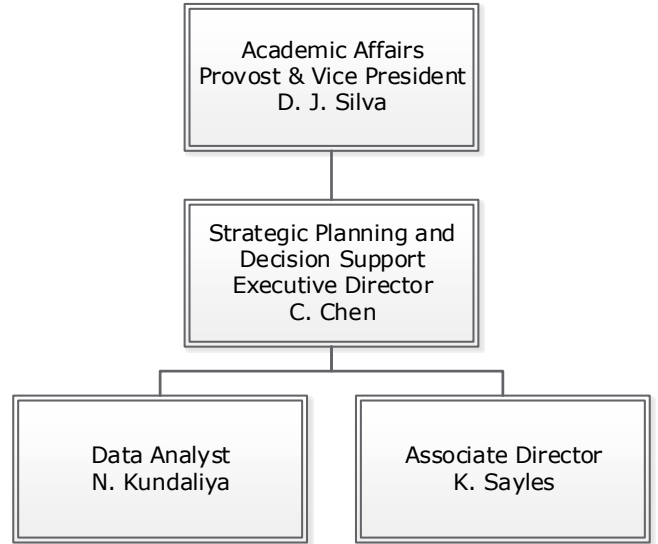
**Inclusive Excellence
September 2020**



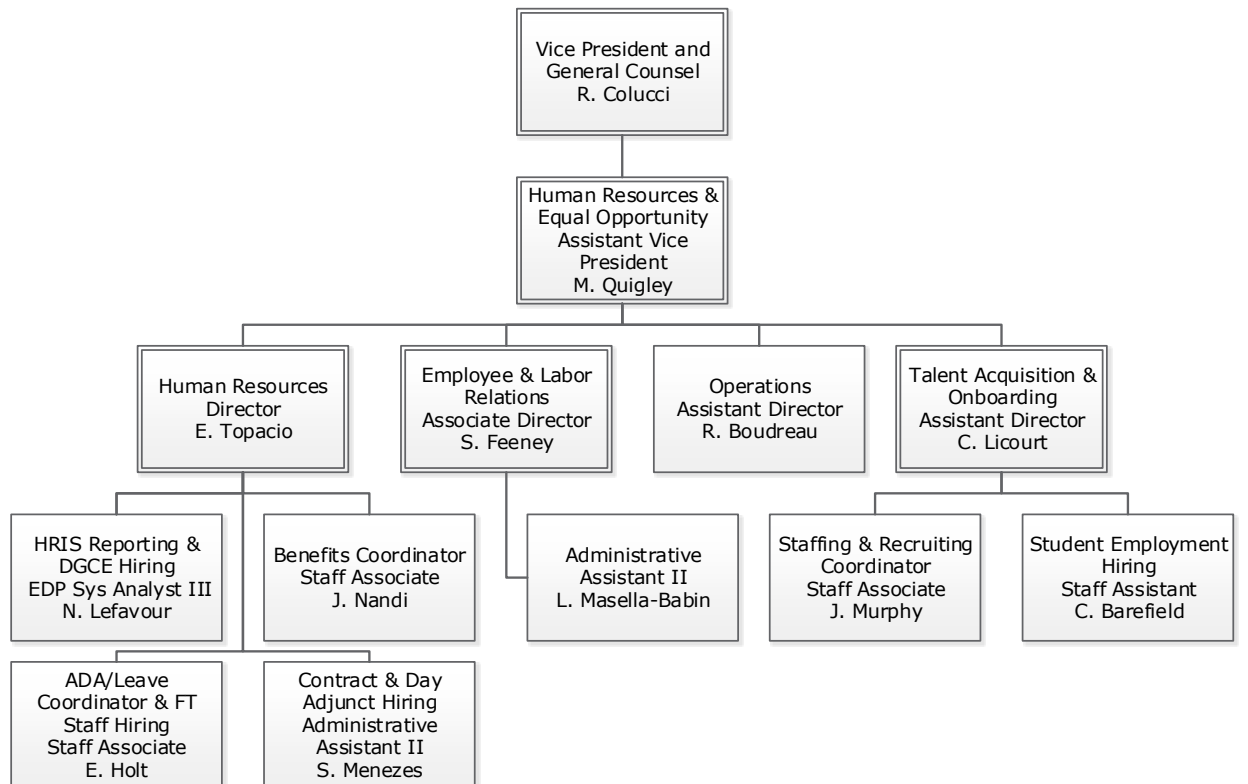
Salem State University
Organizational Chart
February 2021



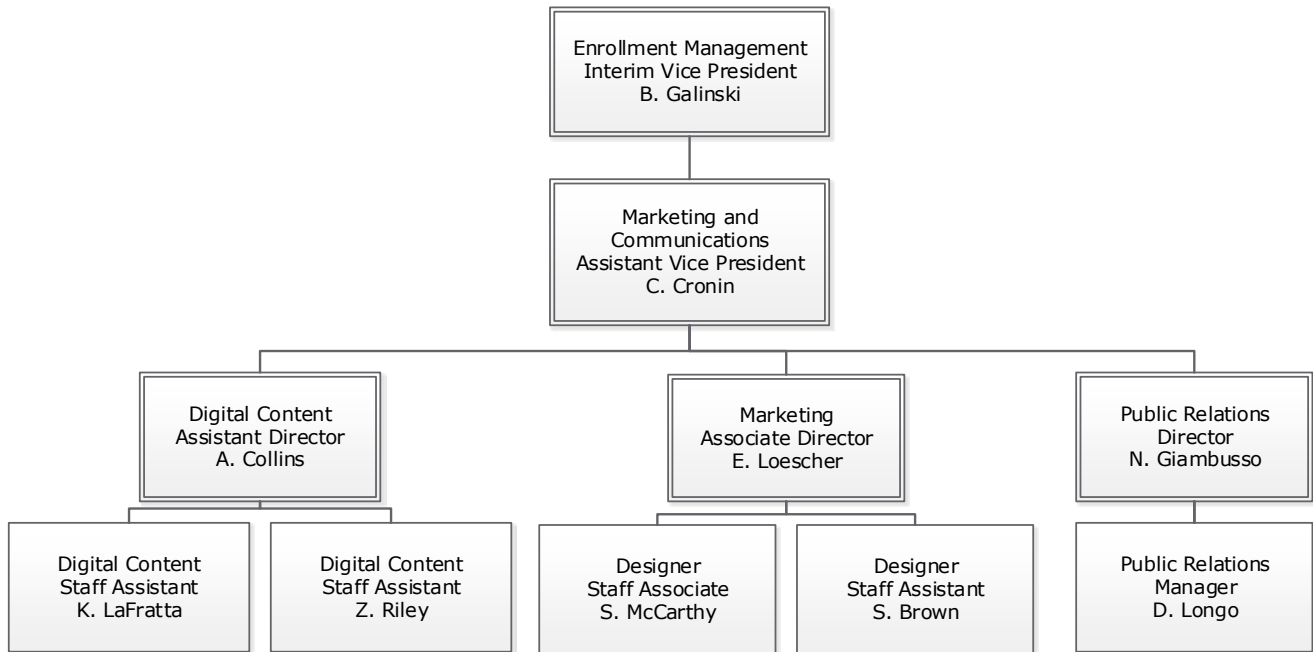
**Strategic Planning and Decision
Support
Organizational Chart
October 2020**



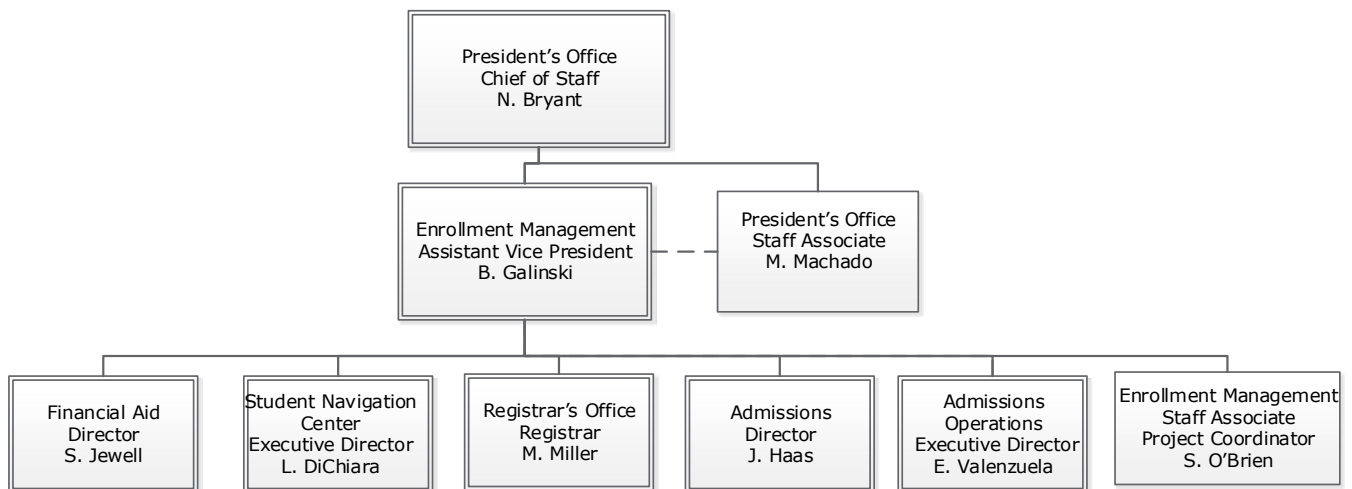
**Human Resources and Equal Opportunity
October 2020**



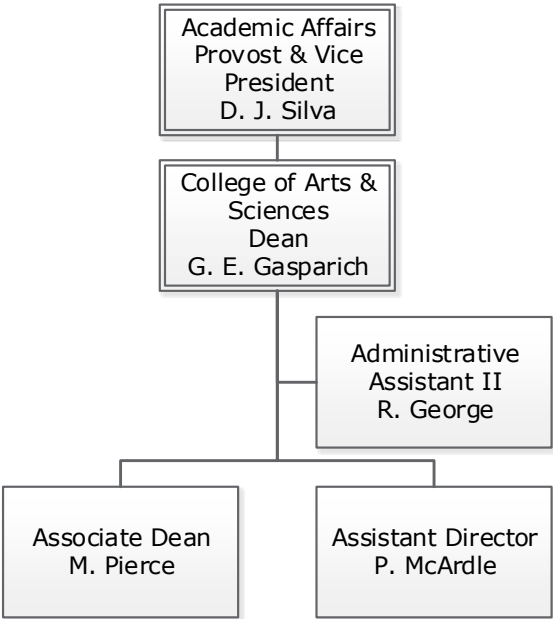
**Marketing and Creative Services
October 2020**



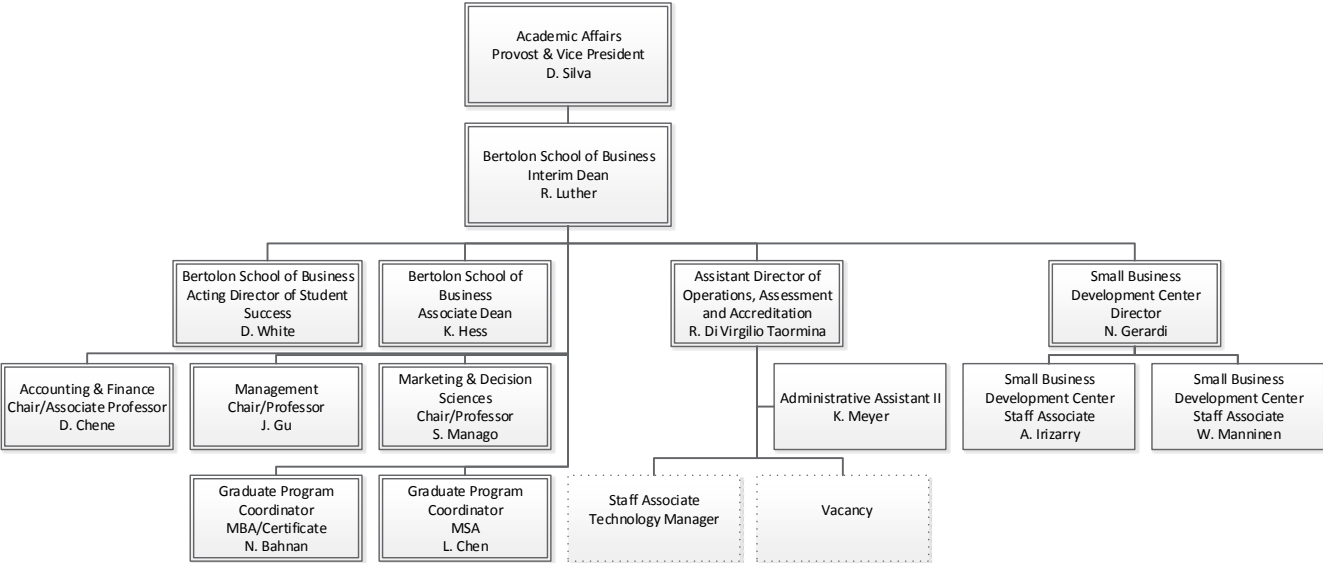
**Enrollment Management
January 2020**



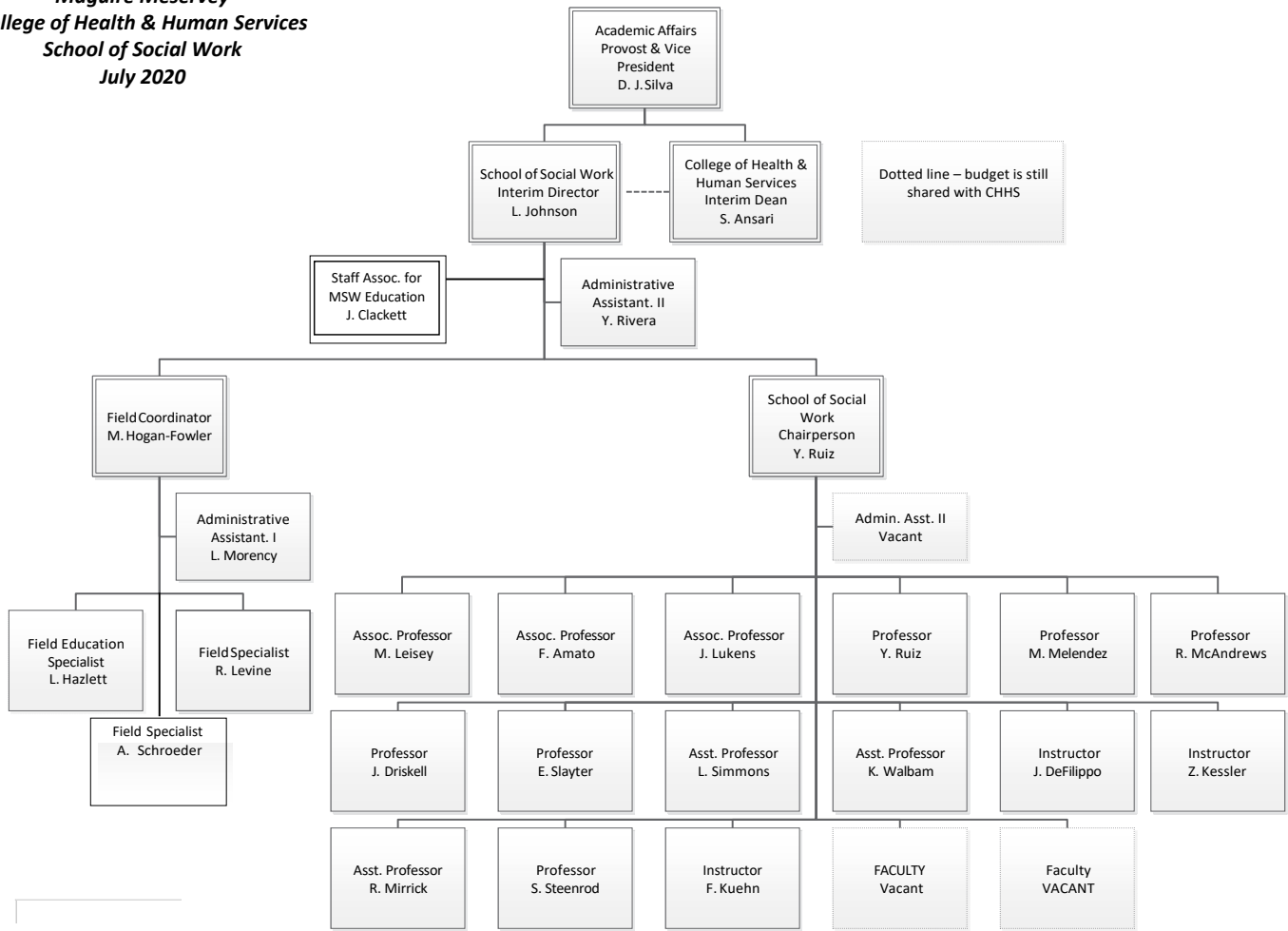
College of Arts and Sciences June 2020



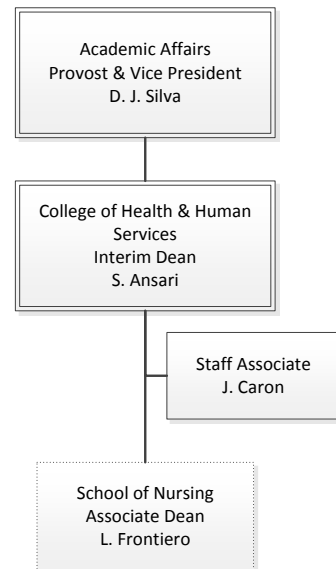
**Bertolon School of Business
Dean's Office
October 2020**



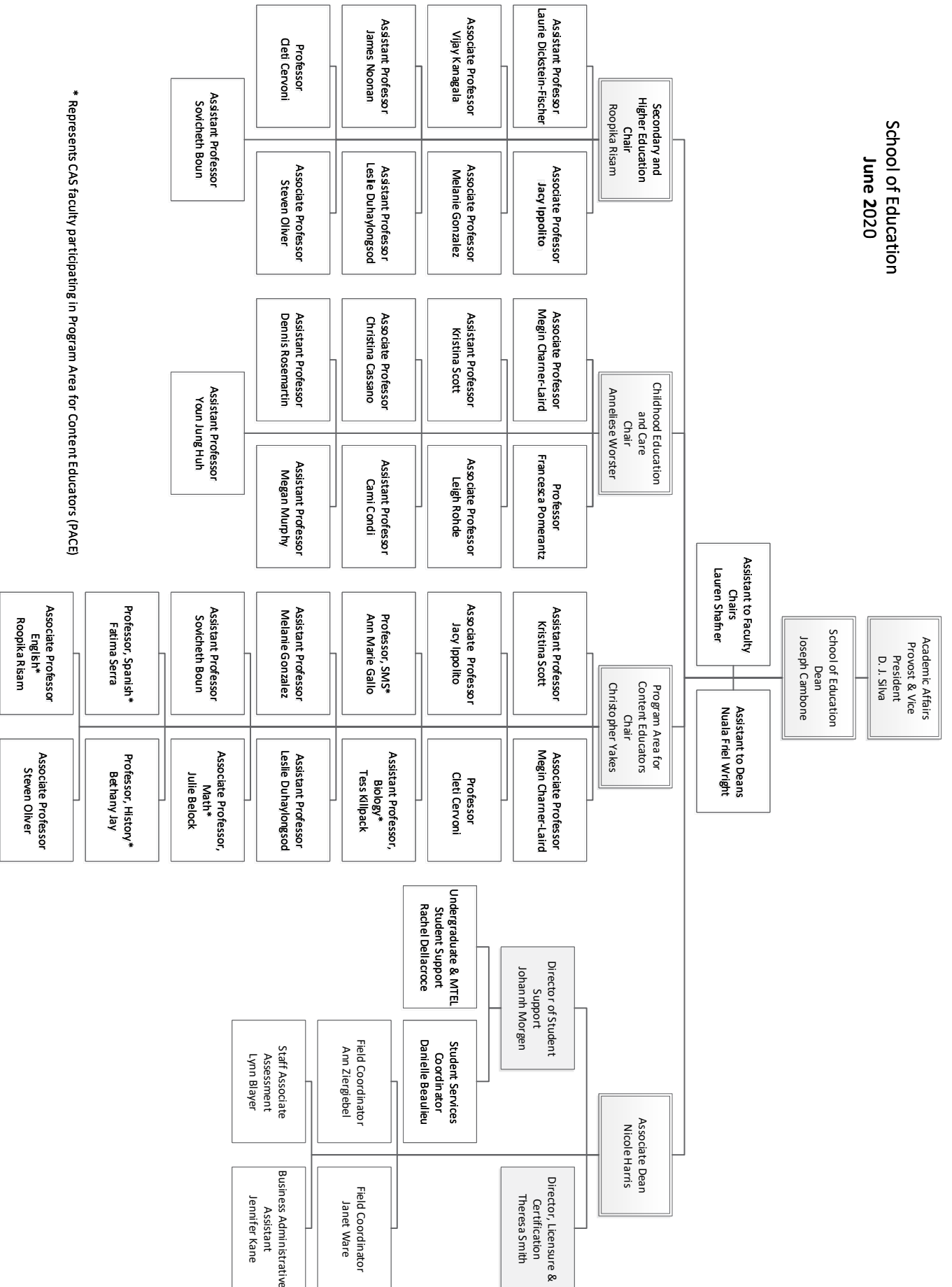
**Maguire Meservey
College of Health & Human Services
School of Social Work
July 2020**



**Maguire Meservey College of
Health & Human Services
January 2021**

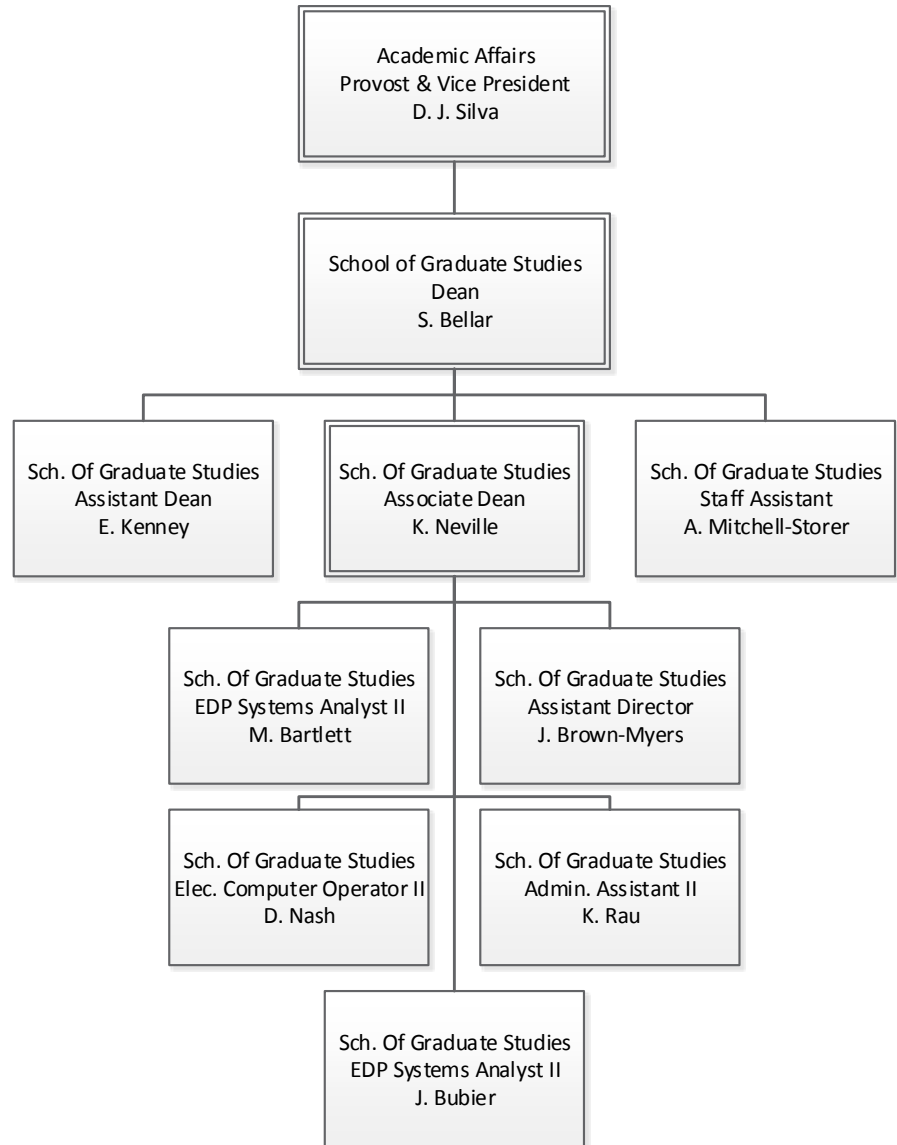


School of Education June 2020

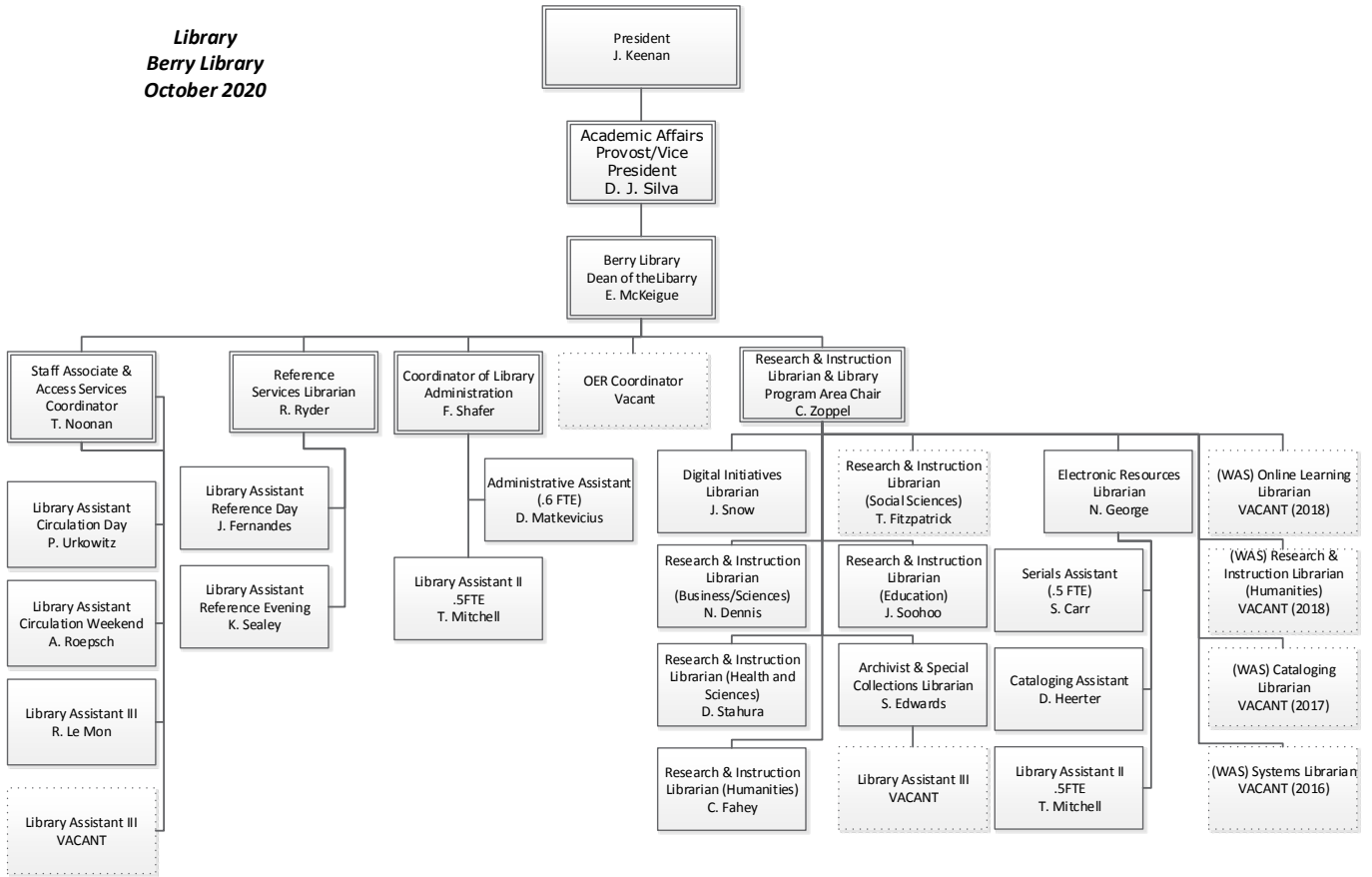


* Represents CAS faculty participating in Program Area for Content Educators (PACE)

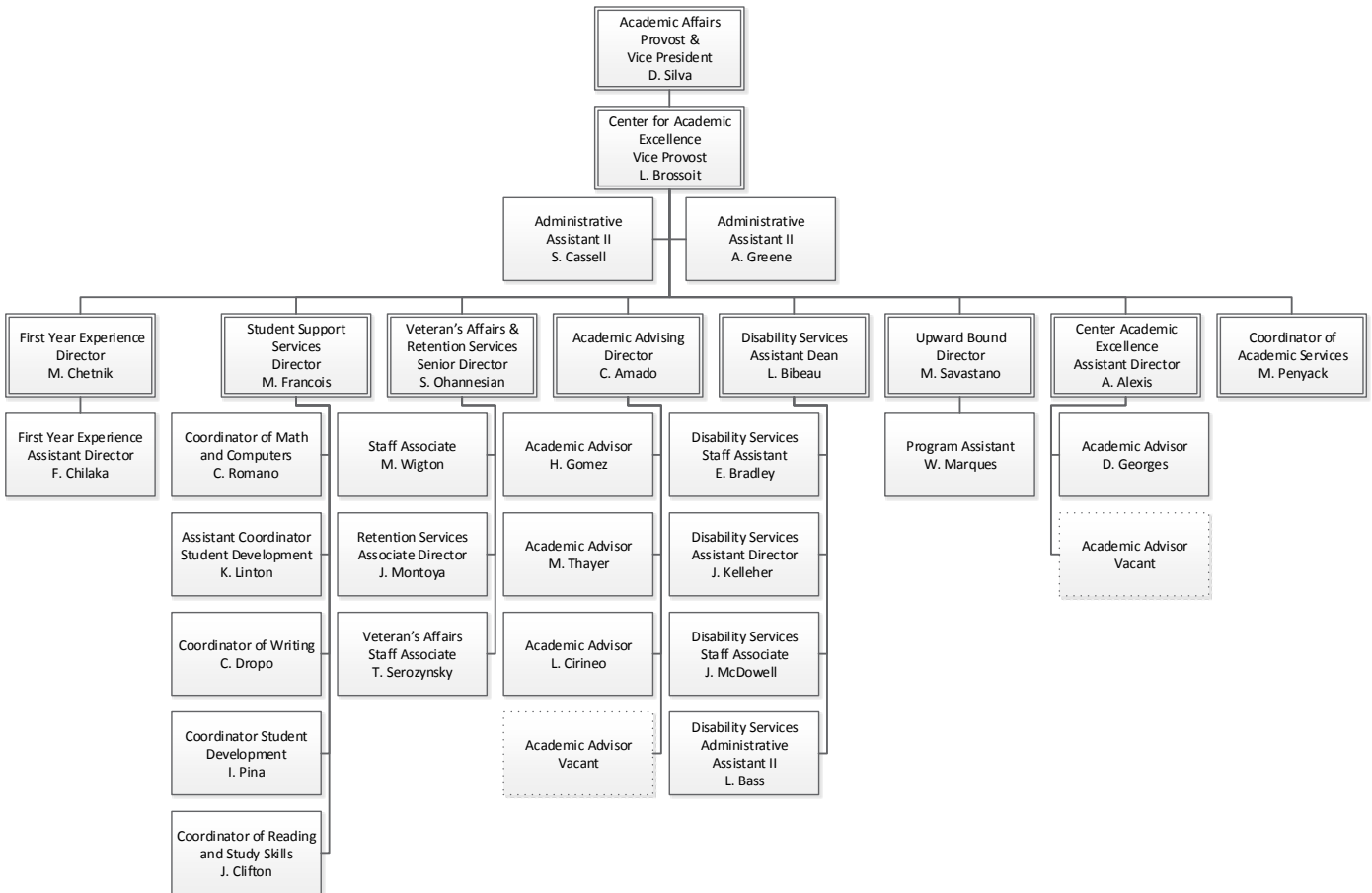
**School of Graduate Studies
January 2020**



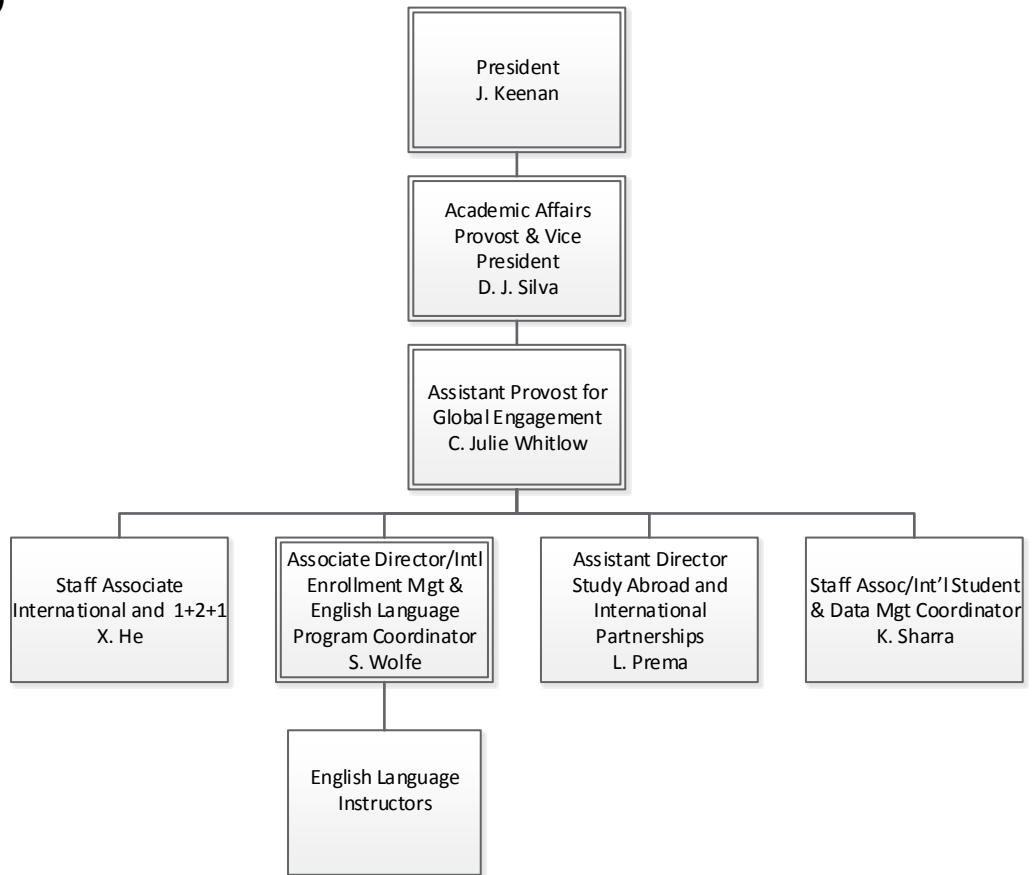
**Library
Berry Library
October 2020**



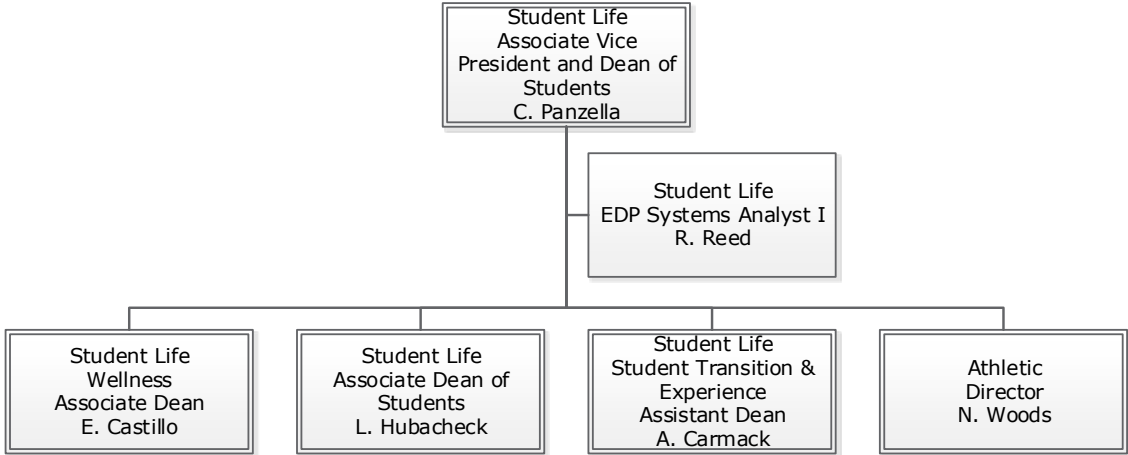
**Center for Academic Excellence
July 2020**



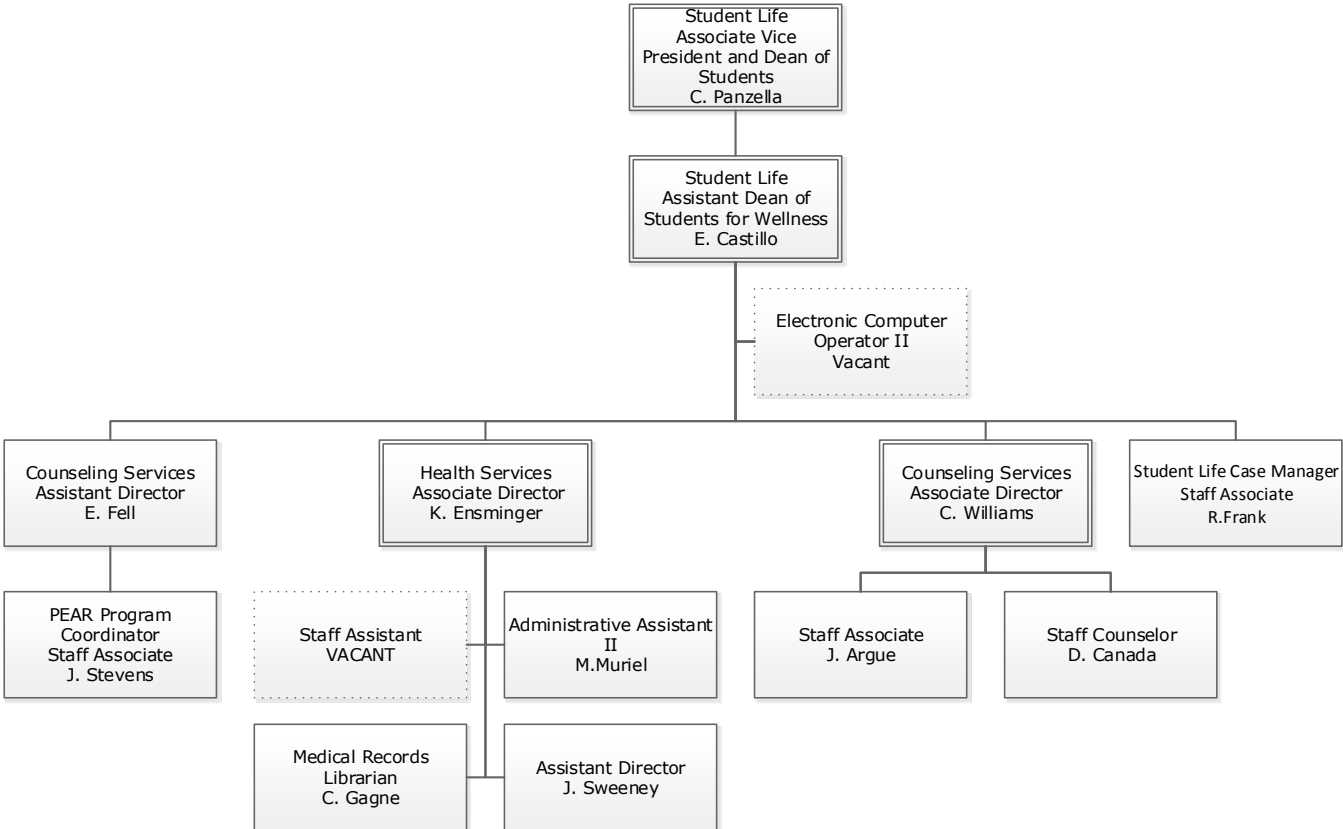
Center for International Education
October 2020



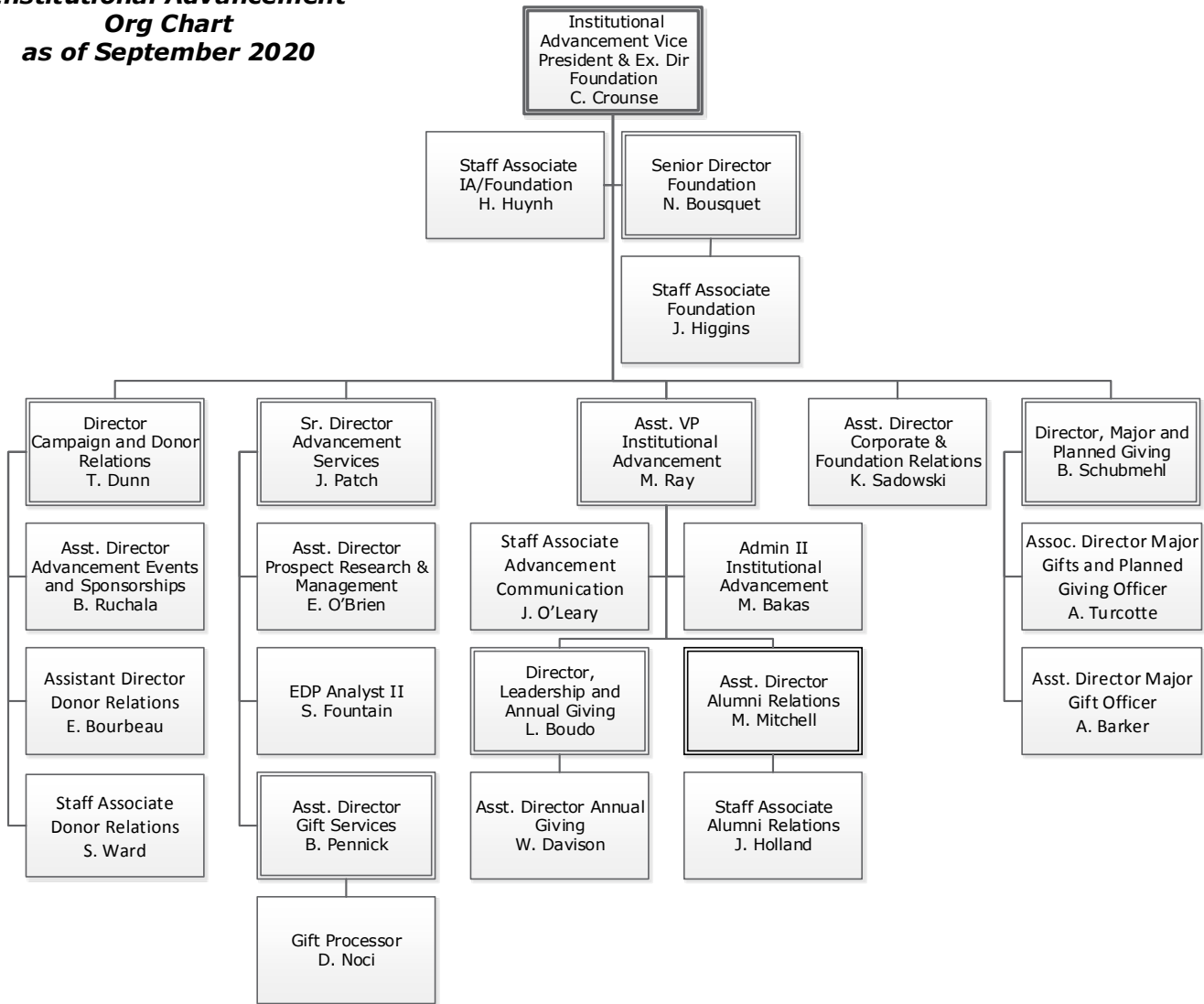
**Student Life
February 2021**



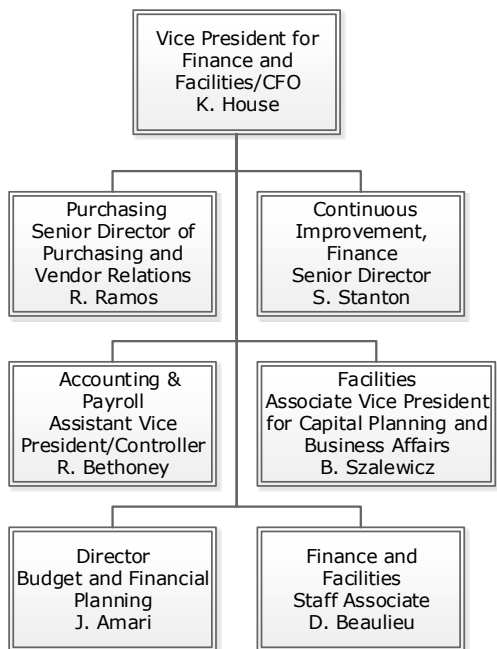
**Student Wellness
July 2020**



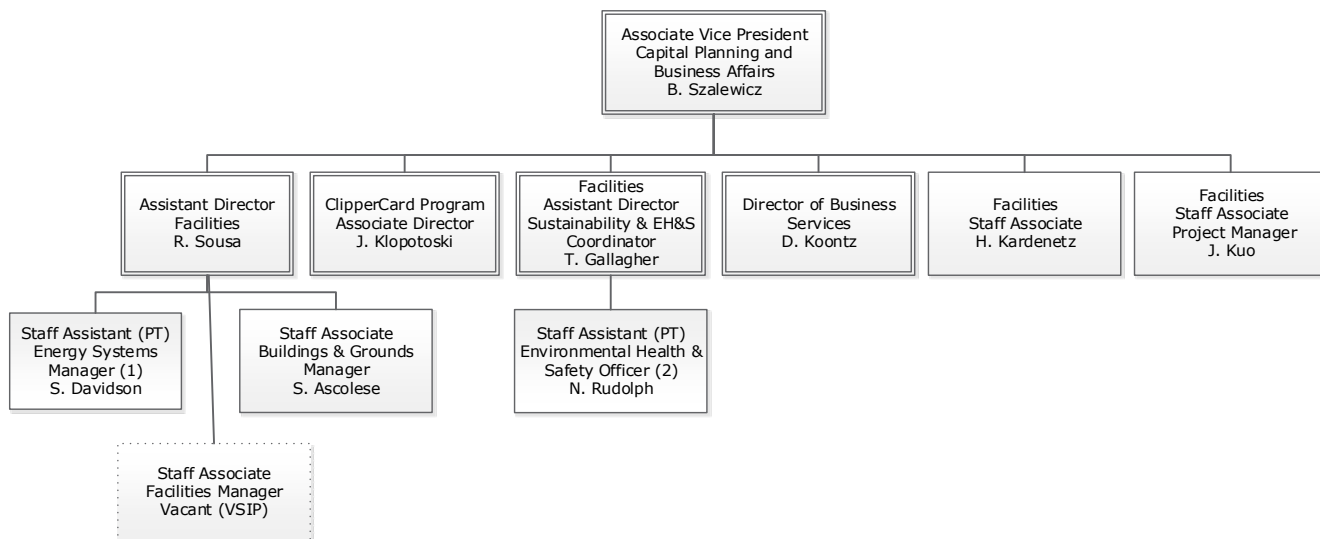
**Institutional Advancement
Org Chart
as of September 2020**



**Finance and Facilities
Leadership Team
June 2020**



**Capital Planning and Business Affairs
June 2020**

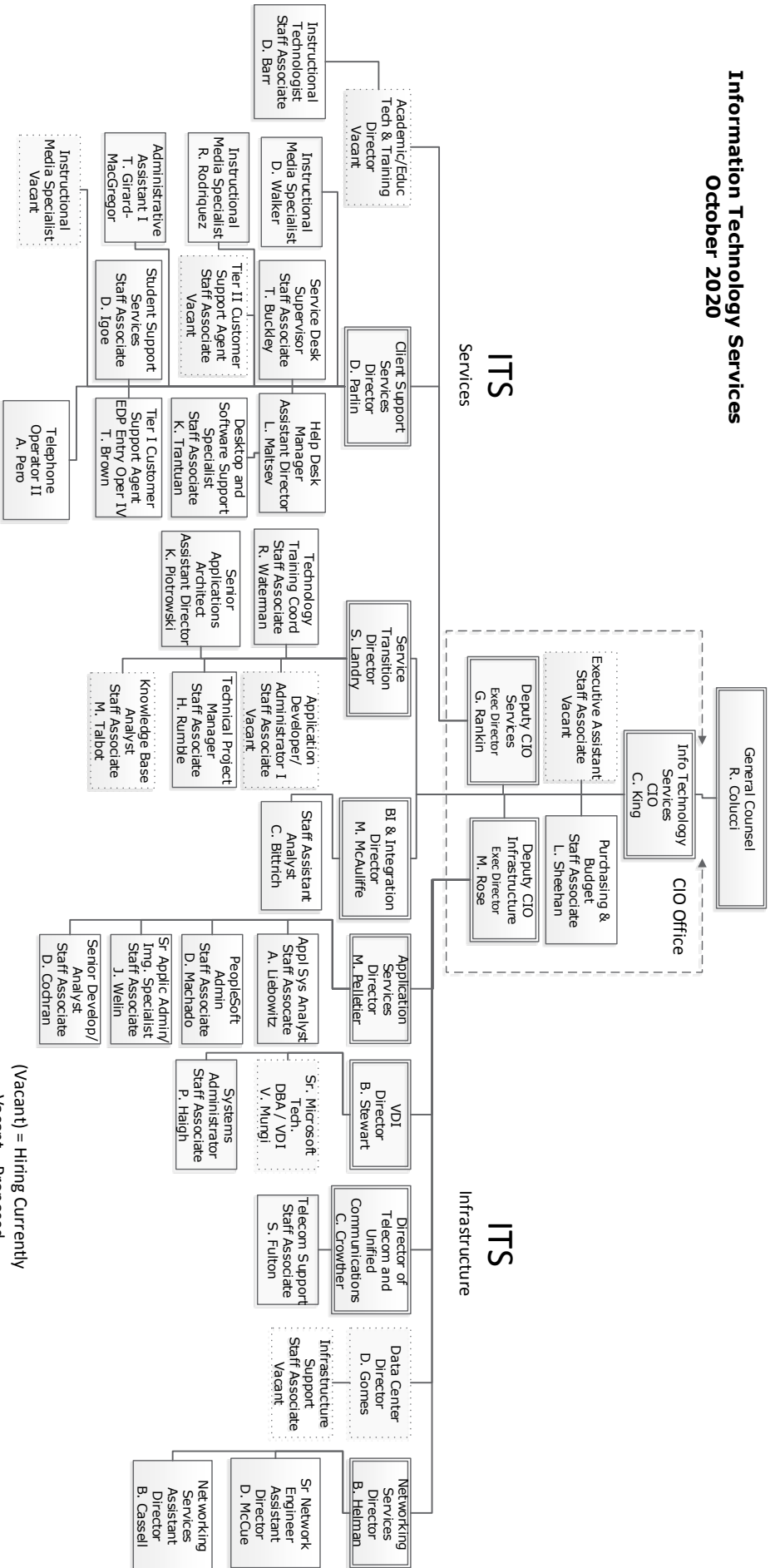


NOTES:

(1) The Staff Assistant (PT) Energy Systems Manager is a shared position with North Shore Community College. This position is a NSCC employee with salary split as follows: NSCC – 60% and SSU – 40%.

(2) The Staff Assistant (PT) Environmental Health & Safety Officer is a shared position with North Shore Community College. This position is a Salem State University employee with salary split as follows: SSU – 60% and NSCC – 40%.

Information Technology Services October 2020



(Vacant) = Hiring Currently
Vacant = Proposed

Table of NECHE Actions, Items of Special Attention, or Concerns

Date of Commission Letter	Detailed Actions, Items of Special Attention or Concerns	NECHE Standards cited in Letter	Self-Study Page Number
March 30, 2016	Developing its next strategic plan and continuing to implement a comprehensive, integrated approach to planning and assessment with emphasis on evaluating of the effectiveness of the Office of Strategic Planning and Decision Support;	2.1	p. 38-39; p. 43-44
March 30, 2016	Evaluating the impact of changes in University leadership on the institution's transition from a college to a university;	3.8	p. 49-50
March 30, 2016	Continuing to enhance the assessment of student learning and using the results to support continuous improvement;	4.48; 4.49	p. 57-64
March 30, 2016	Achieving its goals to increase graduation rates;	6.6; 6.8	p. 140-143
March 30, 2016	Integrating its planning process with financial planning, enhancing transparency through decision rubrics, assisting with cost containment, and increasing faculty engagement in these matters.	9.9; 3.12	p. 114-117
March 27, 2019	Continuing efforts to assure compliance with MBORN's requirements including achieving the minimum pass rate standard – 80% – for all first-time NCLEX test takers. (Chapter 8: Educational Effectiveness)	8	p. 135

Introduction: The Self-Study Process

In 2016, the NEASC Commission voted to accept Salem State University's interim report, noting five areas of necessary focus for its 2021 comprehensive evaluation self-study. These areas of emphasis were: 1) developing its next strategic plan and implementing a comprehensive, integrated approach to planning and assessment; 2) evaluating the impact of changes in university leadership on the institution's transition from college to university; 3) continuing the enhancement of student learning and using the results to support continuous improvement; 4) achieving its goals to increase graduation rates; and 5) integrating its planning process with financial planning, and increasing faculty engagement in these matters. Preparing for documented progress in these five areas, in addition to the comprehensive self-study, began shortly after NECHE's 2016 notification.

During the last five years, considerable progress has been made in addressing the areas of emphasis, as reported in the self-study. The current strategic plan incorporates institutional metrics tracked by the strategic planning and decision support office (Standard Two). President John D. Keenan proposed an aspirational agenda in his 2018 inauguration speech, including accreditation by the Association to Advance Collegiate Schools of Business and achievement of the Carnegie Community Engaged Classification, both of which were achieved (Standard Three). New and on-going initiatives to assess and improve student learning and outcomes were implemented among departments and institutionally (Standards Four and Eight). Student graduation rates continued to increase, exceeding 59% among undergraduates (Standard Eight). Progress on integrating financial planning and enhancing cost containment and transparency continues through implementing multi-year financial plans, decision rubrics, debt re-structuring, and a voluntary separation program (Standard Seven). In addition to these five areas, SSU also reports on enhancements made by the School of Nursing to assure compliance with the Massachusetts Board of Registration in Nursing's requirements (Standard Eight).

To prepare for this self-study and comprehensive evaluation, President Keenan named Provost David Silva to oversee the reaccreditation process. In fall 2018, Provost Silva assembled a group to support this effort. The leadership team included Chunju Chen, Executive Director, Strategic Planning and Decision Support; and Emerson Baker, Vice-Provost. Selected to co-chair the self-study report and join the leadership team: Monica Leisey, Professor, Social Work; Carla Panzella, Associate VP and Dean of Students; and Bruce Perry, Assistant Dean, Enrollment Management and Student Life. All team members attended one or more of the four preparatory workshops led by NECHE.

SSU's NECHE leadership team met regularly to develop the campus committee structures needed to prepare the self-study. The Massachusetts State College Association (MSCA) Salem Chapter sent out a call to the faculty community for participation. Calls for members were also made through campus communication channels. The provost appointed faculty, administrators, and staff to serve on the nine working committees established to address the NECHE standards. To support the collaborative work of the committees, a [SharePoint](#) site was developed.

The leadership team continued to meet monthly. Leadership team members developed plans and recruited for the self-study effort at meetings of the President's Executive Council (PEC); the university's Leadership Cabinet; and academic department chairs and graduate program coordinators, held during the spring and summer of 2019. A July 2019 kick-off event was organized to orient working committee members to the project.

The three co-chairs formed a steering committee to regularly convene the leaders of each of the nine committees. The steering committee also met monthly during the academic year. Most of the enrollment and student-related data first forms for the committees' use were prepared by the strategic planning and decision support office. The Leadership Cabinet (a group of over 100 campus administrators, faculty department chairs, and graduate program coordinators) was further engaged to collect more evidence for the working committees, such as institutional data and a timeline of university developments.

In January 2020, a half-day collaborative planning and writing workshop, NECHE-Fest, was led by Provost Silva for all working committee members. This creative and celebratory event was also open to the

campus, inviting those who did not serve on a working committee to learn about the accreditation effort. First drafts from the working committees were completed by March, with most second drafts completed by June, although writing and editing continued throughout the summer. Some key committee members were less able to participate because of immediate institutional needs resulting from the pandemic. Fortunately, sufficient progress on the self-study had been made by March 2020 to allow the project to proceed seamlessly.

Each standard was reviewed in September by small independent groups from the university's Leadership Cabinet. Nancy Schultz, English Professor Emeritus, was engaged to serve as the editor for the self-study report. While writing and editing continued, the drafts for each standard were posted in the university's intranet, Polaris, as they were revised in September, November, and December. Excerpted drafts were sent to new campus leaders and for areas that spanned across several standards (e.g., graduate school, inclusive excellence, continuing education, student life, alumni affairs, and first-year experience) related to their work. Open forums were held in October and December to invite campus feedback, while NECHE co-chairs met with the Student Government Association members to review the report in November. The self-study draft was also sent to NECHE in December for review by and feedback from a Commission member.

As a final review of the self-study by the working committees and to prepare for the virtual site visit, NECHE-Fest II was held in early January 2021. Subsequently, the editor and leadership team completed revisions of the report. The president and the provost reviewed the final version, which was submitted to NECHE in late January. In anticipation of the April site visit, a communications plan was developed, which includes announcements in February and March to the local community, reminding them that the institution will be undergoing its ten-year accreditation and inviting their participation as we together come to the conclusion of this important collaborative effort.

Institutional Overview

“I firmly believe the ...words of Horace Mann- ‘education...is the great equalizer.’

It’s easy for this to get lost in the day-to-day routine on campus, but we must remember that through our work at Salem State, we are fighting for equality. We are promoting democracy. We are advancing social justice.”

—President John D. Keenan, from his inauguration speech on January 18, 2018

Salem State University (SSU) is an institution that has continually transformed itself since its founding as a normal school inspired by the ideas of Horace Mann, known as the “father of American public education.” This comprehensive four-year public university in Massachusetts boasts a long [history](#) as an innovator in the field of education. Founded as Salem Normal School, it was the fourth such institution in Massachusetts, and the tenth in America. It welcomed its first class in 1854 and its first Black graduate, the abolitionist, educator, writer, and women’s rights activist, [Charlotte Forten](#), received her degree in 1856. The institution’s original motto, Progredi, “progress,” underscores its evolution from Salem Normal School in 1854 to Salem Teachers College in 1932 to Salem State College in 1960 and, most recently, to Salem State University in 2010. SSU’s commitment to both institutional and social progress drives it to fully embrace the transformations brought by each new chapter in its history.

Today, Salem State serves 6,686 full-time and part-time undergraduate and graduate students of diverse cultural and linguistic backgrounds, representing 37 states and 48 nations, in addition to Massachusetts and the USA. Located 15 miles from Boston in the historic city of Salem, in Essex County, SSU offers 31 baccalaureate majors and 39 master’s degrees. With more miles of coastline than the state of New Hampshire, Salem is located in the region of Massachusetts known as the North Shore. An integral part of the greater Salem community for 167 years, the university has over 65,000 [alumni](#), approximately 80% of whom are Massachusetts residents, and 67% live within 30 miles of campus.

SSU takes pride in its community connections and in a long tradition of partnership with the North Shore community, and particularly with the city of Salem. These partnerships—with the business community, with local governments, with the nonprofit sector, and others—are rooted in its academic programs and in its role as a significant economic resource for Salem, Essex County, the North Shore region, and the Commonwealth of Massachusetts. As a federally designated Title III eligible institution, Salem State serves a growing student body from traditionally underserved populations, including low-income students, students with disabilities, veterans, non-traditional age students, and students of color, opening doors of opportunity for the next generation of students and citizens.

One of nine regional state universities in Massachusetts, Salem State has historically cultivated excellence in teacher training, expanding its majors over time to prepare the next generation of social workers, entrepreneurs, nurses, occupational therapists, and more. Over 75% of the 1,546 undergraduate degrees awarded in academic year [2019-20](#) were earned in business, nursing, psychology, education, biology, criminal justice, sport and movement science, media and communication, and social work. The academic units within the university are the Maguire Meservey College of [Health and Human Services](#) (includes the School of [Nursing](#) and the School of [Social Work](#)), College of [Arts and Sciences](#), Bertolon [School of Business](#), [School of Education](#), School of [Graduate Studies](#), and School of [Continuing and Professional Studies](#).

Transformative change and significant transitions have characterized Salem State’s last decade, and most especially the years since the university’s 2016 NEASC [Interim Report](#). This period of regional change, institutional pressures, and disruption has been met with planning, investment, innovation, and data-informed decision-making to address the challenges facing the university. In 2018, Salem native John D. [Keenan](#) was inaugurated as the university’s fourteenth President. Leadership transitions occurred in all senior [administrative](#) positions in the last five years except for provost and academic vice president and the vice president for finance and facilities, resulting in an evolving organizational structure to oversee the institution.

Academic excellence continues to be an institutional strength. The university achieved national or international recognition from 13 [accrediting](#) bodies, most recently the Association to Advance Collegiate Schools of Business, while also attaining the elective Carnegie classification for Community Engagement. Since 2016, the university has added a new residence hall, Viking Hall, and opened a student parking garage.

Mission and Purposes: Salem State University's (SSU) current [mission](#) statement was developed by a multi-disciplinary institutional group and approved by the Board of Trustees ([BOT](#)) in 2008. Its mission was subsequently reaffirmed in 2017 by the Trustees as the first step in developing the university's current [strategic plan](#).

Planning and Evaluation: The next strategic planning process is in the beginning stages with the charge to review the mission and develop a new plan for 2022. (The institution requested and was given permission by the Massachusetts Board of Higher Education (BHE) to extend the current strategic plan from 2021 until 2022.) The university intends to use this extension to fully evaluate the current strategic plan and to design a process that once again engages our community in a transparent partnership. This accreditation report and its findings will set the stage for the process.

As institutional and regional pressures have grown, data have been critical to inform university leadership decision-making in addressing this changing landscape. The development of the [business intelligence](#) unit since 2016 provides real time data about a wide range of key performance indicators. Right-sizing the faculty/student ratio, course optimization, reducing reliance on adjuncts, financial aid leveraging, and EAB partnership efforts are some outcomes of this informed data-driven decision-making.

Organization and Governance: The university is overseen by a state-appointed Board of Trustees and led by President Keenan and his executive team. Since 2018, there has been administrative restructuring through attrition and the implementation of a hiring freeze and voluntary separation program. Through its system of tri-partite internal governance, SSU ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. The governance process assures faculty are given the primary role in overseeing the integrity of the university's academic offerings.

The Academic Program: The university continues to enhance its program review [cycle](#) using data on student outcomes and program effectiveness to ensure institutional consistency in evaluating academic programs. Undergraduate and graduate programs at Salem State are externally [reviewed](#) or [accredited](#) by state or national licensing authorities. Satisfying the requirements of so many [accrediting](#) bodies – most recently [AACSB International](#) for our business programs – speaks to the high standards and quality of the university's academic programs. The School of [Graduate Studies](#) has strong programs taught by appropriately credentialed faculty; 92% hold terminal degrees, and many with extensive, relevant professional experience.

Students: As has long been the case, students continue to be drawn largely from the local region, as 40% of new [first-year](#) students hail from the surrounding communities North of Boston in 2020. In recent years, as the demographics of our region have shifted, so too has our student profile; the incoming class of [2024](#) is more diverse (40.7% of new undergraduates are students of color) than the new students in the SSU class of [2019](#) (27.6% of first-year students were from BIPOC groups in fall 2015). Current students cite cost, financial aid, academic reputation, and geographic setting as most important factors in their decision to enroll (Student Satisfaction [Index](#), 2020).

As transfer student enrollment has become more competitive regionally, SSU's number of transfer students has dropped from 752 in fall 2016 to 394 in fall 2020. Furthermore, continuing education's undergraduate head count fell considerably (from 1,571 in fall 2010 to 760 by fall 2020). In the early years of the 2010 decade, the institution invested in building projects aimed to increase residential student populations to support long term institutional stability. This strategic goal has not achieved the desired impact, as shifting priorities among Generation Z students – who frequently choose cost and value over debt, which includes forgoing an on-campus living experience – have decreased the residential population pool.

Teaching, Learning, and Scholarship: As a regional teaching university, SSU places a high value on instructional excellence in service to meaningful learning. Teaching effectiveness of faculty is assessed each semester using contractually approved evaluation forms coupled with observations by department chairpersons. Courses are taught in a variety of instructional formats with the majority, 77.5%, being lecture (including face-to-face, hybrid and online modalities), 7% Laboratory, 5% Seminar, 4% Clinical, and the remaining instructional formats all under 2% each (studio, field studies, discussion, directed studies, student teaching, internships, activity, practicum, independent study, honors thesis, and graduate thesis).

Faculty and librarians are actively engaged in the shared governance of the institution particularly regarding academic issues as is laid out in Article VII of the [MSCA](#) contract. The service provided by faculty is critical to the function of the department and university. Additionally, many faculty are active in national and international professional associations, serve as peer-reviewers for journals and grant award panels, and participate in a wide range of roles in the surrounding community. SSU faculty and librarians are hired with strong credentials and, in the face of their considerable teaching and advising responsibilities, are exceptionally active and productive [scholars](#). Many of SSU's faculty have national and international profiles as scholars and have been earned various [awards](#), including Whiting Grants and Fulbright fellowships.

Institutional Resources: Salem State continues to meet budgetary challenges through continual improvement efforts to gauge selective reductions of programs and services, re-inventing of systems and structures, and data-informed investments (VSIP, civic engagement). Following an initial hiring freeze implemented in 2018 to cut costs, an innovative voluntary separation program was implemented, lowering annual personnel costs by over \$6M through a net reduction of 50 positions, while allowing for targeting hiring of 32 positions in key areas.

Educational Effectiveness: Resource strains notwithstanding, SSU continues to educate its students effectively. When compared to New England public institutions, 2019 SSU first year (FY) and senior (SR) students reported higher levels of experiential learning, institutional support and opportunities on several [NSSE](#) (National Survey on Student Engagement) items directly related to the values articulated in the mission statement. Although many students continue to meet institutional academic standards, other students struggle to achieve and persist as non-academic factors (pre-dating and exacerbated by COVID-19) undermine their success. In response to these changing circumstances, university leadership has reallocated increased resources to student support services, early intervention systems, financial aid, fundraising, and diversified staff and faculty. There has also been support for increasing the number and impact of pedagogical high-impact practices ([HIPs](#)).

Students are encouraged to participate in experiential or authentic scholarly experiences during their course of study. This can include directed studies, independent research, undergraduate research, honors theses, graduate research (thesis and nonthesis options), practica, clinical experiences, and internships. According to 2019 [NSSE](#) results, over 62% of seniors participated in two or more HIPs, while 45% of first-year students participated in at least one HIP. Graduate programs that require internships/practica are standardized by their accrediting bodies. In a review of SSU Master's degree graduates, 23% in 2019 and 24% in 2020 completed a substantial experiential learning course (e.g. internship, clinical, field experience, and student teaching).

Integrity, Transparency and Public Disclosure: To cultivate a data-driven culture, the university has invested practices and affiliated technologies such as Synario, Power Business Intelligence (BI), and EAB Navigate, so that all pertinent university data is available to faculty, staff and leadership our daily operations and student success factors. Examples of evidence of the integrity of university actions span four areas: 1) accountability in reporting institutional data; 2) remedying academic challenges; 3) demonstrating support for values, such as freedom of expression, academic freedom, equity and inclusion; and 4) responsibly addressing university sustainability.

The university posts a wide variety of information on its website to help inform and attract students to campus. SSU maintains many tools to communicate with students and the public and has committed to effectively sharing key information.

COVID-19 Impact and the University's Response

In meeting the challenges of the COVID-19 pandemic, ensuring the health and safety of our campus and community is the university's highest priority. While the impact of the crisis is pervasive and deep, the resiliency and adaptability demonstrated by the campus community, especially students, is profound. By the end of 2020, over 10,000 COVID-19 tests were administered on campus, with a total of 75 positive tests, yielding a 0.74% positivity rate among the university population. With 934 students living on campus in the fall 2020 semester, the on-campus positivity rate among students was consistently well below that of the city, county, and the Commonwealth, rising above 2.5% in only one week. SSU's on-campus capacity to isolate or quarantine is 47 students.

Gene Labonte, Associate Vice President for Public Safety and Risk Management and Chief of Police, and Dr. Elisa Castillo, Associate Dean of Students for Wellness, have directed the university's preparedness and response efforts, leading the SSU COVID-19 Emergency Response Team (ERT) to manage the crisis. There have been four overlapping phases to the university's response to date: (1) identification of the scope of the crisis; (2) transition to remote learning and operations; (3) transition to limited re-populating of campus; and (4) on-going management of the pandemic. Each phase was characterized by extensive planning, policy and protocol development, communicating with campus constituencies, and continually managing conditions.

The first campus warning about the coronavirus outbreak was issued on January 27 by Chief Labonte. As the Commonwealth locked down in March, President Keenan outlined emergency preparedness plans to address the immediate safety and well-being of campus community members, to ensure continuity of operations, and to plan for recovery from the impact of the pandemic. Using existing tools for remote access and securing a critical expansion of Zoom licensing early, SSU moved over 8,000 students, staff, and faculty online after an extended spring break. Training in the basics of online learning was provided for faculty and students, including capabilities of Canvas, the university's learning management system (LMS), and in using Zoom, among other tools. The application of this technology enabled the university to continue its efforts to teach, recruit, and retain students during this unprecedented time.

The university has many tools for supporting learning in its varying modalities. Chief among these resources is Canvas. Prior to the pandemic, approximately 60% of class sections (in person, online, and hybrid) were represented in Canvas. In March 2020, the COVID-19 pandemic necessitated a major migration of all courses to an online format, with Canvas serving as the common organizational backbone. The transition caused tremendous disruption to teaching and learning, as many faculty and students needed to adapt to using Canvas more extensively than ever before. However, the LMS was able to support the expanded use, effectively providing a familiar (to most), accessible, online forum to host course resources, modules, assignments, online discussions, and grading. This sudden transition to remote learning was facilitated by a one-week "extension" of the 2020 spring break for students, during which time the university provided emergency support for faculty. Support for faculty involved mostly intensive workshops, developed and delivered by instructional support staff and faculty with appropriate expertise; these workshops were subsequently supplemented by the appointment of faculty fellows, faculty mentors, and instructional designers and further reinforced by Canvas's 24/7 online support operations. During the summer of 2020, most courses were delivered online (both synchronously and asynchronously), with a small number piloting in-person teaching protocols and practices that would then be adjusted and implemented in time for fall 2020. In preparation for fall 2020, a framework for determining course modalities was developed under the leadership of the provost and courses were assigned to each modality accordingly; the result was that some 85% of fall 2020 classes were delivered fully online, with the balance delivered either fully in-person or as hybrid, with a small pilot program attempting a "HyFlex" methodology. These efforts met with mixed results. In a survey of graduate and undergraduate, day and evening students in fall 2020, 54% of students reported that it was difficult or very difficult to 'adjust to online learning.' Yet, a majority of students said that 'navigating Canvas' was easy or very easy, with only 21% indicating that it was difficult or very difficult.

A second technical support to operations during the COVID-19 pandemic was EAB Navigate. Navigate was particularly useful during the initial shift to online learning as the university was able to systematically and efficiently reach out to every student through the application, thereby mitigating disruption by addresses

students' needs directly through a single information source and across many support areas. In addition to staff who work directly with the Navigate system on a daily basis, the institution solicited additional help, recruiting and training nearly 100 faculty and staff volunteers to reach out to every student within the first two weeks of the transition period. Each volunteer or staff member received training on how to use Navigate, a list of students to contact, and guidance on reaching out supportively.

Through Navigate, SSU faculty, staff, and volunteers were able to communicate directly with students, express their caring and concern for their well-being, collect information about challenges students were facing, and make appropriate and timely referrals to respond to student needs. Response networks, including a care case management model, were established within the university to address students' technology needs (e.g., students without a computer or access to wi-fi); financial worries (e.g., refund updates, loss of income, inability to pay bills); housing challenges (e.g., lack of a safe place to go, or concerns about housing stability); and health and well-being concerns (e.g., exposure to COVID-19, increased needs for counseling or support to maintain healthy living). As the nexus for all contact notes and related information, Navigate greatly facilitated a prompt, coordinated response in support of our students.

Governance structures were instrumental in the university's response to COVID-19. In spring 2020, the President announced the formation of two integrated, ad-hoc planning efforts: 1) a financial strategic planning revenue assessment; and 2) detailed operational planning to respond to the pandemic. Several faculty subject matter experts and staff were identified to participate and inform these planning processes in a multi-disciplinary planning effort. The goal of this effort was to create a plan with financial models and a plan with operational scenarios. Integrated planning efforts were led by Chief Labonte and the CFO/VP for finance and facilities, Karen House. Health policy and externally imposed restrictions were examined by risk management and public safety with faculty in nursing and healthcare studies. The economic impact was considered by faculty in economics. Faculty in psychology explored the psychological impact, while faculty in history considered the historical perspective. Leaders in the School of Education, including faculty from the higher education in student affairs program, analyzed the effect on higher education as an industry. These multi-disciplinary analyses informed the integrated planning efforts.

For revenue planning, the CFO/VP and budget director began by creating a mathematical model on the FY21 data for the existing multi-year financial plan. Information from the reports delivered by the various subject matter experts (above) as well as input from leadership in enrollment management and student life, informed the subsequent, more detailed, revenue update, which identified risks that would carry significant financial impact for the institution, as well as several opportunities. Among the risks were the implications from further waves of the pandemic; student/family financial constraints; and reduced state appropriations. Opportunities presented by the crisis included students and families desire to be closer to home; increased student preference for single rooms; and the value proposition of Salem State compared to relative private institutions. Through this integrated planning effort, the university developed best-, middle-, and worst-case scenarios for reduced revenues in the pandemic context. Consequently, the official approved FY 21 revenue budget was \$26.2M lower than the balanced budget developed prior to the pandemic.

The operational planning committee explored three fall 2020 opening scenarios: remote learning, a hybrid model, and primarily in-person classes, while the financial planning group concurrently assessed the implications of each option, as well as future impacts of emerging pandemic conditions. Recommendations from these shared governance committees established credibility and trust across campus constituencies while guiding institutional decision-making for the start of the fall 2020 semester. The hybrid model adopted included fewer than 20% of classes offered with an on-campus component, which translated into nearly 15% of students having participated in at least one in-person course. Those classes benefitting most from occurring on-campus (e.g., laboratory science courses) were prioritized for the limited in-person instruction.

Fall 2020	Instructional Mode	Total Seat Enrollment	Percentage
Undergraduate Day	Hybrid	426	1.75%
	In Person	3,061	12.56%
	In Person or by Arrangement	510	2.09%
	Online	20,379	83.60%
	UG Day – Total	24,376	
School of Continuing & Professional Studies (Undergraduate Continuing Education)	Hybrid	0	0.00%
	In Person	43	3.70%
	In Person or By Arrangement	51	4.39%
	Online	1,067	91.90%
	SCPS – Total	1,161	
School of Graduate Studies	Hybrid	141	3.80%
	In Person	178	4.80%
	In Person or By Arrangement	229	6.17%
	Online	3,164	85.24%
	SGS – Total	3,712	
University Totals	Hybrid	567	1.94%
	In Person	3,282	11.22%
	In Person or by Arrangement	790	2.70%
	Online	24,610	84.14%
	University – Grand Total	29,249	100.00%

With regard to housing, the university moved to a singles-only occupancy model and set the budget at 1196 students for fall. Fewer students chose to live on campus due to a variety of reasons (e.g., most classes were online, opportunity to live locally, financial implications, health and family concerns, etc.).

To ensure the safest possible return of students, faculty, and staff to campus, extensive planning, communication, and educational efforts were conducted to prepare for implementing university safety protocols to start fall classes and re-open on-campus housing and dining. The campus relied on the work of the COVID Implementation team, as well as the COVID response team – both lead by Chief Labonte and Associate Dean Castillo – to prepare and maintain health and safety protocols for the campus. The university’s [repopulation operations plan](#) was developed in July to de-densify campus for the fall semester and to educate those returning on how to navigate the physical campus. The plan established requirements for symptom monitoring, testing, contact tracing, quarantining, and isolation protocols, as well as expectations for high risk populations and travel. The university invested in CoVerified, a comprehensive app for managing the pandemic in real time by educating the campus community how to reduce risks, access resources, schedule testing, monitor symptoms, obtain alerts, report exposures, and track results, among other features. SSU also contracted with the Broad Institute in Cambridge, MA, to provide asymptomatic testing to on campus community members including students and employees. Campus testing sites and protocols were created, including an online [dashboard](#) to maintain safety, vigilance, and transparency. University Counseling and Health Services (CHS) partnered with residence life to offer on campus quarantine and isolation spaces to students in need and hired contact tracers to follow up with all students experiencing symptoms, believe they have been exposed or test positive for COVID-19. To promote health and well-being, [Bringing SSU to You](#) was an additional initiative created in the spring to promote university resources and activities available to students, faculty and staff in an accessible, online format.

Moving into the spring 2021 semester, the COVID response team has made adjustments to the campus repopulation operations plan complying with updated state guidance and requirements for institutions for higher education. The team is implementing enhanced testing compliance and setting the foundation for COVID vaccination operations that will come online this semester. These updates were published on the campus website prior to the start of Spring semester.

An [archive](#) of university messages on the pandemic is located on SSU's webpage. These messages publicly catalog the subsequent decisions to restrict events, travel and in-person classes; the transition to online learning; preparations for and responding to re-populating campus; and the university's on-going response. In addition, a COVID-19 channel on the university's intranet was established to focus on faculty and staff preparations and resources throughout the pandemic. This channel includes over two dozen protocols, policies, and procedures related the university's response to COVID-19.

Four campus surveys to assess the impact of the pandemic have been conducted. An initial survey of students was conducted in March 2020, to identify immediate student needs (e.g., access to computer, reliable internet service, etc.) when the decision to move to remote learning was announced. Laptops were loaned and remote hotspots established for the over 50 students needing them. In the fall, surveys were conducted of faculty and students to assess their online teaching and learning experiences. SSU also participated in the national NSSE (National Survey on Student Engagement) Pulse survey which collected benchmark data that could be compared with prior survey data from SSU students and other institutions. In addition, students were active in expressing their academic needs, petitioning to create a pass/no pass grading option, originally implemented for spring 2020 and later extended into fall 2020.

Prior to the COVID-19 transition to online learning, the university's FY21 operating budget was projected at \$171.3M. This projection accounted for anticipated enrollment declines, \$6.6M in on-going savings from VSIP, reductions in the adjunct budget and part-time staff, and other savings, including a fringe benefit rate change, contracts, policy changes, and reductions in project, and the strategic initiative pool funding. Additionally, online course fees had been eliminated in a revenue-neutral restructuring. With the FY21 revenue estimate reduced by \$26 million due to the pandemic, the university pursued additional cost savings opportunities. Eventually the FY21 budget includes savings from restructured debt by the Massachusetts State College Building Authority (\$9.3M), avoiding pay increases, a hiring freeze, and furloughs (\$8.5M). As part of this work, a furlough calculator that allows for models based on salary level and union affiliation and accounts for unemployment benefits in quantifying impact to employees was developed. While classified staff, professional staff, and non-unionized personnel have participated in the furloughs, the faculty union declined to participate and filed an unfair labor charge with the Massachusetts Department of Labor Relations (SUP 20-8315), which subsequently dismissed the matter on January 14, 2021. The Massachusetts State College Association (MSCA) faculty union has appealed this dismissal.

These efforts generated \$24M in savings for the budget. In addition, through reducing travel, and additional savings from personnel and operational expenses another \$2M was identified, allowing the university to present a balanced budget to the board of trustees for approval in June 2020, the attendant degree of uncertainty notwithstanding. The university is actively monitoring key operational metrics related to the institution's financial well-being including, incoming students (deposits, filing of FAFSA); returning students (registration for classes, filing of FAFSA); housing deposits; status of bill payments, leave of absences, and withdrawals. The Commonwealth did not finalize its budget until December 2020. State support turned out to be significantly higher for Salem State than budgeted, which helped offset the impact of housing and dining revenues being even lower than budgeted. Among budgetary factors being watched closely are potential future rounds of relief funding (December 2020 CRRSAA) and further opportunities related to MSCBA debt restructuring.

To help manage the uncertainty and the long-term budgetary implications from the pandemic as well as declining enrollment trends, the president formed a Sustainable Path Forward Taskforce (SPFTF) in September 2020. The goal of this cross-departmental group was to study campus operations and recommend to university leadership a comprehensive plan of reorganization for long term sustainability, and which generated revenue and/or cost savings of at least \$15M, with proposals to save an additional

\$5M. As President Keenan wrote, “our ability to make difficult decisions that will ensure Salem State meets student, community and workforce needs going forward,” has never been more important.

More than 300 suggestions and comments were submitted anonymously to the SPFTF. members. These comments, feedback, meeting notes, and the [final recommendations](#) issued in December is available on the [SPFTF Canvas page](#). The PEC anticipates sharing a report that provides direction for the future in February for discussion with the campus.

**DATA FIRST FORMS
GENERAL INFORMATION**

Institution Name: Salem State University

OPE ID: 218800

Annual Audit

Financial Results for Year Ending:		Certified:	
		Yes/No	Qualified
Most Recent Year	06/30	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified
	2017	Yes	Unqualified

Fiscal Year Ends on: 06/30 (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person:	John Keenan
Title:	President
Telephone No:	978.542.6134
E-mail address	president@salemstate.edu

Standard One: Mission and Purposes

Description

Salem State University's (SSU) current [mission](#) statement was developed by a multi-disciplinary campus group and approved by the Board of Trustees (BOT) in 2008. Its principles were subsequently reaffirmed in 2017 by the BOT in developing the university's current [strategic plan](#). SSU's mission is complemented by an accompanying [vision](#) statement, as well as by an institutional [diversity](#) statement that sets forth the university's commitment to equity and inclusion of all people and perspectives.

The university's two core values — academic excellence and student success — ground these mission and vision statements, establishing a foundation upon which the university's 2018-21 strategic plan was built (Standard Two). The mission statement introduces Salem State to external constituents through the university website and appears in admissions and marketing materials. This mission guides university operations and activities, including hiring, planning, annual reporting, and assessment.

Salem State's mission is genuinely present in university activities and operations. The four strategic plan [goals](#) affirm our purpose on large [posters](#) prominently displayed in every building. Academic departments ground their mission statements and strategic plans in the institution's own and faculty prepare annual reports measured by its criteria. Reports from governance committees and university departments integrate the mission into their analyses. Campus community members often encounter this statement in internal digital and print publications, such as the academic catalog.

The mission articulates three aspirational purposes: (1) to provide a student-centered and high-quality education; (2) to foster an inclusive, connected, and intellectually stimulating campus community; and (3) to be a cultural, social, and economic nexus for the North Shore. As an extension of the mission, the institution promotes an expectation that graduates will be active, conscientious, and engaged citizens who will serve the diverse needs of the North Shore, the Commonwealth, the nation, and the world. To sustain commitment to the current mission and institutional purpose, the university articulates these values to new members of the community. For example, new student orientations feature a session on "Becoming a Viking," while the new employee handbook details the history and mission of the university. By educating SSU's newest members about the mission, purpose, and vision of the university, students and employees are encouraged to become active contributors to the Salem State community.

Appraisal

When preparing for strategic planning processes, the mission has been reviewed, evaluated, and sustained by university community members and leadership. Among the demonstrable achievements that exemplify and advance the university's mission over the last decade were the development of the new general education curriculum (2014); the establishment of the Center for [Civic Engagement](#) (2015); the addition of a diversity, power dynamics, and social justice "overlay" in general education (2018); the creation of the student life co-curricular learning framework (2018); and the attainment of the elective Carnegie classification as a community engaged campus (2020). There are over 65,000 Salem State graduates residing in the Commonwealth, with the majority remaining local, contributing to the regional and state-wide economies.

SSU strives to prepare students to contribute to a global society. Results from recent surveys document success in achieving this aim. The vast majority of graduate students agreed that they had been prepared to contribute to a global society by 83-90% from 2016-19, as reported in the School of Graduate Studies (SGS) annual survey. SSU's first year (FY) and senior (SR) students also reported higher levels of achievement and institutional support on several items directly related to the values articulated in SSU's mission, including preparing a diverse community of learners; contributing responsibly to a global society; and advancing the region's cultural, social, and economic development. Specifically, both SSU FY and SR students were more likely than peers to include diverse perspectives in course discussion or assignments,

by +5% and +9%, respectively. FY students (+5%) also reported that SSU encourages contact among students from different (e.g., political, economic, racial or ethnic, and religious) backgrounds more than students from New England public universities (+5%). SSU SR's were more likely to connect their learning to societal problems or issues than their peers regionally (+6%), according to the 2019 National Student Survey of Engagement ([NSSE](#)).

The university's efforts and students' success also affirm the Massachusetts Department of Higher Education (DHE) priorities, such as the "Big Three" completion plan, more recently reconceptualized as the DHE's "[Equity Agenda](#)." Among the goals of this DHE initiative have been to 1) boost completion rates; 2) close achievement gaps; and 3) attract and graduate more students from underserved populations. Since 2011, six-year graduation rates rose by over 17%, from 41.8% in [2011](#) to 59.4% in [2020](#); while four-year completion rates grew by more than 20%, from 22% in [2011](#) to 42.3% in [2020](#). Salem State's increases in graduation rates represent dramatic, mission-centric achievements for students and the institution (Standard Eight).

Yet, equity gaps persist across racial and ethnic groups, and genders among SSU students (Standard Eight). Regionally the population of traditional age high school students is declining, while some groups are growing locally. Latinx students are the largest and fastest growing student population among Black, Indigenous, and People of Color (BIPOC) at SSU. Latinx students comprised less than 10% (or 562) of full-time undergraduates in fall [2011](#), while they represent 20% (or 891) in fall [2020](#). As the university has been transforming to meet the needs of emerging student populations (Standards Two, Four, Five, Eight), Salem State is also preparing to become a Hispanic-Serving Institution (HSI).

Projection

As the university expects that the trend toward educating an increasingly diverse student body will continue, future efforts will be made to optimally meet the needs and expectations of BIPOC students—as well as those of staff, administrators, and faculty. Given the particularly high growth rate of the Latinx student body, SSU must adopt practices that seek specifically to better engage Latinx students and families, with the prediction that by 2030, we will become a Hispanic-Serving Institution (HSI). To this end, and with the broader goal of promoting itself as a racially and ethnically diverse "Student-Ready University," Salem State shall actively participate in the Massachusetts Department of Higher Education (DHE) "Equity Agenda" by incorporating into our next strategic plan the DHE Equity Agenda's goals and principles (fall 2021, spring 2022). Action steps emerging from this strategic planning and implementation effort are projected to move SSU toward fulfilling the Equity Agenda's year 2030 goals by increasing the proportion of African American and Latinx undergraduate students who enroll, persist into sophomore year, make timely progress to degree, and earn a baccalaureate degree, with precise percentage-point increases to be determined as part of the strategic planning process. Similarly, SSU will seek increases in the proportion of BIPOC graduate students, faculty (both full-time and part-time), and staff by 2030. In service to these projections, SSU, as led by the provost in close collaboration with the VP for diversity and inclusion, will commit to: further diversification of the curriculum by propagating diversity and inclusion beyond the current diversity, power dynamics and social justice general education overlay (ongoing); adopting campus policies that are intentionally anti-racist (summer and fall 2021); and strengthening current student support and faculty-staff development services such that they are explicitly developed to promote measurable improvements in the areas of diversity, equity, and inclusion (ongoing), as gauged by assessment activities such as a second campus climate survey (in 2023).

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	Mission statement	Reaffirmed 11.29.2017

Mission Statement published	Website location	Print Publication
Vision statement and strategic plan	Vision and strategic plan	Vision and strategic plan

Related statements	Website location	Print Publication
Institutional Diversity statement	Institutional Diversity statement	Inst. Diversity statement
Bertolon School of Business	Mission statement	www.salemstate.edu
College of Arts and Sciences	Purpose statement	www.salemstate.edu
Maguire Merservey College of Health and Human Services	Purpose statement	www.salemstate.edu
School of Continuing and Professional Studies	Purpose statement	www.salemstate.edu
School of Education	Mission statement	www.salemstate.edu
School of Graduate Studies	Purpose statement	www.salemstate.edu
School of Nursing	Mission statement	www.salemstate.edu
School of Social Work-BSW	Purpose statement	www.salemstate.edu
School of Social Work-MSW	Purpose statement	www.salemstate.edu
Center for International Education	Mission statement	www.salemstate.edu
Community Standards	Mission statement	www.salemstate.edu
Inclusive Excellence	Mission statement	www.salemstate.edu
University Police	Mission statement	www.salemstate.edu

Please enter any explanatory notes in the box below

Standard One: Mission and Purposes (1.2)

Salem State University Mission, Vision and Strategic Plan

Our Mission

Salem State's mission is to provide a high quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society, and serve as a resource to advance the region's cultural, social and economic development.

Our Vision

Salem State University will be a premier teaching university that engages students in an inspiring transformational educational experience.

- We put students first in all that we do and are committed to their success.
- We are a community of learners where all faculty, staff and students have the opportunity to grow as individuals.
- We are innovators, offering a unique brand of public higher education that inspires students to reach higher and achieve more.
- We remain true to our heritage as a liberal arts university while we prepare students for today's workforce.
- We serve the communities of the North Shore while we create an ever more globally aware and culturally diverse campus environment.

Strategic Plan

The 2018-21 Salem State University strategic plan is the result of a transparent and inclusive campus-wide planning process led by the institution's collaboration committee. The university takes pride in its gains towards the Massachusetts Board of Higher Education (BHE) system goals of college participation, college completion and closing achievement gaps. Of equal importance in accomplishing these goals has been a commitment to authentic teamwork, an openness to sincere dialogue, and the discernment and engagement required to undertake systemic change.

The 2018-21 strategic plan builds on these important gains, learns from both successes and challenges, is tempered by internal and external realities, and confidently presents bold yet feasible strategic priorities that align our institution's strengths and the North Shore's along with the Commonwealth's educational, economic and workforce needs.

Salem State's 2018-21 Four Strategic Goals

Student Success

Create a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal and career goals.

Academic Excellence

Develop and support high-quality academic programs and innovative educational experiences that equip Salem State graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society.

Collaboration, Inclusion and Stewardship

Foster a university-wide culture of inclusion, accountability, collaboration, and stewardship.

Financial Vitality and Sustainability

Strengthen Salem State's financial foundation, align resources with priorities and foster innovation to drive new revenue streams. Identify and implement additional opportunities to contain, reduce or avoid future growth in costs.

Successful Results of Goal Implementations

- Board of Higher Education "Big Three"
 - o Continue to boost college participation by strategically increasing enrollment
 - o Continue to increase college completion rates due to improved academic advising and student success programming
 - o Build on success of closing achievement gaps by focusing resources on the programmatic areas with highest impact
- Inclusive Excellence
- Science and Healthcare on a Liberal Arts Foundation
- Place
- Civic Responsibility

Core Values

At Salem State University, two fundamental commitments unite and motivate us in daily pursuit of our mission:

- Academic excellence: Salem State cultivates an intellectually vibrant community led by a faculty dedicated to excellent teaching and enriched by students eager to learn and meet high standards of excellence.
- Student success: The university puts students first in all that we do and are committed to fostering success in their studies, careers and life.

We hold the following core values as a public university whose foundation is the liberal arts tradition:

- Access
- Civic Engagement
- Inclusion
- Innovation
- Scholarship
- Stewardship
- Well-roundedness

Vision-supporting overarching goals and key strategies: financial vitality and sustainability, and collaboration, inclusion and stewardship are foundational to achieving academic excellence and student success.

[The full plan, as approved by the Board of Higher Education in November 2017, is available here.](#)

Standard Two: Planning and Evaluation

Planning

Description

Salem State generates and collects significant amounts of quantitative and qualitative data to inform institutional planning and evaluate the success of planning and activities in a continual process of aligning priorities and initiatives to realize the university's mission. The institution's methodical, wide-ranging, and unified planning and evaluation efforts are both proactive and reactive, long and short range; ad-hoc, continuous, and periodic. Examples of long-range, intentional, proactive planning and evaluation efforts include developing the [general education](#) curriculum (2014); multi-year financial plans (2015); [Information Technology](#) strategic plan (2017-21); Commuter Rail impact study (2019); comprehensive campaign planning (2012 and 2019); AACSB [accreditation](#) (2020); and academic affairs strategic plan (2020); in addition to the on-going schedule of academic program reviews and accreditations. The university's leadership has also demonstrated a capacity to be nimble and responsive in making difficult decisions to address evolving challenges. Planning and evaluation examples with shorter time windows or requiring more sensitivity to changing conditions include implementing a hiring freeze, strategic hiring rubrics, adapting enrollment planning, adjusting housing occupancy, initiating Voluntary Separation Incentive Program (2019), and the university's COVID-19 response (2020-21).

This chapter illustrates a demonstrable record of success in using evaluation activities to inform planning, changes in programs and services, and resource allocation. Planning and evaluation results are regularly communicated to appropriate institutional constituencies. SSU has shown its ability to plan diligently, assess candidly, and act prudently to lead effectively in a fluctuating and unpredictable environment. This evidence demonstrates that SSU systematically collects and uses data necessary to support inclusive planning efforts, to enhance institutional effectiveness, and to encourage on-going continual improvement in support of strategic planning goals.

The university's [2013-17 strategic plan](#) focused on four core areas: 1) distinguished academic programs and innovative educational experiences; 2) advancing students' intellectual, professional, and personal growth; 3) civic engagement, promoting social justice and connection to place; and 4) positioning the university to meet future challenges and opportunities. Under this plan, substantial progress was attained on each of the above goals. Examples of accomplishments to advance SSU's mission include developing new academic pathways, such as a series of 4+1 Bachelor/Master's programs (Goal 1); establishing new offices to support students, including diversity and multicultural affairs, student advocacy, student conduct, and veterans' affairs (Goal 2); founding the center for [civic engagement](#) and preparing to gain elective [Carnegie](#) classification as a community engaged institution; (Goal 3); and developing a long-range [master plan](#) for the university, while successfully completing the university's first \$25 million comprehensive [campaign](#) (Goal 4).

Building on these successes, the strategic plan began as a bottom-up, outward-in planning process to develop broad-based institutional goals. SSU's collaboration committee led the process with the support of a consultant who conducted an intensive and inclusive outreach to ensure key stakeholders would have multiple opportunities to provide input and ensure a shared vision and goals. Featuring over 2,000 touchpoints with the community, this inclusive process was designed to craft consensus on the university's strengths and weaknesses. Through this comprehensive procedure, SSU's mission was affirmed, its core values articulated, and a new vision statement was framed.

The subsequent 2018-21 strategic plan focuses on four goals: 1) **student success**; 2) **academic excellence**; 3) **collaboration, inclusion, and stewardship**; and 4) **financial viability and sustainability**. This [strategic plan](#) builds on important gains achieved under the previous plan, learns from its successes and challenges, is tempered by internal and external realities, and confidently presents bold, yet feasible, strategic priorities that align SSU's strengths with the North Shore's and the Commonwealth's educational, economic and workforce needs. Important to accomplishing these goals has been a commitment to authentic teamwork, an openness to sincere dialogue, and the engagement and discernment necessary to undertake systemic

change. The fruits of this endeavor are visible in the institution's financial, academic, enrollment, and other supporting plans.

Assessment data was used extensively to develop the SSU's strategic plan goals. As the state universities developed their respective plans, each was charged to create their own metrics for institutional success, and to integrate the BHE priorities from the [Vision Project](#) into these measures. Salem State identified 14 metrics to assess progress on its goals. The strategic planning and decision support (SPDS) office regularly reports to the BHE on SSU's specific metrics for each strategy. In addition, SPDS also reports a series of common [metrics](#) based on the DHE's big three goals (i.e., boost completion rates; close achievement gaps; and attract and graduate more underserved students) recast as the [Equity Agenda](#).

Planning Appraisal

The current strategic plan serves as a guide for assessment and continual improvement across the university. In support of the student success goal, Student life reorganized several smaller offices to create three clusters to deliver co-curricular programs and services: 1) [Wellness](#), comprising [counseling and health services](#), the student life case manager, and the Prevention, Education, Advocacy, and Response ([PEAR](#)) program; 2) Student Engagement, including the [residence life](#), [student conduct](#), [campus life](#) and [recreation](#), and Leadership, Engagement, Advocacy, and Diversity ([LEAD](#)) offices; and 3) Student Experience and Transition, consisting of [career services](#) and new student [orientation](#). The shift from several independent one- or two-person offices to larger clusters focused on broader student needs has yielded increased benefits by improving collaboration, increasing efficiencies, and breaking down departmental silos.

One example of the benefits of this re-organization has been the creation of the student life engagement calendar which combines the efforts of each cluster into one diverse and comprehensive overview of the vast array of programmatic efforts led by the offices. Additionally, new student orientation efforts were greatly aided by the creation of the student experience and transition cluster which assumed a coordinating role across campus in the delivery of educational and transition experiences for new students. Among the wellness cluster's efforts, student life was able to reinvent a university-wide care team model that now includes both mental health and social supports.

Student life offices have retained their identities and office locations but work more collaboratively and report to a shared supervisor. Subsequently, student life developed a [curriculum](#) to define student learning outcomes aligned with these clusters. The three areas of concentration in the curriculum (self-authorship, community engagement and courageous leadership) are anchored in academic research in the field. Its goals and outcomes are based on the respective bodies of work from Baxter Magolda, Kuh and Komives. The process of developing these outcomes was enhanced by the new organizational model, as the clusters focus their resources and staffing to deliver programs and services aligned with curricular outcomes.

Academic affairs initiatives focus on the strategic goal of **Academic Excellence**. Decision-making in academic affairs is grounded in the provost's academic plan and the unit's disciplinary accreditation and program review. All academic departments are typically reviewed on a five-year schedule, or accredited based on meeting disciplinary requirements. In addition, departments prepare annual reports to identify strengths and targets for improvement within programs that are responsive to the strategic plan goals.

Salem State's [Bertolon School of Business](#) was awarded AACSB accreditation in 2020, a distinction enjoyed by only five percent of business schools worldwide. AACSB International is the longest-serving global accrediting body for business schools, and the largest business education network worldwide. SSU is the first of the state universities to receive this rigorous accreditation, after years of planning and program development. Joining Babson, Bentley, Harvard, MIT, and Northeastern, SSU is now one of 20 Commonwealth institutions with AACSB-accredited business schools.

The strategic planning and decision support (SPDS) office plays a pivotal role in supporting the institution's two core values of student success and academic excellence. Managing day-to-day institutional research and compliance needs, co-leading the business intelligence initiative, and supporting the metric dashboard for the BHE and BOT, this three-person office exists at the nexus of planning and evaluation. The executive

director serves on PEC, providing critical data to facilitate institutional decision-making. When the collaboration committee worked to develop the current strategic plan, as the provost and deans conduct enrollment management and strategic planning meetings with faculty in each academic department, when the center for civic engagement applied for Carnegie classification, as SSU's NECHE accreditation team is preparing the self-study report, as the sustainability task force recommends a path forward, SPDS provides the data, the analysis, and guidance to enable campus planning groups to map the university's future. Access to data has expanded dramatically. SPDS, in conjunction with key campus partners such as ITS, has developed systems (e.g., business intelligence, data dashboards) to increase access, breadth and depth of data across the university. The office also ensures compliance on all institutional reporting needs (e.g., NECHE, IPEDS, annual fact books on admissions, enrollment, retention and completion, and employment), integrating access to data in support of institutional planning and evaluation initiatives.

The third strategic planning goal, **Collaboration, Inclusion, and Stewardship**, centers on creating a supportive and responsive campus environment to support the increasing diversity of our regional student population (Standard Five). Consistent with regional demographic shifts, the percent of new first-year students of color rose from 23.6% in 2011 to 40.7% in 2020. Comparable trends occurred among new transfer students who identify as students of color (26% to 39.7%) and new graduate students of color (11.5% to 19.7%) from 2011-20 (Standard Five).

Three interwoven initiatives were established from 2013-17 the strategic plan to advance SSU's vision of a more open, inclusive and proactive campus community:

- In 2013, the university established the diversity and multicultural affairs office, staffed with two full-time professionals, to provide programmatic leadership and greater institutional planning for diverse student populations.
- In 2016, the President created a cabinet level Chief Diversity Officer position. Working closely with Human Resources, Academic Affairs, and Student Life, the Vice President for Diversity and Inclusion focuses on institutional efforts to recruit, hire, and train a diverse faculty and staff to support our student body.
- In 2017, with additional staff and resources in place to act on the findings, the university launched a campus climate study to gather data from students, faculty, and all employees.

Outcomes of this comprehensive assessment informed university planning on meeting the needs of students on a range of issues, as well as leading to additional and ongoing support and professional development efforts for faculty and staff.

Applying for the elective Carnegie classification as a community engaged campus is another example of institutional planning related to the **Collaboration, Inclusion and Stewardship** goal. Achieving the elective status with Carnegie was a goal enumerated in the strategic plan and the Salem State's BHE metrics. These two major initiatives both are mission-centric accomplishments; preparing "a diverse community of learners to contribute responsibly...to a global society and serve as a resource" regionally.

The university's fundraising efforts are an example of striving to achieve the fourth strategic planning goal, **financial viability and sustainability**. SSU's first comprehensive campaign was approved by SSU Foundation Board of Directors and the university Board of Trustees in 2011 with a \$25 million goal. Promoted as the "[10,000 Reasons](#)" campaign, its accounting period ran from July 2010 through December 2016. Since this was the university's first such endeavor, the SSU Foundation hired the consulting firm CCS Fundraising to assist in aligning Institutional Advancement (IA) with the industry's best practices. The campaign ultimately exceeded its goal, having yielded \$26.5 million in philanthropic support. Extensive planning enabled IA to establish a host of institutional priorities for directing resources.

The **financial viability** goal is increasingly important as the North Shore area enters a prolonged period of fewer high school graduates for the next several years. As competition has grown for the shrinking pool of available high school seniors locally, SSU has undertaken several initiatives to address this goal (Standard Five). For example, SSU engaged Stamats to conduct a 2017 marketing analysis of regional

needs and recruiting opportunities based on current academic program offerings. Based on student and industry demand, the study identified 12 undergraduate and five graduate programs among 73 reviewed to examine those with the greatest potential for future growth. At the graduate level, social work, occupational therapy, and master of science in nursing administration emerged as the programs with the highest growth potential. The three undergraduate programs that surfaced as high growth opportunities were criminal justice administration, exercise science and healthcare studies. This research was used to inform a strategic marketing communications plan to address program promotion, target audiences, communication goals, and lead generation channels.

SSU also made a strategic investment with EAB, expanding from memberships in student life and financial services to partnering on marketing and recruitment efforts. EAB provides regional lists of prospective students, produces marketing campaigns, and offers best practice research, enabling SSU to sustain its enrollment (Standard Five). Additionally, EAB Navigate, SSU's case management and early intervention system, was instrumental to increasing the one-year retention rate (Standard Eight).

The current strategic plan challenges the community to "increase and diversify sources of non-tuition revenue to support ongoing operations and enable investment in strategic priorities." The SSU Foundation engaged consultants to conduct a feasibility assessment and they determined that Salem State was well positioned for another fundraising campaign. In February 2020, the Foundation Board and the BOT voted to launch the second comprehensive and most ambitious campaign in SSU history: to raise \$50 million for university priorities. Campaign II is currently in the principal gift phase and is set for a public launch in the fall of 2022.

Evaluation

Description

SSU's efforts to effectively analyze and make data-driven decisions include creating the business intelligence unit (Standard Seven); assessing academic programs and students' experiences systematically (Standards Four and Eight); and investing in Navigate. Early intervention systems (i.e., Mapworks; Navigate) identify individual needs to aid case management through coaching support and guiding students to services and resources. Consistent with its student-centered mission, SSU also initiated two comprehensive studies: the 2020 Carnegie classification application and the 2017 campus climate study.

The inaugural Vice President of Diversity and Inclusion assisted with leading the climate study project and began to build the infrastructure needed to sustain mechanisms designed to address barriers to equity and inclusion. In addition to the new appointment, the university adopted AAC&U's Inclusive Excellence (IE) model to help creating buy-in from the campus community, and a shared vision for excellence while moving the university forward. The IE office used the climate study to develop interventions to address students, faculty, and staff barriers to inclusion. Efforts to address these challenges are progressing, even as students continue to challenge and push university officials to move further, faster (Standard Five). Campus dialogue grapples with incidents of micro-aggressions, racial hostility, and acts of aggression, as university officials work to address climate and further diversify faculty and staff (Standard Six).

Improvements in the Finance and Facilities area are another example of SSU using the results of its evaluation activities to inform planning, changes in programs and services, and resource allocation. Finance and Facilities developed multi-year financial plans to make long term forecasts to mitigate the impact of enrollment fluctuations. This division also formed a continuous improvement unit in its area in 2015. Among other projects, this unit developed a more accessible budget reporting system enabling end users to access department and program financial data in real time. Providing budget managers with timely, accurate data is another method to enhance financial decision-making.

Evaluation Appraisal

The university consistently evaluates its academic programs and administrative activities through systematic [assessment](#) efforts, annual reports, program reviews, accreditations, and external reviews of areas and initiatives (Standards Four, Five, and Eight). Under the extreme conditions of the pandemic,

President Keenan charged the Sustainable Path Forward Task Force (SPFTF) to develop recommendations for corrective action to address the unsustainable, structural budget imbalance due to the pandemic, among other issues. The [SPFTF](#) submitted its recommendations to the President in mid-December 2020 (See COVID-19 impact response). This in-depth study is a comprehensive analysis of the efficacy of SSU academics, operations, programs, services, and organizational structures. The President will announce a report in February 2021 that provides direction based on the taskforce's work.

The strategic planning goal of **student success** has been a main focus across units. Salem State's early intervention systems share information about students' academic progress and highlight overall trends within the student population to inform institutional programs and interventions. From 2013-19, SSU used Mapworks as the student success data platform with increasing community participation. By 2017, faculty and staff reporting about students grew to over 10,000 individual messages, strong indications of both widespread campus adoption and the many challenges students face. The Mapworks vendor's decision to sunset their application created an opportunity to re-evaluate the university's early intervention practices. After an intensive review process, Salem State chose the Education Advisory Board's [Navigate](#) platform. Navigate provides a more responsive and robust platform for a collaborative case-management approach to student access, and faculty and staff champions have been leading adoption efforts.

Following the implementation of Navigate, SSU saw a positive gain in retention (Standard Eight). The broad campus-wide adoption and support of Navigate as a case management tool is expected to enable faculty and staff to continue to identify and respond to students needs more efficiently, thereby assisting with improving future retention rates. The risk model results will be used to structure differentiated care tailored to SSU students. SSU priorities will determine the parameters, outcomes, and future resource allocations to meet these needs. Effective self-direction resources developed to meet low risk needs for students will advance. SSU continues to pro-actively monitor moderate risk issues to create a safety net to catch common problems before they escalate. High-touch care remains, coordinated for the most at-risk concerns of students. The depth and breadth of these analyses will enable SSU to adapt and plan accordingly, directing student support resources with greater confidence and more intentionally.

In the pursuit of the second strategic planning goal of **Academic Excellence**, the data collected through the work of academic departments and academic affairs identified strengths and areas for improvement in graduate and undergraduate academic programs through disciplinary accreditation standards and program reviews. While the nature of the assessments vary according to the demands of each accrediting body, the university's professional schools are among SSU's most experienced academic programs in systematically using assessment data to improve student learning. For example, site supervisor assessments, a capstone course, and a national exam are used to assess student learning among Nursing majors, while preparatory classes and field performance evaluations are used by Social Work.

Similarly, the School of Education (SoE) engages in an on-going review of its programs at the baccalaureate level and post-baccalaureate level. A dozen SoE programs lead to a Commonwealth-recognized professional credential and therefore have clearly articulated and developmentally sequenced student learning outcomes. State licensure exams are utilized across different curriculum and student populations for education majors. Prior to allowing majors to begin student teaching, SoE uses eight standardized assessments.

Occupational Therapy engaged in a comprehensive program evaluation which included the use of student course evaluations, faculty course evaluations, student e-portfolio data, fieldwork supervisor evaluations, and student exit survey data to assess student learning and performance in their program. Review of the data collected led the department to make numerous changes. Among these improvements were the addition, re-sequencing, and timing of courses; the creation of inter-professional assignments across courses; and the use of new technology to improve student services. While there is more variation in assessment activities used among College of Arts and Sciences (CAS) departments, there are also many examples (in Standard Four) of effectively integrating assessment for the purpose of improving student learning among these departments as well.

Efforts to advance institutional **collaboration, inclusion, and stewardship** have focused on responding to the campus climate results. Among the study findings, 75% of respondents reported that they were "very

comfortable” or “comfortable” with the climate at Salem State. Yet, 17% of respondents indicated they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

A total of 3,086 surveys were returned for a 31% overall response rate; a significant accomplishment that reaffirmed that campus community members are very committed sharing and learning from their experiences, and those of their peers, on campus. The study also collected data about experiences of exclusion and unwanted sexual contact. Overall, students gave a relatively high rating of the climate and the climate in the classroom (at approximately a 4.0 out of a 5.0 scale) At the same time, about 30% of students seriously considered leaving Salem State. Among the initial concerns from the Climate Study were:

- Significant transient student numbers;
- Failure to report sexual assault;
- People that have seriously considered leaving the institution;
- People reported experiencing exclusionary conduct based on identifiable characteristics (race & ethnicity/position status/ gender identity);
- Issues around work fatigue and sense of value;

The results were shared and discussed across campus, leading to action forums in spring 2018. Several action items were identified: 1) defining the Inclusive Excellence mission; 2) transforming campus culture; 3) addressing the needs of our culturally diverse student body; 4) improving and enhancing communications; 5) increasing professional development and training opportunities; 6) increasing hiring and retention of employees from culturally diverse backgrounds; and 7) increasing support for all employees.

Following the release of the initial study findings, one of the sub-committees continued to delve into the data and produced Campus Climate Study: [Secondary Analyses](#) Project. Closer examination revealed differences among various demographic groups:

- Transgender and genderqueer students, as well as females, reported a worse perception of general and classroom climates than did male students. They also experienced significantly greater instances of unwanted sexual contact.
- Compared to white students, higher percentages of students of color and multiracial students reported considering leaving Salem State. Multiracial students also rated the climate better than white students, when statistically controlling for gender and income.
- Higher income students reported better overall campus climate, classroom climate, and fewer reports of exclusionary behavior than lower income students.

In 2018-19, the campus climate implementation team focused on addressing trends that emerged, creating individualized reports and a qualitative analysis. Actions taken in pursuit of the strategic imperatives for Inclusive Excellence include the creation of a new Director of Education and Training position, forming a National Coalition Building Institute; launching multiple professional development conferences and events devoted to diversity training; founding diverse [employee resource groups](#); building upon increases in full-time faculty of color, from 11% (or 37 of 337) in 2011 to 23% (or 69 of 302) by 2020; and increases in full-time staff of color, from 14% (or 69 of 502) in 2011 to 21% (or 98 of 480) by 2020 (based on preliminary 2020 personnel data); and increased staffing and programming from the student engagement cluster through the creation of the LEAD (Leadership, Education, Advocacy, and Diversity) office (Standard Seven). Salem State was also named a Top 10 institution for Latino student success by the Education Trust, a national non-profit advocacy organization. This award was presented for closing the gap in graduation rates between Latino and White students to 1.5% in 2017. Yet, sustaining this level of success has becoming difficult for the university and is a focus of on-going efforts (Standard Eight).

Salem State also successfully achieved the Community Engagement Carnegie classification in 2020. Through self-assessment, including faculty surveys and focus groups, the university’s Carnegie community engagement taskforce identified both curricular engagement and outreach and partnerships across

all academic departments, reflecting a commitment to community engagement. Using the Carnegie classification definition for community engagement, SSU's CCE tracked that 4,509 students (52%), participated in 258 community-engaged courses (16%), taught by 239 faculty (29%), across 28 academic departments (93%) in 2018-19.

Further fundraising is also critical to the university's **financial vitality**. University leadership evaluated the need for a campaign to support institutional priorities. The 2013-17 strategic plan highlighted the importance of the campaign by establishing the \$25 million target as a priority for the fourth goal. The campaign's end date was ultimately fixed to the 2016 calendar year by the trustees. The university exceeded its goal, having raised \$26.5 million. Significant to the university's long-term fiscal health, the endowment grew 112.3%, from \$12 million at the beginning of the campaign to \$25.5 million.

The four goals of the university's current strategic plan served as a framework to overview planning and evaluation efforts in this chapter. While the strategic plan anchors most planning, SSU's efforts to purposefully advance the institution are widespread. Spanning across all of these efforts is [SSU BOLD](#), a campus unification and modernization project, developed to address critical needs identified by the Campus [Master Vision](#) (2013) and advanced by the North Campus [Precinct Study](#) (2018). SSU BOLD envisions the consolidation of the campus footprint and creating state-of-the-art science laboratories, while achieving further institutionally transformative goals (Standard Seven).

Projection

Planning and evaluation efforts have become institutionally embedded and widespread, yielding important advancements and future opportunities. As the university looks to its future, two major planning initiatives are of paramount importance: "SSU BOLD: A Campus Unification and Modernization Project" and the next strategic plan. [SSU BOLD](#) is a comprehensive plan that addresses the university's needs in the sciences while also making the campus facilities more efficient, modern, and unified. The disposition of SSU's application to the Commonwealth of Massachusetts has yet to be determined, as allocation for all such capital improvement initiatives has been delayed. It is expected, optimistically, that President Keenan will be notified by the end of the current fiscal year.

Laying critical groundwork for the implementation of SSU BOLD, including generating a portion of the funds required to undertake this multi-year capital investment project, Governor Baker signed legislation in August 2020 to allow the sale of the South Campus property and return the proceeds to Salem State to support campus infrastructure. The Commonwealth's Division of Capital Asset Management and Maintenance (DCAMM) will oversee the sale of the parcel in 2021. The university has also worked closely with the city of Salem to prepare for the opportunity to re-develop this 23-acre site. Through divestment of South Campus and its extensive deferred maintenance needs, the university will generate resources to invest in new laboratory facilities and renovations to unify the campus within existing contiguous educational and residential hubs. Assessment milestones include having the proposal for SSU BOLD approved and funded by the Commonwealth (spring 2021); securing the funds from the sale of South Campus properties (date to be determined); raising funds to advance SSU BOLD as part of SSU's next comprehensive campaign which launched the silent phase of the campaign in February of 2020; and commencing renovation on North Campus in preparation for relocating South Campus programs (date contingent upon prior stages).

The second major planning initiative is the development of the next 2022-27 strategic plan to be overseen by President Keenan and operationally led by SSU's collaboration committee. The collaboration committee will integrate the recommendations from the NECHE comprehensive evaluation and the Sustainable Path Forward [Taskforce](#) into their plan. In December 2020, their extensive and inclusive process was presented to the BOT. Three primary touchpoints have been established, during which (1) the BHE, university and external stakeholders will be engaged; (2) measurements and student success metrics will be established; and (3) the new plan will be proposed to the BOT, BHE, and the Secretary of Education for review and approval by June 2022. Priorities for consideration in the next plan include preparing the university to serve students as a Hispanic-Serving Institution (HSI); to focus on student retention and stabilizing enrollment

growth; to embed the DHE Equity Agenda; and to formalize a mechanism for consistent [assessment](#) of institutional programs and goals. Assessment milestones include receiving and reviewing the NECHE reaccreditation report (summer 2021); announcing the beginning of the formal planning process with a campus-wide kick-off event (fall 2021); engaging stakeholders in the planning process (fall 2021, spring 2022); drafting a plan (early spring 2022); submitting a plan for review by the MA DHE (spring 2022); and securing DHE approval (summer 2022).

Additionally, SSU’s Office of Institutional Advancement (IA) will advance their efforts, preparing for a public launch of the university’s second comprehensive campaign. Funding priorities for the new comprehensive campaign include:

1. Increase funds for institutional Financial Aid: providing more individual scholarships, grants, and financial aid to students directly.
2. Expand development and use of High-Impact practices; contributing to an environment where students focus on intellectual exploration, collaboration, and skills development to support increased retention and graduation rates.
3. Advance the realization of SSU BOLD: consolidating the campus footprint and providing state-of-the-art laboratories for the science programs to improve recruitment and retention.
4. Increase unrestricted funds: to deliver flexible programming, address emerging needs, and continue capitalizing on new opportunities to promote student success.

As the campaign becomes public, plans will engage the campus community to achieve this \$50M fundraising goal. Assessment milestones include staffing the advancement team to support the magnitude of the campaign; securing upwards of 60% of the \$50 million goal through “silent phase” participation; initiating the public phase of the campaign; tracking quarterly progress toward the goal; and engaging volunteers including a Campaign Steering Committee, which will lead to a successful completion of the campaign.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website Location
Strategic Plans			
Immediately prior Strategic Plan	2017	2013-17	https://elearning.salemstate.edu/courses/1336697/files?preview=92279715
Current Strategic Plan	2017	2018-22	https://www.salemstate.edu/strategic-plan
Next Strategic Plan	2021	2022-27	https://elearning.salemstate.edu/courses/1336697/files?preview=92279873
	Year Completed	Effective Dates	Website Location
Other institution-wide plans*			
Master plan	2013	2013-40	https://records.salemstate.edu/sites/default/files/reports/2018-02/Campus%20Master%20Vision%20Appendix-2013.pdf
Academic plan	2020	2020-23	Available from Provost and Academic VP
Financial plan	2020	2021-25	Available from VP Finance and Facilities
Technology plan	2017	2017-21	https://elearning.salemstate.edu/courses/1336697/files?preview=92280323
Enrollment plan	2020	2020-21	Available from VP Enrollment Management
Development plan	2020	2020-26	Available from VP Institutional Advancement

Standard 2: Planning and Evaluation

Plans for major units (e.g., departments, library)*

North Campus Precinct Study	2018	2018	https://records.salemstate.edu/sites/default/files/reports/2018-04/North%20Campus%20Precinct%20Final%20Report-April%202018.pdf
SSU Bold	2019	2020-24	https://elearning.salemstate.edu/courses/1336697/files?preview=92281352

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Website Location

<https://www.salemstate.edu/salem-state-difference/facts-and-figures/strategic-planning-and-decision-support>

<https://www.salemstate.edu/salem-state-difference/facts-and-figures/strategic-planning-and-decision-support>

Sample program review reports (name of unit or program)*

Biology
History
Nursing
Social Work
Sociology

<https://elearning.salemstate.edu/courses/1336697/files?preview=92386365>

<https://elearning.salemstate.edu/courses/1336697/files?preview=92386367>

<https://elearning.salemstate.edu/courses/1336697/files?preview=92386727>

Available from School of Social Work Dean

<https://elearning.salemstate.edu/courses/1336697/files?preview=92386368>

System to review other functions and units

Program review schedule (every X years or website location of schedule)

TBD; schedule suspended due to VSIP reorganization

Sample program review reports (name of unit or program)*

Counseling & Health Services
Marketing and Creative Services
Registrar

<https://elearning.salemstate.edu/courses/1336697/files?preview=92365591>

<https://elearning.salemstate.edu/courses/1336697/files?preview=92388545>

<https://elearning.salemstate.edu/courses/1336697/files?preview=92365543>

Other significant institutional studies (Name and web location)*

Campus Climate Study	https://www.salemstate.edu/climate-study
Carnegie Community Engagement Classification Application	https://elearning.salemstate.edu/courses/1336697/files?preview=92389089

Date
2017
2020

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance

Governing Board

Description

As one of nine state universities under the purview of the Massachusetts Board of Higher Education (BHE), SSU is governed by a local [board of trustees](#) (BOT) whose duties, fiduciary and otherwise, are enumerated in [MGL c. 15A section 22](#). The composition of the board is established by [MGL c. 15A section 21](#) and consists of 11 board members, nine of whom are appointed by the Governor. The remaining two members include the alumna/nus representative (elected by the Alumni Association Board) and a full-time undergraduate student (elected by undergraduates for a one-year term). All members must pledge an oath of loyalty to the Commonwealth before the secretary of state's office or their local city clerk before their appointment is confirmed. The board's governance structure is delineated in its by-laws, last revised in large part in 2012, with additions and edits made thereafter as needed, as recently as fall of 2020. In accordance with [MGL chapter 15 sec 21](#), trustees are appointed by the Governor for a five year term, but not for more than two consecutive terms.

The board maintains seven active [committees](#): (1) Executive, (2) Academic Affairs and Student Life, (3) Finance and Facilities, (4) Institutional Advancement, Marketing and Communications, and (5) Risk Management and Audit, (6) Governance, and (7) Strategy; the last two were added in 2020. In addition to its five regular meetings per year, the board meets in December for its annual "off-site" meeting, akin to an annual retreat (since 2014). This [meeting](#) is also public and is noticed, along with its agenda. The off-site meeting is an opportunity for the board to discuss issues in-depth, including its own governance structure, and often includes presentations led by university personnel.

Along with fiduciary duties, the board has broad oversight over the university's strategic direction and its policies, such as its [equal opportunity plan](#), as well as other large-scale initiatives, including the university's fundraising campaigns and website transformations. Through its approval of the university's annual operating budget, the board sets student fees. It is also responsible for all personnel actions applicable to the president.

All members of the board are considered special state employees. They are subject to the Commonwealth's ethics statute, [MGL c. 268A](#), including requirements to disclose any conflict of interest. Trustees must also take an on-line ethics test every two years. Last fall, Governor Baker signed into [law](#) a bill that, among other things, established mandatory, minimum professional development requirements for all trustees of public higher education institutions. To that end, the law requires that the Department of Higher Education (DHE) develop and offer the curriculum for this instruction and training program which must include: fraud prevention, open meeting law, state finance, conflict of interest, public records law, procurement, and fiduciary responsibility.

Governing Board Appraisal

The board is currently composed of members of the business community, several of whom are also Salem State alumni. The gender breakdown is three men and eight women (including the student trustee). Three board members are from BIPOC groups. Board meetings, including committee meetings, are subject to the [open meeting law](#) in Massachusetts, [MGL c. 30A](#), meaning that, with few exceptions, all deliberations are done in public. Each full board meeting includes an opportunity for public comment as well. [Minutes](#) are kept of all meetings and are posted on Salem State's website. For the last several years, the committee meetings have met consecutively for a four-hour period that resulted, for all practical purposes, in a committee-of-the-whole for all committees.

The board attempted to be responsive to public comments and concerns raised by students and faculty. For example, students in Occupational Therapy objected when fee structures allowed for differential program charges. The Chair and BOT heard the issues and asked the administration to report on the fee structure, which the board re-affirmed.

In another example, students and faculty spoke at BOT meetings to petition the university to divest from fossil fuels. The Chair established a sustainability committee to address the topic, comprised of students, faculty, staff, and board members. After much investigation, the BOT voted to [divest](#), qualifying SSU to share in the funds awarded from the Multi-School Fossil Free Divestment Fund. However, SSU was alone among the 30 participating institutions to successfully divest by the 2018 deadline. Consequently, SSU was awarded the entire \$57K fund, which was used to create two new student scholarships: a climate justice and a social justice undergraduate award.

The board systematically develops, ensures, and enhances its own effectiveness through orientation, professional development, and periodic evaluation. Since 2015, the board engaged in an annual survey in alignment with best practices of the Association of Governing Boards. Through the anonymous instrument, members assess the board's mission, fiscal health, strengths, weaknesses, and overall effectiveness. Survey results are shared with board members by a facilitator and the BOT Chair. Issues for discussion indicated by the survey are addressed during subsequent meetings. Board development activities included a multi-hour session with Dr. Stephen Reno, a widely recognized expert on academic structure and governance, and more recent education regarding the [MSCA CBA](#) led by general council Colucci with the assistance of Provost Silva.

The board has identified the need for more training, and has received trainings on finances, operations, shared governance and collective bargaining agreements. Previously trustees expressed feeling rushed at meetings, wanting more time for discussion. As a result, information packets are now sent well in advance to facilitate a more thorough review of issues to be discussed at the meetings.

Since the spring of 2018, the Board and faculty began to create a more intentional relationship based on collaboration and shared purpose. For example, three MSCA/Salem Chapter officers were invited to actively participate in the Board's December 2019 retreat, and soon after one of the trustees held a series of meetings with department chairs and faculty. In addition, faculty were provided time to make presentations and ask questions at spring 2020 board meetings. Most recently, union leadership has participated in facilitated discussions with the Board and senior leadership.

Utilizing the governance structure, the board seeks to establish and maintain appropriate and productive channels of communication among its members and with the institutional community. However, faculty have expressed concerns about reciprocal communication with the Board. Moving BOT meetings to Zoom because of the pandemic facilitated far greater campus attendance. Yet, the Board meetings became increasingly insular online as webinar setups provided no opportunities for members of the campus community to offer input or ask questions in real time.

Relationship building efforts were impeded in the May 2020 Board of Trustee Committee meetings when the academic affairs and student life committee voted to table a vote on faculty applications for tenure and promotion pending a more detailed conversation about the fiscal impact of such decisions on future budgets, especially FY22. A June 2020 survey authored and administered by the MSCA chapter leadership to its members revealed a significant drop in perceived collaboration by the BOT and trust in the Board's decision making. In response to faculty concerns, the BOT expressed a willingness to modify its open forum. Working with ITS to adjust the webinar format, the BOT will invite campus community members to participate during open forum portions of the meetings.

Internal Governance

Description

Full and part-time faculty and librarians, and adjunct (graduate and continuing education) faculty are represented through two different collective bargaining agreements (CBA) by the Massachusetts State College Association (MSCA/MTA/NEA). One CBA is for the [Day](#) Division and a second is for the Division of Graduate and Continuing Education ([DGCE](#)). Non-confidential administrators are represented by the Association of Professional Administrators (APA). Non-confidential classified staff, maintainers, trades workers and campus police are represented by the Association of Federal, State, County and Municipal

Employees (AFSCME). All CBAs are negotiated by the Board of Higher Education (BHE), which serves as the employer of record for the nine state universities and colleges, and the unions noted above. Confidential administrators and staff are employed as non-unit classified employees and non-unit professional employees, respectively.

Both the provost and the President meet separately with the faculty and librarian (MSCA) leadership, engaging in shared governance. They also serve as step one and step two hearing officers, respectively, for MSCA grievances. The provost meets bi-weekly with MSCA leadership, while the president does so monthly during the academic year.

Organized within 30 academic departments across six colleges or schools and the library program area, the faculty and librarians are central to the academic leadership process. The chair of each department meets regularly with the respective dean. Per the MSCA Collective Bargaining Agreement (Article VI.A), deans meet periodically with their department chairs and the provost meets twice a semester with all chairs, typically with deans and associate deans as non-participating attendees.

Faculty participate in hiring, evaluation, and personnel decisions, as outlined in [Article VIII](#) of the MSCA contract, including tenure and promotion, providing recommendations by vote on the personnel applications of their peers. Faculty research, scholarship and creative activities are supported by the Center for [Research and Creative Activities](#). Similarly, faculty support for instruction is supported by the Center for [Teaching Innovation](#); support for civically engaged teaching and scholarship is provided by the Center for Civic Engagement (Standard Six). The job responsibilities of faculty and librarians are described in [Article XII](#) of the contract. Faculty rights and responsibilities for decisions concerning academic programs and policies are described in [Article VII](#).

There are five contract or “standing” committees staffed by administrators and representatives chosen by the MSCA executive committee (MSCA contract, [Article VII](#): Participation in the decision-making process): [All-University](#); [Curriculum](#) (undergraduate); [Academic Policies](#); [Student Affairs](#); [Graduate Education Council](#) (graduate curriculum). The contract also calls for Ad Hoc committees and advisory committees established as needed whose members are also solicited and seated by the MSCA executive committee.

The [MSCA contract](#) provides for the establishment of an All-University Committee (AUC). AUC is the primary agency for coordinating and implementing shared governance, as AUC refers all proposals are submitted to one of the standing committees. After sufficient review by the standing committee, which may include research, discussion and other forms of vetting, a recommendation is made simultaneously to the AUC, the president, the MSCA chapter president and the president of the [Student Government Association](#). A fifth committee, the Graduate Education Council, has distinct responsibilities and its recommendations are forwarded directly to the President without the involvement of the AUC ([Art. VII section 2](#)).

Proposed changes to university curriculum (other than the general education) begin in an academic department before recommendations are moved to AUC and the curriculum committee. Faculty members have a substantive voice in program and curricular development through participation in departmental committees ([Art. VII section H](#)). They play a key role in hiring new faculty for their respective programs through departmental screening committees ([Art. VI section I](#)). Since 2011, the university leadership has placed more emphasis on strengthening and raising expectations of the governance committees. For example, since then, the work of governance committees started earlier in the year, with substantive annual reports required, promoting greater responsibility, productivity and accountability. The president (or designee) charges the committees annually.

Internal Governance Appraisal

The Dean of the School of [Continuing and Professional Studies](#) has administrative oversight for off-campus, continuing education, distance education, evening, and weekend classes. The Dean of the School of [Graduate Studies](#) has administrative oversight for graduate programs, with courses and programs approved through the governance structure. These deans report to the provost and participate in weekly meetings of the academic leadership team.

Undergraduates elect representatives to the Student Government Association, Inc. ([SGA](#)), which promotes the student voice by ensuring the rights and liberties of all students are represented, modeling professional ethics and governance within a democratic system.

Similarly, the Resident Student Council ([RSC](#)) represents the resident student population in all matters with the university administration and all organizations concerning or affecting the quality of living on campus. In addition to student governance, each year the university selects between 20 to 30 students to serve on the student judicial board. The Graduate Student Advisory Board has been active since 2011. This group consists of students across all graduate programs, nominated by the graduate program coordinators, and meeting monthly with the Dean and the School of Graduate Studies leadership.

Two affiliated organizations operate independently of one another, with the purpose of supporting and benefitting the institution: The Salem State University Foundation, Inc. and the Salem State University Assistance Corporation. The Foundation was incorporated in 1977 as a 501(c)3 private, nonprofit organization. Its mission is to help Salem State meet its needs and goals by soliciting, accepting, investing and distributing restricted and unrestricted private contributions for the benefit of the university. The Assistance Corporation, formed in 1995 by statute, was created to purchase the property that became the university's central campus; since that time, it has been used to purchase, lease and sell land for use by the university.

The Board of Trustees delegates to the president the authority to manage the institution. It submits an annual presidential performance review to the Commissioner of the Massachusetts Department of Higher Education. The president leads with the assistance of the [executive council](#). Each vice president submits a list of goals for their division. At the end of the academic year these goals are reported on and they are included in the president's annual report to the board. The president is also an active member of the Council of Presidents (COP), an association of the presidents of the nine state universities and colleges. The COP meets monthly, or more frequently, as with the pandemic, to discuss common issues and concerns, including legislative actions or appropriations.

In his inauguration [speech](#) in 2018, President John D. Keenan outlined three components of his vision for Salem State: academic excellence, student success, and capital improvements. To achieve this vision, the President proposed several specific goals for the university, including AACSB accreditation, doctoral degrees, Carnegie classification, the Science Teaching Lab Addition (STLA), and unifying the campuses. Some of these goals have been achieved already (e.g., AACSB and Carnegie), while others remain or have evolved as conditions changed. Coinciding with the presidential transition following the retirement of the former president in July 2017, SSU began to experience the effects of the anticipated changing demographics among traditional college-age students regionally (Standard Five). Already, the attendant challenges brought on by the decrease in enrollment and intensified by the pandemic have had an impact on the governance of the university, including leadership decisions and the priorities of the Board.

The organizational [chart](#) details the operational structure of the university reflecting the restructuring after the departure of 82 employees from a voluntary separation program (VSIP), which generated over \$6M in savings by reducing personnel costs, as well as the attrition of an additional 65 positions. Built-in to the VSIP plan was a limited pool of resources to backfill essential positions that were vacated. While some area reporting lines changed, executive leaders retained a comparable number of direct reports to ensure an effective reporting structure after VSIP. Additionally, the Sustainable Path Forward Task Force also evaluated organizational structures in fall 2020 to recommend ways to increase efficiency (Standard Seven).

Through its system of tri-partite internal governance, SSU ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. The governance process assures faculty are given the primary role in overseeing the integrity of the university's academic offerings. Faculty and librarians comprise over 60% of the membership of the standing committees, and 45% of the remaining 24 presidential advisory committees. The other members are students, administrators, and classified staff.

Committee meetings are open, and individuals may participate in a non-voting basis. Agendas and minutes of meetings are posted to the university's website policy page and all contract committee members are posted in Polaris, SSU's intranet. Faculty, staff, and students also participate in numerous university committees on a range of functions from selecting scholarship recipients to the allocation of newly available space.

The MSCA and the state universities negotiate periodic collective bargaining agreements (CBA) to govern the work of the faculty and librarians across the nine state universities. Due to protracted negotiations, as well as setbacks concerning the funding parameters provided by the Commonwealth, including retroactive funding of workload equivalencies, the 2014-17 CBA expired before a new contract was executed. As a result, the state-wide MSCA voted to enter into "work-to-rule" in fall 2017. Due to the contract status, faculty and librarians remained on work-to-rule through the 2018-19 academic year.

Faculty and librarians continued to perform all duties stated in the contract, although they did not participate in any extra-contractual work. Hence, work ceased on the over 20 other presidential advisory or university committees for nearly 24 months. Negotiations ultimately resulted in a new agreement. In fall 2019, the state-wide MSCA chapter voted to end work-to-rule. During the spring and summer of 2020, the parties negotiated a one-year successor agreement specifically to address the issues related to the pandemic; all other terms of the preceding contract remain in place. The one-year agreement will expire in June 2021. Negotiations on a successor, three-year agreement will begin in March 2021, allowing the parties an opportunity to revisit and propose improvements to existing governance structures.

Several administrative actions have been taken to re-align human resources and budgetary outlays to meet declining enrollment and financial resources, accelerated by the pandemic (Standard Seven). Fiscal interventions included a temporary hiring freeze (or "chill") on vacant positions, implemented in the spring of 2018, as enrollments continued to dip; the VSIP initiative in 2019; and short-term (currently two-week) furloughs in FY21 to blunt the budgetary impact of COVID-19. Shared governance was critical in the support of the VSIP initiative, which was negotiated by management and the respective state-wide union leadership. Regarding the FY21 furloughs, agreements were reached between management and the AFSCME and APA unions; in the absence of negotiation, management imposed furloughs on the faculty, an action that was contested by the MSCA/MTA through a filing with the Massachusetts Department of Labor Relations, which was subsequently dismissed. However, the MSCA/MTA has appealed this decision.

Undergraduate students play a significant role in policy development and decision-making through appointment to contract and university committees and election to the Board of Trustees. While all standing governance committees include SGA appointed student representatives, actual student participation on these committees is low. Many appointments go unfilled and often students who are appointed are not able to attend many meetings due to scheduling conflicts. Some graduate students participate in student organizations within their programs, and there is also a graduate student organization, which serves in a productive advisory role to the SGS.

Projection

At the heart of continual improvement in organization and governance at Salem State lies increasingly effective communication that prioritizes mutual understanding and establishes shared expectations. Therefore, future priorities in this area include campus-wide commitment to a meaningful process for developing the next strategic plan (fall 2021, spring 2022); negotiating future CBAs for all of the unions on campus, as one of nine institutions that share these contracts; continued re-alignment within the institution to more clearly match enrollment, educational interests and goals of the students, and the needs of the regional workforce along with the changing composition of our student body. Assessment milestones specific to these realignments are most closely tied to the work around SSU's Sustainable Path Forward (SPF) initiative, including delivery of the SPF Task Force Recommendations (December 2020); publication of the President's and PEC's SPF Report (February 2021); gathering of community input (Spring 2021); and approval of a final report by the SSU Board of Trustees (June 2021). Timetables and milestones for plan-specific initiatives will be developed as part of the implementation of the approved plan. In advancing the

work of the plan, shared governance has played (and will play) a vital role. For example, appointing faculty to the Budget committee has contributed to a broader understanding of the university's finances, and this inclusiveness provides a model for deepening faculty involvement in other areas going forward.

Negotiations for three-year successor agreements will be underway soon with all three unions. Lessons learned during the most recent negotiations, (e.g., expectations around the funding parameters from the Commonwealth) will be applied by management and verified by union representatives with the goal of achieving positive negotiations, particularly considering many challenges including regional enrollment trends, funding from the Commonwealth, and the uncertainty of the pandemic.

Communication between the Board and the faculty will be strengthened by efforts to more widely disseminate Board meeting minutes and to provide for additional opportunities for the two parties to meet. The university leadership and leadership from all three unions will continue to explore strategies to improve communication between the Board and those working on the campus. Recognizing that AFSCME staff members have reported sometimes feeling disconnected from campus conversations, greater efforts to include and engage them on various committees will improve community and communication. Because COVID-19 has forced Board meetings to be held virtually, this new modality has spurred tremendous growth in attendance by the SSU community; where, before, fewer than a dozen individuals might have attended a Board meeting as observers, recent meetings via Zoom have attracted well over 100 observers. The administration will recommend continuing this format even after the pandemic.

The university acknowledges the following recommendations for this self-study contributed by the MSCA leadership to increase campus participation in governance:

1. At the end of each academic year, set regular meeting times for standing governance committees for the following academic year, paralleling the existing class schedule (May 2021)
2. Provide administrative support to the SGA to place annual nomination calls that reach all students, with details about each committee's charge, meeting times, and positions (spring 2021).
3. Post committee meeting agendas and minutes in an easily accessible online platform; while currently posted in the employee intranet, students cannot access Polaris (spring 2021).
4. Support the re-launch of the student newspaper in a digital format to promote campus awareness of important current issues before the governance committees. (A Salem Log committee has recently been formed by students to work on a launch in spring 2021).

Standard 3.1: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Commonwealth of Massachusetts
Website location of documentation of relationship	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section22
Governing Board	Website Location
By-laws	https://records.salemstate.edu/policies/board-trustees-bylaws-101718
Board members' names and affiliations	Members' names are listed at https://www.salemstate.edu/salem-state-difference/board-trustees The document for names and affiliations is BOT FY201 Names and Affiliations
Board committees *	Website location or document name for meeting minutes
Executive	https://records.salemstate.edu/minutes
Academic Affairs & Student Life	https://records.salemstate.edu/minutes
Finance & Facilities	https://records.salemstate.edu/minutes
Institutional Advancement, Marketing and Communications	https://records.salemstate.edu/minutes
Risk Management and Audit	https://records.salemstate.edu/minutes
Governance	https://records.salemstate.edu/minutes
Strategy	https://records.salemstate.edu/minutes
Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Academic Policies	https://elearning.salemstate.edu/courses/1336697/files/folder/Academic%20Policies%20Committee%20Minutes
All University	https://elearning.salemstate.edu/courses/1336697/files/folder/All%20University%20Committee%20Minutes
Curriculum	https://elearning.salemstate.edu/courses/1336697/files/folder/Curriculum%20Committee%20Minutes
Graduate Education Council	https://elearning.salemstate.edu/courses/1336697/files/folder/Grad%20Ed%20Council%20Minutes
Student Affairs	https://elearning.salemstate.edu/courses/1336697/files/folder/Student%20Life%20Committee%20Minutes
Major institutional student committees or governance groups*	Website location or document name for meeting minutes
Student Government Association (student org portal)	https://salemstate.presence.io/organization/student-government-association/documents
Student Government Association (in catalog; on web)	https://catalog.salemstate.edu/content.php?catoid=19&navoid=2271#Student_Govt
Other major institutional committees or governance groups*	Website location or document name for meeting minutes
SSU COVID-19 Emergency Response Team	https://www.salemstate.edu/campus-life/student-services/counseling-and-health-services/counseling-services/monitoring-coronavirus-outbreak/covid-19-messages-archive
Sustainable Path Forward Task Force	https://elearning.salemstate.edu/courses/1337036

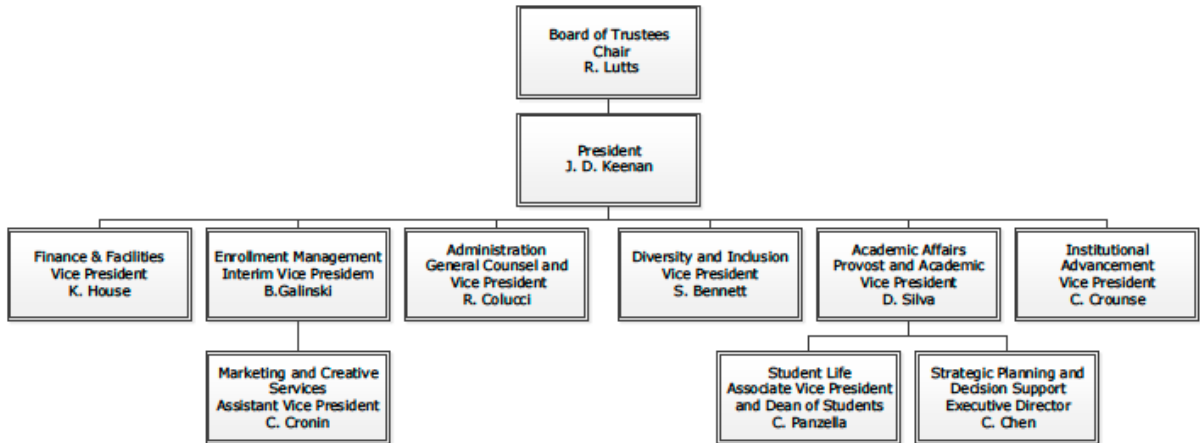
*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance (3.1a)

Organizational Chart

*President's Executive Council
Organizational Chart
October 2020*



Standard Three: Organization and Governance (3.1b)

Legislation to Establish Legal Authority

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section22>

Section 22: Board of trustees of community colleges or state universities; powers and duties

Section 22. Each board of trustees of a community college or state university shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall:

- (a) cause to be prepared and submit to the secretary and the council estimates of maintenance and capital outlay budgets for the institution under its authority; provided further, that the local board of trustees of a community college shall annually submit a report detailing estimates of maintenance, capital outlay budgets and proposed property acquisitions for the institution under its authority to the house and senate committees on ways and means, the secretary of administration and finance and the commissioner of capital asset management and maintenance on or before December 31;
- (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to an audit by the state auditor, in accordance with generally accepted government auditing standards, as often as the state auditor determines is necessary;
- (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution;
- (d) manage and keep in repair all property, real and personal, owned or occupied by said institution;
- (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority;
- (f) implement and evaluate affirmative action policies and programs;
- (g) establish, implement and evaluate student services and policies;
- (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty;
- (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council;
- (j) establish and operate programs, including summer and evening programs, in accordance with the degree authority conferred under the provisions of this chapter;
- (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council;
- (l) submit a 5–year master plan to the secretary and the council, which plan shall be subject to the secretary’s approval, in consultation with the council, and shall be updated annually according to a schedule determined by the secretary and the board in consultation with the board of trustees;

(m) submit financial data and other data as required by the secretary and the board of higher education for the careful and responsible discharge of their purposes, functions, and duties. The data shall be reported annually to the secretary and the board of higher education according to a schedule determined by the secretary and the board of higher education in consultation with the board of trustees. The board of trustees shall also submit an annual institutional spending plan to the secretary and the council for review, comment, and transmittal to the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. Spending plans shall be reported using a standardized format developed by the secretary, in consultation with the board of higher education and the institutional boards of trustees, in a manner to allow comparison of similar costs between the various institutions of the commonwealth. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds;

(n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the secretary and the council for approval. The board of trustees shall, after its approval, make said mission statement available to the public;

(o) submit an institutional self-assessment report to the secretary and the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its approved mission. Said report shall be submitted annually to the secretary and the board of higher education according to a schedule determined by the secretary and said board in consultation with the board of trustees. Said assessment report shall include an analysis of the collaboration between the community college and vocational technical schools and the training and job development programs implemented by the community college and vocational technical schools.

(p) The board of trustees of an institution with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the secretary and the board of higher education, for approval, a 5-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence pursuant to section 7.

The board of trustees of each institution may delegate to the president of such institution any of the powers and responsibilities herein enumerated.

The commonwealth shall indemnify a trustee of a community college or state university against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment, decision, or conduct of said trustee; provided, however, that said trustee has acted in good faith and without malice; and provided, further, that the defense or settlement of such claim shall have been made by the attorney general or his designee. If a final judgment or decree is entered in favor of a party other than said trustee, the clerk of the court where such judgment or decree is entered shall, within twenty-one days after the final disposition of the claim, provide said trustee with a certified copy of such judgment or entry of decree, showing the amount due from said trustee, who shall transmit the same to the comptroller who shall forthwith notify the governor; and the governor shall draw his warrant for such amount on the state treasurer, who shall pay the same from appropriations made for the purpose by the general court.

Standard 3.2: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2018)	(FY 2019)	(FY 2020)
Main campus	352 Lafayette Street, Salem, MA	9/14/1854	9,884	11,565	9,340
Other principal campuses	N/A	N/A	N/A	N/A	N/A
Branch campuses (US)	N/A	N/A	N/A	N/A	N/A
Other instructional locations (US)	Revere, MA	9/1/2010	25	23	40
Other instructional locations (US)	Melrose, MA	9/1/2018	20	19	35
Other instructional locations (US)	Salem, MA - Horace Mann Lab	9/1/2018	0	36	22
Other instructional locations (US)	Salem, MA - Collins MS	9/1/2017	37	12	0
Other instructional locations (US)	Beverly High School	9/1/2019	0	0	22

Educational modalities

	Number of Programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2018)	(FY 2019)	(FY 2020)
Distance Learning Programs					
Programs 50-99% on-line	N/A	N/A	N/A	N/A	N/A
Programs 100% on-line	3	9/1/07	138	123	110
Correspondence Education	N/A	N/A	N/A	N/A	N/A
Low-Residency Programs	N/A	N/A	N/A	N/A	N/A
Competency-based Programs	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Programs	N/A	N/A	350	443	382
Contractual Arrangements involving the award of credit	N/A	N/A	N/A		

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Source - NECHE Annual Report

Standard Four: The Academic Program

Assuring Academic Quality

Description

Salem State offers 31 baccalaureate majors, and 39 master's degrees, including fourteen 4+1 programs. SSU offers a limited number of online degrees but does not administer satellite programs. Academic programs reflect the latest knowledge in the respective fields of study ensured through a series of mechanisms including shared governance, program review cycles, academic evaluations, program maintenance, resource assessments, and evaluation of key student skills across the disciplines. SSU's academic departments regularly reshape their programs to reflect current professional standards that clearly align with students' future career and educational goals.

Since 2015, 16 academic programs have been reviewed externally and systematically on a five-year schedule, while programs are accredited on a similar timetable by national or international disciplinary associations. Academic department chairs also report student learning outcomes to academic affairs via their annual reports. These outcomes are publicly promoted on the respective program webpages as well as posted with institutional assessment data on the strategic planning and decision support office site.

In the E Series chart (appendix), academic departments detail the student learning outcomes and assessment methods used for each program. Although a variety of methods are used to demonstrate and evaluate student learning, (e.g., portfolio, paper, performance, research, exam, course completion, etc.) capstone courses are the consistent culminating forum for the validation of student learning across undergraduate majors, while disciplinary accreditation standards most frequently define these criteria for graduate programs. In addition, faculty also report in the E Series how they assess the achievement of student learning outcomes and the changes made based on using data and evidence as part of their continual improvement efforts in each program.

Assuring Academic Quality Appraisal

SSU's shared governance assists with curricular and policy oversight. Each new program or policy change is subject to rigorous review at multiple levels prior to being adopted and implemented. A thorough, contractually mandated evaluation process conducted by department chairs includes program reviews, annual reports, and student outcomes data. All curricula and academic policies at the undergraduate and graduate level are subject to faculty oversight through shared governance. The undergraduate [curriculum](#) committee, [academic policies](#) committee and [graduate education](#) council engage in a procedurally defined and transparent process of curricular and policy review (Standard Three). Curricular proposals are only official after being reviewed by the provost, as the president's designee. In the case of new degree programs, the Board of Trustees (BOT) and the Board of Higher Education (BHE) must also review and approve such proposals.

Satisfying the requirements of many national and international [accrediting](#) bodies – most recently AACSB International for SSU's business programs – speaks to the high standards and quality of the university's academic programs. The university continues to enhance the program review [cycle](#) using data on student outcomes and program effectiveness to ensure institutional consistency in evaluating academic programs. Programs often rely on professional or disciplinary standards to measure student success and outcomes, including independent learning, information literacy, and critical judgment as relevant to the discipline. A few examples include:

- [Nursing](#) integrated essential competencies and outcomes in the undergraduate and graduate programs that adhere to professional standards and a comprehensive Systematic Evaluation Plan ([SEP](#)) that the university was required to maintain by the Board of Registration in Nursing (BORN). The Commission on Collegiate Nursing Education accreditation agency (CCNE) also required on-going evaluation of outcomes.

- The [School of Education](#) consolidated programmatic assessments, benchmarks, and field-based performance into a multi-stage, holistic review process designed to identify students at risk in order to provide supports or transition the student out of the program. The department of elementary and secondary education required the implementation of a “continuous improvement process” to be demonstrated using data to facilitate program enhancements on a regular basis.

Such systematic use of assessment data to improve student learning is a goal across all academic departments. Established learning outcomes, curriculum maps, and external reviews are among the approaches to achieve this outcome. While College of Arts and Sciences (CAS) departments are in different stages of progress, several CAS departments incorporate integrated assessment processes and demonstrate best practices.

For example, world languages and cultures ([WLC](#)) developed objectives for each of its programs using nationally recognized measures to verify the proficiency levels of program completers. Through studying the results from national exams, reviewing best practices, and coordinating department assessments, WLC identified rigorous proficiency levels for program completers for both the BA in World Languages and Cultures and the Master of Arts in Teaching Spanish. These proficiency levels are based on the nationally renowned American Council on the Teaching of Foreign Languages Proficiency Guidelines and are verified by the Oral Proficiency Interview, an externally scored exam.

Computer science ([CS](#)) collects subjective and objective data in order to assess the curricular and pedagogical effectiveness of its courses. Assessment results that indicate a need for curricular or pedagogical reform and enhancement are discussed and action plans are approved by the department curriculum committee. Plans that are relevant to pedagogical effectiveness are implemented during the next course offering and assessed. Plans that involve curriculum change go through the contractually specified approval process. “Closing the loop” is a formal and required component of the template used in documenting course assessments for each course and for the CS curriculum.

As a result of external reviews, additional departmental changes have been initiated. For example, the geography department shifted its focus to sustainability and recently changed its name to [geography & sustainability](#). [Interdisciplinary studies](#) decreased the number of concentrations and minors to focus on areas of expertise that match resources. The [sociology](#) department focused its program on social justice. Whether responding to the changing nature of the discipline, pedagogical methods, student needs, curriculum modification, or resource allocation, program review is an essential commitment to continually improve student learning and academic excellence.

SSU does not offer correspondence and/or competency-based programs. There are a few specific programs available online (e.g., library media studies, fire science, graduate certificate in business). Programs offered off-site (e.g., CAGS in educational leadership or the 1+2+1 program with China) are taught primarily by SSU faculty. Course work is carefully vetted for transferability to meet SSU standards for degree conferral. As the university continues to build its distance education and off-site presence, further structures and safeguards will be needed to ensure maintenance of academic quality.

Salem State maintains a system of contracts or memoranda of understanding (MOU’s) with organizations that provide critical support. Academic programs such as nursing, [social work](#), and education, establish MOU’s with partnering organizations to launch field-based experiences required for licensure or certification. In such cases, these documents articulate the operational parameters, as well as how the relationships will terminate, ensuring sufficient time for the university to develop alternative plans. Newly established off-site programs, established by MOU’s with local partners, such as SSU agreements to provide its teacher leadership graduate certificate and CAGS to local school districts, are carefully monitored. After the last ten-year accreditation report, steps were taken to identify and discontinue partnerships where academic quality could not be verified. Notably, School of Graduate Studies (SGS) ended partnerships with Connecting Link and the Northeast Consortium.

The university established policies for multi-lingual students to demonstrate English Language proficiency through the submission of standardized test results for admission. Additionally, once a prospective student arrives, the Commonwealth requires satisfactory completion of placement examinations for

reading, writing and math. Undergraduates in all majors are also required to take three levels of writing intensive coursework. Additional steps to enhance academic quality are in process across several areas. For example, the nursing program is anticipating new accreditation guidelines from CCNE. Among the implications of the new guidelines, more SIM/lab space will be needed to focus on competencies. SSU will require additional resources to execute this state technical standard. In addition, the change from NCATE (National Council for Accreditation of Teacher Education) to DESE (Department of Elementary and Secondary Education) approval has several implications for education programs, which will be addressed by the spring 2021 accreditation visit. There are also a variety of methods (e.g., [Graduate student survey](#), [senior survey](#), [NSSE](#), [FSSE](#), [SSI](#)) used to assess the student learning experience (Standard Eight).

Undergraduate Degree Programs

Description

Salem State's undergraduate degree programs are consistent with the mission of a regional comprehensive university, offering 32 Bachelor of Arts and 40 Bachelor of Science degrees in the areas of humanities, natural sciences, social sciences, healthcare, and education. The university also offers 26 special bachelor's degrees including Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Business Administration, Bachelor of Science in Nursing, and Bachelor of Social Work. Additionally, SSU offers 16 combined undergraduate/graduate degrees and 79 minors. All of these fields of study are offered by 30 academic departments: 20 in the College of Arts & Sciences ([CAS](#)), 5 in the Maguire Meservey College of [Health and Human Services](#), 3 in the Bertolon School of Business ([BSB](#)), and 2 in the School of Education ([SoE](#)).

Undergraduate education, as emphasized in SSU's [strategic plan](#) for 2018-21, fosters student success through a well-designed and balanced curriculum, which primarily includes general education, major courses, and free electives. While the general education curriculum encompasses the ideals of a broad liberal arts education (including a three-tiered writing in the disciplines requirement), major courses give students in-depth mastery in a chosen field of study, and free electives give them the opportunity to broaden knowledge outside their majors. All undergraduate programs include advanced coursework within the discipline, and a Writing III requirement, developed to ensure that the major capstone includes both the application of the broad knowledge of general education with discipline-specific and in-depth content.

Undergraduate Degree Programs Appraisal

Salem State also offers varied experiential learning opportunities and faculty-led study-travel programs (domestic and international) to enrich the learning experiences of students and prepare them for greater intellectual and professional success. For most of the period under review, courses in undergraduate programs have been offered as face to face, online, and in hybrid formats to ensure access and flexibility; about 13% of undergraduate courses have been delivered via online or hybrid methods. With the onset of the pandemic, however, these ratios have shifted considerably, with approximately 84% of undergraduate day courses being offered in a digital format and 92% of undergraduate continuing education courses offered online.

There is a reasonable but expanding infrastructure to support digital learning. The information technology services ([ITS](#)) department offers training to students, faculty, and staff, and provides [Canvas](#) and other technical support 24/7. Center for Teaching Innovation ([CTI](#)) helps faculty with online course design and teaching. All program requirements are systematically listed in the university catalog and on the academic programs' websites. Students can review their degree requirements and progress on [Degree Tracker](#) through their [Navigator](#) account. Students are also assigned faculty academic advisors and they have access to professional advisors in the [academic advising](#) office. Additionally, the university is in the process of implementing an academic planning tool through EAB Navigate that will further facilitate the progress of students to degree completion.

The university has significantly restructured the academic programs available to part-time evening students. To ensure the availability of courses and ability of students to complete their programs in a

timely way, in 2015, the number of programs available to continuing education students was reduced to 10 (Standard Nine). These innovative options serve as recruitment and completion incentives for undergraduate and graduate students, as well as feeders for the graduate programs.

By offering opportunities and incentives for undergraduates to engage in scholarly inquiry, the university promotes a culture of research. For example, sustaining a well-functioning [Writing Center](#), one-on-one consultation with librarians, the availability of research software, funding for research proposals, a pro-active Center for [Research and Creative Activities](#), the Undergraduate [Research](#) Symposium, and various post-graduate national and international scholarships and fellowships, are among the resources consistently available to support research. Fostering undergraduate research is another manifestation of SSU's commitment to academic excellence and student success. In addition, [learning communities](#) help first-year students remain on the path to a successful college experience. Currently, 62 new students are enrolled in four learning communities.

Salem State has taken numerous steps to ensure student success through academic excellence. Undergraduate degree programs are continually reviewed and modified. Academic department chairs, who have contractual responsibilities to undertake curricular changes and course development, are routinely encouraged by the Provost to do so informed by data from [Business Intelligence](#) and developments in their respective disciplines and in pedagogy. In 2016, SSU was awarded a Davis grant for Project ACES: Active Engagement of Students in Whole Course Redesign. This scholarship of teaching and learning initiative helped faculty in multiple departments engage in curricular re-design of their courses to support students in experiential contexts. Biology faculty, for example, re-designed introductory inquiry-based lab courses by transitioning lab activities to scaffolded experiences, increasing authenticity of the research experience, facilitating development of experimental skills, and increasing positive attitudes and dispositions related to lab activities. The courses culminate with a three-week group research project including a novel experiment, analysis, literature review and presentation of scientific posters.

[Academic advising](#) plays a critical role in enabling students to navigate academic programs toward timely graduation (Standard Six). Students highly rated their satisfaction levels on two related survey items: 'my academic advisor is knowledgeable about requirements in my major (5.87);' and 'my academic advisor is approachable (5.79)' based on a 7-point scale. Furthermore, students rated, 'I will graduate in four years' at 5.64 on the same scale, making these three survey items among the top ten in student satisfaction on the January 2020 [SSI](#) (Student Satisfaction Index).

Success in helping students understand the implications of course choices on their expected graduation date relies, in part, on the institution's ability to offer sufficient course options to meet curriculum requirements. However, the prescribed sequencing of courses coupled with the diversity of critical experiential learning opportunities (e.g., internships, clinical rotations, student teaching, etc.) can create complexity that requires thoughtful planning ahead. As academic programs schedule course offerings to allow a logical path, students benefit from advising support to carefully plan to complete requirements in order to make efficient progress. Interruptions to these pathways can result in unintended delays, which may cause students to wait up to a year for the cycle of courses to be offered again.

Students rated, 'I am able to register for classes with few conflicts,' as one of the most important items to them at 6.51 on a 7-point scale. However, when students were asked how satisfied they were, they rated this item much lower at 5.1 on the same scale. In 2020, there was improvement demonstrated on this item, a statistically significant ($p < .001$) increase of 0.46 in satisfaction, since students were surveyed last in 2017. Even though significant progress has been made, this recent gap between importance and satisfaction identifies a need for continued improvement in helping students navigate the complexity of their programs.

Learning outcomes-based assessment is being conducted to maintain program coherence. Pilot studies were conducted to assess the use of the LEAP Rubrics in AY2014-15, and faculty teaching general education courses were asked to participate in the general education assessment program in fall 2015 (Standard Eight). In 2017, SSU began a new and comprehensive assessment strategy to assess academic programs and concentrations. The three-pronged strategy is focused on 1) developing assessment plans; 2) documenting findings from the assessment, and where appropriate; 3) showing how we have used findings

for curricular revision. The Associate Provost provided a template for Academic Program/Concentration Assessment and asked the academic programs to 1) identify program's/concentration's specific student learning outcomes (SLO's); 2) identify the NECHE specified SLO's in programs/concentrations and find the intersections between program/concentration SLO's and NECHE SLO's; 3) create a curriculum matrix between program/concentration SLO's (not limited to NECHE SLO's) and courses in program/concentration, and; 4) identify a minimum of three SLO's that a program/concentration plans to assess over the next year. Academic programs undertook the exercise and completed at least the first three steps.

The Commonwealth [Honors Program](#) has 16 experienced faculty teaching courses. This test-optional, selective program offers smaller classes in a seminar format, and the requirement to complete a senior honors thesis or project. Among SSU's higher retention programs (91% fall 2019 one-year rate), [Honors](#) expanded outreach to diversify the cohorts further, recruiting nine new students of color for fall 2020; a 4% increase to the 249 students in the program. The success of these efforts to increase equity was assisted by the advocacy of the Black, Brown, and Proud student organization (Standard Five).

In the pursuit of scholarly knowledge and its dissemination to the wider public, the university established a "[Research Hub](#)," a one-stop virtual shop for conducting research (Standard Six). The WIC (writing intensive curriculum) program has been helping faculty members from all departments teaching writing level II and III courses and is successful in promoting a university culture that values and supports writing pedagogy. Salem State, in its commitment to offer an educational experience that prepares students to become active participants in the global community, has forged partnerships with several global educational institutions. The university is also participating in the Sino-American 1+2+1 dual degree program and has a robust faculty-led study abroad program. SSU offers undergraduate students the opportunity to participate in an accelerated joint program with the University of Massachusetts Law School at Dartmouth to complete their undergraduate studies and earn the Juris Doctor degree in six years.

General Education

Description

From 2010-14, Salem State embarked upon a process to develop a new and radically transformed [general education](#) (GE) program. This [curriculum](#) aligns with the vision of the institution as a "premier teaching university." SSU's new curriculum encourages choice, ownership of learning, and intellectual curiosity. The GE program went into effect for undergraduates entering the university in fall 2014. The prior 48 credit core curriculum was prescriptive, based on specific courses, carried out in the freshman and sophomore year, and not assessable. The new general education curriculum includes 34-35 credits in foundational categories as well as 9 credits in overlay [requirements](#) in advanced written communication as well as in diversity, power dynamics, and social justice. SSU's general education program embraces the idea of a broad liberal arts education and is outcomes-based, tied to AAC&U's LEAP outcomes. The university began a pilot program for assessing these outcomes in fall 2014, and this work continues (Standard Eight).

The reduction in overall core/GE credit hours and the elimination of a specific course-based model offers students more flexibility to explore minors and second majors. The GE affords opportunities to test various disciplines as they determine their path to graduation. Its flexibility is also designed to accommodate the needs of transfer students. The program is designed to be completed over four years, in its scaffolded writing-across-the-curriculum approach to written communication, beginning with a WI course in the first year, and then a mid-level course (typically at the 200 or 300 level) identified as having an intensive writing component in student's major, minor, general education or elective courses (W2). It concludes with an advanced course (typically 400 level or higher) with an intensive writing component in the student's major program of study (W3).

General Education Appraisal

The general education program places particular emphasis on critical thinking, creative thinking, inquiry and analysis, intercultural knowledge and competence and synthesis, while still requiring students

to explore across the arts, humanities, social and physical sciences. The ten categories consist of [first year seminar](#), written communication, oral communication, personal growth and responsibility, creative expression and appreciation, world cultures, the human past, contemporary society, scientific reasoning and qualitative reasoning. To engage students in learning about the multiple histories and cultural heritages that have shaped the United States as well as learning to engage with and respond to a long history of structural inequality, the diversity, power dynamics, and social justice (DPDS) overlay has been incorporated into the GE program.

GE also includes an academically robust first year seminar where students can choose from a variety of topics, developing competencies in a broad range of areas to assure a successful academic career. Students select their seminar from an array of topics. In addition to a focused exploration of their topic, students are guided as they develop competencies and knowledge. The first-year seminar has proved to be an important component in the university's success in increasing retention rates.

During the first few years of implementation, the institution invested significant resources to support curricular development for GE courses. Additionally, the university established a GE faculty fellow position to collaborate with academic deans and the provost's office in oversight and planning of the program. The university curriculum committee, charged with oversight, established a five-year review round for each of the general education categories. This cycle is a collaborative effort with departments to review and, when appropriate, to re-certify courses. The re-certification process also established a feedback mechanism for academic departments to make comments and suggestions on GE categories to the university [curriculum committee](#).

In addition to preparing students to contribute responsibly and creatively to the 21st century's global society, the development of this new GE program itself was a transformational event for Salem State. The inclusive and intentional curricular [process](#) replaced a core curriculum which was largely unchanged since 1975. Over 50 faculty, staff and students served on the committee, and hundreds of people across the campus participated in surveys, focus groups and forums. While the directive for developing a new GE curriculum was initiated by the university's academic leadership, the faculty-led committee tasked with this work chose to craft a process that would engage many stakeholders, anticipate and respond to campus concerns, and consider the revision in light of a range of other campus initiatives and external demands. This process brought the university community together in a truly collaborative and cross-disciplinary endeavor, providing a sense of renewed energy and purpose and helped develop a new generation of campus leaders.

The new [general education](#) program also enriched student advising. Under the old core curriculum, advising could sometimes be reduced to "checking the boxes," and ensuring students have taken those required courses. However, in this GE program, students have choices which can lead to rich and important discussions with their advisor about what constellation of courses best helps them fulfill their goals. The reduced number of credits also creates more opportunities to take free electives, allowing students to indulge their interests or step out of their comfort zone by trying something new.

In response to faculty-identified gaps in the GE curriculum and student activism, SSU developed a new [\(DPDS\)](#) category that was implemented in fall 2018. This requirement stands as an institutional commitment to develop and teach different ways of thinking which have been drawn from and address the multiple histories and cultural heritages that shape the United States. It recognizes that individuals develop their identities in response to cultural and social experiences. SSU currently has 45 courses approved for the DPDS category, with another five currently undergoing the approval process.

SSU also created DPDS faculty fellowships that contributed to extensive faculty development. Educational opportunities included a Faculty Learning Community on DPDS every semester from spring 2017 to spring 2020; information sessions on curricular developments in diversity, power dynamics, and social justice; a DPDS speaker's series; summer faculty institutes on curricular and pedagogical approaches to diversity, power dynamics, and social justice (2017 & 2018); a professional development series focusing on micro-aggressions and cultural humility; and focusing the annual Pearls and Perils of Teaching conference on Teaching While White. The Center for Teaching Innovation has been a major partner in these efforts, coordinating the faculty development series.

The Major or Concentration

Description

SSU's majors are built around intensive and specialized coursework in a specific department or interdisciplinary program. All majors require a minimum of 30 and a maximum of 72 credits in the major discipline itself. Majors are limited to 78 credits in overall mandatory requirements, including support courses and minors. Note: All undergraduate business students are enrolled in a single major (BS in Business Administration) which is partitioned into concentrations, which at other institutions are typically independent majors.

Descriptions of majors and concentrations for undergraduate programs are published in the Salem State academic online [catalog](#) and additional departmental information can be found on the university's website. Various academic departments have also established on-line advising platforms through the university's on-line learning system, Canvas, providing additional guidance for students. There are a variety of tools that students can access to navigate their progress toward program completion, including curriculum flow sheets, degree maps and Degree-tracker, an automated degree audit system maintained by the registrar's office. The university is in the process of implementing an interactive degree planning tool as a part of its phased roll out of Navigate. Courses for each major are clearly delineated on the academic program flowsheets which provide a full view of the total degree program for each major and concentration. Additionally, departmental degree maps are temporal guides for student course planning, semester by semester. These will eventually be integrated into [Navigate](#), making them more readily available to all students.

Students are required to meet with their academic advisors at least once per semester. The university calendar includes a specific advising period of two to three weeks in mid-semester during which faculty hold extra office hours to meet with advisees. Students may access additional advising resources in the [Center for Academic Excellence](#), and specialized advising services in the School of Education and Bertolon School of Business.

The Major or Concentration Appraisal

SSU's undergraduate academic programs have clearly stated learning objectives that are publicly available. Over the past two academic years, the academic leadership worked with academic departments to establish learning outcomes for all majors. Work is on-going to make these learning outcomes more accessible through curricular maps. SSU students enjoy increased flexibility in course offerings based upon curricular revisions to academic programs and implementation of the GE curriculum in 2014. There have been on-going efforts by departments to streamline their offerings and re-examine the structure of their programs in order to reduce barriers to timely degree completion.

Each academic department is responsible for its curricular content, instructional methods, scheduling of courses, and assessment of student learning outcomes. Shared governance, as codified in the MSCA collective bargaining agreement, requires a systematic review by faculty and administrators to approve any programmatic changes at the university level. Professional programs integrate additional curriculum requirements based upon discipline-specific accreditation standards or licensure requirements. Each major has internally consistent mechanisms for sequencing their coursework at different numeric levels. 100 and 200 level courses are typically first and second year courses (e.g., for freshmen and sophomores). Courses numbered 300 and above are considered upper division courses that may have significantly more pre-requisites than lower numbered courses. Typically, major capstone courses are numbered 400 and enhance curricula synthesis. Majors leading to professional degrees have planned field experiences at off campus sites that foster critical thinking and application of theory content in a professional setting. Graduates in the professional programs are well prepared to practice in their field of specialty. Professional programs also develop student adherence to professional and ethical standards appropriate to their chosen fields. Academic programs with professional accreditation must meet the highest standards of professional practice.

In 2018, a [senior survey](#) was initiated to assess the gains made by undergraduates cleared to graduate. The instrument has been distributed annually and is planned as an on-going outcomes assessment. The tool focuses on SSU's contributions to students' knowledge, skills, and personal development; participation in experiential activities; satisfaction with aspects of their major; and post-graduation plans. Results provided positive indirect evidence of student learning with students reporting several positive gains, and nearly 90% of seniors consistently indicating satisfaction with their academic experience. Students were also asked to rate their satisfaction with specific aspects of their major. Responses vary widely between majors, but more than 85% of respondents indicated they were "Very" or "Somewhat" satisfied with knowledge specific to their major; quality of teaching; overall experience in the major; and the accessibility of faculty.

Most respondents rated items assessing the extent to which their experiences at Salem State contributed to their general knowledge, skills and personal development in the two most positive categories: "A Great Deal" and "Very Much." Among the highest rated items were understanding people from different backgrounds; and thinking critically and analytically. The items rated least positively were analyzing numerical and statistical information; and being an informed and active member of society, which was comparable to results from the 2019 [NSSE](#). (Standard Eight).

Results from assessment efforts, such as the senior survey and NSSE results are also shared with academic departments and/or school and college deans, with data disaggregated by academic area. The senior survey results provide faculty with generalized feedback from graduating students in their major. NSSE results were also separated by academic discipline in 2019. NSSE measures student engagement across ten indicators. On many engagement indicators, SSU first year students in arts and humanities, STEM and computer science, and social science majors outperformed peers at other public universities in those academic fields. This comparison group included students from multiple flagship public institutions in New England (NE).

Furthermore, SSU seniors demonstrated even higher levels of student engagement across the NSSE indicators than SSU's first year students. Among seniors, SSU students in the arts and science majors again outperformed peers from NE publics across several engagement indicators. Moreover, among six out of the seven academic discipline categories, SSU students achieved higher results on a total of 28 engagement indicators (or 40%) compared to NE public peers (Standard Eight).

Graduate Degree Programs

Description

The School of Graduate Studies (SGS) offers advanced academic degrees as well as licensure, and certificate programs which can often be tailored to meet individual student goals. SGS offers eight types of masters in 20 disciplines, as well as certificates, one advanced certificate and licensure only programs, plus combined programs for undergraduate/graduate degrees. The Massachusetts state university system has advocated for legislative approval to offer clinical doctoral degrees without the involvement of the University of Massachusetts, but without success. The graduate programs have clearly defined purposes or objectives, admission requirements, plans of study and learning outcomes. Several graduate programs have embedded field-based experiences, including clinical and practicum placements in local schools and health-care agencies. Students may also complete internships in local businesses and local organizations, which further strengthens the university's alliance with the community.

The graduate school has a clearly delineated curriculum governance structure designed to ensure academic excellence. Graduate coordinators oversee curriculum development and recommend changes to program faculty who vote on them in departmental graduate committees and, subsequently, by the graduate education council (GEC) and the provost. Similarly, coordinators meet regularly with the dean of the graduate school to consider issues and policies pertinent to the graduate programs.

SGS is largely self-funded, receiving no direct appropriation from the Commonwealth of Massachusetts. Administered under the MSCA contract for the Division of Graduate and Continuing Education, separate from the day undergraduate contract, the SGS employs no full-time faculty and pays most instructors on

a per-credit basis. There are, however, cross-contract provisions that allow full-time day faculty to teach graduate courses as part of their required workload obligations. These instances of “teaching grad in-load” are carefully recorded and monitored by the Provost through an online workload management system developed and implemented between 2016 and 2018. Active curriculum oversight is achieved by careful and deliberate scrutiny of graduate policies, courses and programs before changes are adopted. Proposals for new graduate programs must be well documented and reviewed by departmental graduate committees before submission to the graduate education council for approval. Since 2011, five new programs have been added, as well as fourteen 4+1 programs. In accordance with the mission of the graduate school, these new programs prepare “a diverse community of learners for success in an ever-changing global society.” Programs are reviewed for suspension or elimination by the same procedure. In the same period, there has been an emphasis on reviewing all programs, resulting in the suspension of nine programs.

Instruction in relevant research methodology is embedded in all graduate programs and affords students the tools necessary to assess professional literature, and design and implement research projects. Such research projects and other capstone experiences help students connect theory and practice, demonstrating mastery of advanced academic content. In May, the annual faculty/graduate student research day, including a symposium and faculty publication celebration, provides crowning festivities for the academic year.

Appraisal

SGS has a strong and professionally diverse faculty. Appropriately credentialed faculty members coordinate programs and are regularly available to students for individual advising assistance. Among the 117 full-time faculty teaching graduate courses, 92% earned a terminal degree, while others have significant relevant professional experience to enhance their instruction. Some programs have a much larger percentage of adjunct instructors with extensive professional experience. With the exception of the combined 4+1 undergraduate/graduate degrees, the graduate programs are primarily designed for working adults. Classes are offered in the late afternoon, evening, weekends and summers, with over 265 hybrid or online courses offered in each of the last three years.

There are some areas for improvement in graduate programs. While SSU follows a common organizational model in having a centralized school for graduate studies, it follows a less common model in having a separate faculty contract. This distinction sometimes creates a problematic disconnect across divisions. SGS regularly collaborates with individual units to meet the specialized structural and oversight requirements as required by individual accreditation organizations as they arise (e.g., Department of Elementary and Secondary Education).

In addition, SSU has historically focused attention and resources at the undergraduate level, so that there has not been parallel staff and administrative support service investments at the graduate level. From 2014-19 the graduate school was jointly administered by a dean with oversight for both graduate and continuing education. In 2018, the university engaged a strategic [consultation](#) by the council for graduate schools. As a result of that study, the recommendation to return the dean’s position to leading the graduate school exclusively was adopted. Other CGS recommendations regarding the organizational structure of the graduate school and enrollment management continue to provide a focus for efforts to re-invigorate the graduate school.

There is a regular cycle of review for all those graduate programs which do not involve professional accrediting agencies or other external evaluators. A stronger program review process for graduate programs was one of the recommendations from CGS. Graduate program coordinators are awarded release time (or otherwise compensated) to provide academic oversight of programs. As a result, some concerns over inequity in formulating compensation across programs arose. To address these concerns, a transparent process to determine compensation was developed in 2018. Additionally, coordinators and the university administration agreed on a new job description for graduate coordinators that more clearly reflect their responsibilities.

There has been considerable development in graduate programs during the past decade. Some new programs have been very successful, notably the CAGS in Teacher Leadership. Developed in response to a regional need to train leaders in K-12 education, the program has over 100 students in only its third year (2019-20). The university has instituted fourteen new 4+1 programs providing students across several departments the opportunity to earn both their bachelors and master's degree in an efficient, cost-effective, and timely fashion. In addition, SGS successfully established fellowships for the 4+1 student-teachers, which fully fund their final year of study in the graduate school. Yet, increased efforts are needed in the assessment of learning outcomes for these 4+1 programs that span the institutional divide between undergraduate and graduate programs.

The university has been less successful in growing graduate certificates. While 11 new certificate programs were added from 2011-17, due to low enrollment, admission has been suspended for four of these programs. The proliferation of certificate programs and majors that did not successfully populate resulted in the university initiating a more holistic approach to establishing new programs and concentrations; one that more systematically and comprehensively investigates regional market demand, enrollment potential, marketing resources, and budget, as well as curriculum.

Transfer Credit

Description

SSU participates in the state-wide [MassTransfer](#) program, and most of our undergraduate programs are part of that program's transfer pathways. For programs that are not covered by the state pathways programs, additional articulation agreements may be developed for inclusion as Additional Transfer Agreements (ATA). While the university has focused the majority of its transfer-related [articulation](#) on transfer within the Massachusetts state system, transfer policies and public-facing information also govern the applicability of credit from private and other public institutions of higher education. SSU established [policies](#) specific to the transfer of credit and has worked in collaboration with other institutions of higher education in the Commonwealth and with the Massachusetts Department of Higher Education on developing undergraduate articulation agreements and transfer [pathways](#) across the state system of higher education.

Administrators and faculty have collaborated with community colleges to align courses, integrate curricular changes and define program outcomes between the institutions to ensure a seamless transition in the public higher education system. The Department of Higher Education's initiative to align community college courses with baccalaureate program requirements has resulted in students meeting program requirements and learning outcomes in a timely manner. The number of transfer credits SSU accepts increased from 68 to 75, comparable to many of its sister schools. SSU is committed to strengthening connections with community partners to provide students the opportunity to gain the knowledge and competencies essential to succeeding in the workforce.

At the graduate level, the institution accepts transfer credit on a limited basis and has ensured transparency of institutional and programmatic policies related to the transfer of credit through publication in the graduate catalog. Work has been done to create limited program articulations with UMass Boston in the Doctor of Higher Education, with UMass Lowell in the Doctor of Nursing Practice, and Brandeis to accept their Teaching Leadership Certificate Students into SSU's Teacher Leadership CAGS.

Students who receive credit for international collegiate-level coursework taken prior to admission to SSU must submit a course-by-course evaluation of their educational credentials and coursework from an accredited credit evaluation service such as the Center for Educational Documentation or World Education Services, and may be required to submit English language course outlines or descriptions as well. All credit evaluation is overseen by the relevant academic department, both at the graduate and undergraduate levels, with an additional layer of oversight at the graduate level in SGS.

Transfer Credit Appraisal

Since the 2011 NEASC review, the university invested significant resources in improving the transfer process, working closely with colleagues around the Commonwealth on articulation and seamless transfer initiatives. Pathways, [articulation agreements](#), and transfer policies are regularly reviewed and updated to ensure transparency and consistency in the transfer of credit. Transfer equivalency information is maintained in an online database to ensure consistency of application of credit, and A2B (associates to bachelor's) program maps are available online to the general public. Specific restrictions exist in some cases related to external accreditation (e.g., AACSB, CSWE, ACOTE). Undergraduate students may transfer up to 90 credits, with no more than 75 credits from two-year institutions. At least 30 credits must be completed in residence at SSU. However, a special agreement was established to accommodate students transferring from Marian Court College, after the 2015 closing of the local four-year private college.

The development and implementation of the A2B pathways and [MassTransfer](#) General Education Foundations/Mass Transfer Block has greatly improved the seamless transfer of credit between two- and four-year institutions in the Commonwealth. In addition, SSU has entered into a bilateral articulation agreement with North Shore Community College for a Seamless Pathways Partnership. Faculty across the system have been involved in the development of learning outcomes associated with transfer pathways and university faculty have primary oversight of transfer credit evaluation. While significant work has been done on the public facing materials related to the undergraduate transfer of credit and articulation, additional information for prospective graduate students needs to be made available beyond the academic catalog.

Integrity in the Award of Academic Credit

Description

The university is committed to the integrity of its degree programs. All degree programs follow national and disciplinary-based practices regarding their content, length, and level of programmatic offerings. Undergraduate programs require a minimum of 120 credits, and all graduate programs require a minimum of 30 credits for completion. SSU's regular cycle of [program reviews](#) and external [accreditations](#) ensures periodic levels of oversight for programmatic offerings. All program and general education requirements are clearly outlined in the university's [graduate](#) and [undergraduate](#) catalogs.

Administrative oversight of the hiring and evaluation of faculty is governed by the relevant collective bargaining agreement (CBA), depending on whether the faculty member is teaching in the graduate and continuing studies programs or in the traditional day undergraduate program. All full-time faculty are annually evaluated before being reviewed for tenure; those being considered for either post-tenure review or promotion undergo evaluations explicitly tied to those particular personnel actions; the day CBA makes no provision for otherwise evaluating tenured faculty post tenure. Adjunct faculty are evaluated on a cycle established by the CBA.

The academic requirements for graduate and undergraduate students are consistently applied through a centralized graduation clearance process housed in the Registrar's office, and at the undergraduate level reflected through an online automated degree audit system, Degree Tracker. At the graduate level, clearance for graduation is conducted via a manual audit of individual plans of study by the Registrar's office, and academic progress is regularly monitored by the Program Coordinators. School and college deans work with department chairpersons and the registrar's office to ensure sufficient availability of electives and required courses to provide students with the opportunity to graduate within the expected program length. Through the mandatory faculty advising and pre-registration process, students are given guidance throughout their program of study.

The university's [credit hour policy](#) is reflected in the academic catalog and is based upon NECHE's credit hour definitions to ensure that credit is only awarded for work that meets federal requirements. The majority of courses are offered in traditional 15 or 16-week semesters, meeting three lecture hours per week, with additional hours associated with laboratory work required. Some courses are offered in a hybrid format in which some portion of the work is completed online and the remainder in a face-to-face

format. Other courses are offered in a compressed timeframe such as during the two summer sessions, winter session, or intensive institutes. All online, hybrid and accelerated course offerings must meet the same standards of quality as traditional course offerings and are monitored for educational quality by the academic department.

The university offered 22 sections of 16 dual enrollment/concurrent enrollment/early college courses at 10 high school locations for 317 students in 2019-20. All courses were taught by SSU faculty. These courses must meet the same level of academic quality and learning outcomes as those offered on the Salem campus. Evaluations are conducted according to the same contractually mandated process as on-campus course offerings. Students in these courses have access to their faculty members and may access all student support services at the university. At the graduate level, the school of education offers the certificate in teacher leadership in a cohort model offsite in Melrose, Revere and Salem/Beverly. All courses for certificates are taught by SSU faculty and the instructor is evaluated in the same manner as graduate education courses taught onsite.

SSU participates in the 1+2+1 Dual Degree Program, a Sino-American partnership of the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE). The program gives Chinese students the opportunity to spend their sophomore and junior years at Salem, and participants earn a dual degree from their home institution in China and SSU. A limited number of students also participate in this program at the graduate level. The program is administered by the Center for International Education ([CIE](#)), working closely with transfer services, the registrar's office, faculty advisors, graduate program coordinators, and academic departments to ensure the consistent application of transfer policies and the integrity of the Salem State degree.

Students must meet all academic requirements for the degree program in order to be awarded degrees both at SSU and their home institution. Since 2008, these universities have awarded 248 dual degrees with SSU. The 1+2+1 program students are integrated into campus through residence life and academic programs. For much of the life of the 1+2+1 Dual Degree Program agreement, SSU accepted students individually from a variety of institutions in China. In recent years SSU has implemented a cohort-based partnership with Nanjing Normal University Ginling College English Department, whereby SSU faculty travel to China to teach courses on site during the freshman year of study as part of the exchange program and have continued to advise and work with the cohort group during their time at SSU.

All students studying abroad must register through CIE and may participate only in university-approved programs. The university accepts as approved programs those that are either offered through fully vetted study abroad providers with students taking courses at institutions holding the international equivalent of regional accreditation; or through another U.S. institution of higher education. The university has individual direct agreements with Mannheim University, Oviedo University, Universite Laval, and Rotterdam, University degli Studi Gabriele d'Annunzio di Chieti-Pescara, Italy and Catholic University of Lublin, an Erasmus+ partner. All international internships must be overseen by SSU faculty. Credit evaluation for study abroad experiences are completed through a partnership of CIE, transfer services and the academic departments to ensure that students have met the content and learning outcomes in their content areas.

At the graduate level, credit is not granted for examinations or life experience, but advanced standing in certain graduate programs may be available for students who have completed relevant content in another program of study. All policies governing the availability of this option are outlined in the graduate catalog and are program-specific.

Integrity in the Award of Academic Credit Appraisal

Significant improvements in this area can be seen in the four and six-year graduation rate increases; from 22% in [2011](#) to 42.3% in [2020](#), and from 41.8% in [2011](#) to 59.4% in [2020](#), respectively (Standard Eight). Specific attention has been given during this review period to the availability and distribution of new general education electives, and to the multi-term planning of course rotation at both the graduate and undergraduate levels. There has been an emphasis on developing four-year degree maps which will ultimately be translated into an interactive on-line planning tool for faculty advisors and students.

The university has continued to enhance the advising process and has increased student retention with the addition of an automated degree audit system (Degree Tracker) and Navigate. The university has significantly increased its focus on student retention, with the use first of an early alert system from 2012-19 of MapWorks, and most recently through Navigate. There has been strong collaboration and administrative coordination across academic departments including the Center for Academic Excellence, enrollment management offices, and First Year Experience ([FYE](#)) to respond to the challenges posed by the university's fluctuating retention rate. Additionally, the university has developed a suite of analytical reports related to guide academic departments in the planning and evaluation of their curriculum and course offerings for enrollment planning. Additional planning resources are expected to come online in phase II of the implementation of Navigate, as more data become available for engaging in future predictive analysis.

SSU has several mechanisms for awarding undergraduate credit based on prior learning, each of which is governed by clearly articulated policies explained in the undergraduate catalog. SSU does not grant credit for pre-collegiate coursework but does award credit for nationally recognized examinations demonstrating college-level work including, but not limited to, CLEP, Advanced Placement, International Baccalaureate and DANTES. In addition, credit is granted according to American Council on Education recommendations for military service and training, and occasionally through specific workforce articulation (e.g., Gloucester Biotech) that has been fully evaluated by relevant university faculty in the discipline. The university's life experience program is overseen by an academic department and requires a thorough portfolio review process. SSU continues to award up to 30 life experience credits, but only after careful review and evaluation.

The university offers three online programs of study: the Master's of Education in Library Media Studies, Bachelor of Science in Fire Science, and a graduate certificate in Business Administration. They must meet the same learning outcomes as those offered in a face to face format, and online courses are evaluated by the academic department through an online process in our learning management system. Student evaluations are conducted online for all courses offered through the schools of continuing and professional studies and graduate studies. Students in these courses are authenticated through the single sign-process at the university and must use their SSU credentials to access all course materials and assignments. Additionally, photos are available to instructors of every class through their class roster in the student information system. The recent addition of exam proctoring software packages LockDown Browser and Respondus Monitor have enhanced the ability of our faculty to maintain the integrity of student examinations.

Credit is granted for internships, directed studies and various forms of experiential learning. Course academic content is demonstrated either through the evaluation of standard learning outcomes associated with experiential learning embedded in a class; or through the individual documentation required with the student's request to earn credit via an internship or directed study. Rubrics are used for social work field study, student teaching in education, and clinical placements in nursing and occupational therapy.

The university has well-established policies and procedures at both the undergraduate and graduate levels for violations of academic integrity. These policies are regularly reviewed and updated and are published in the respective catalogs. Recently the University has established an online reporting mechanism to facilitate the process of integrity violation reporting. Resources such as Turnitin are available to faculty through Canvas to address concerns about plagiarism. Typically, there are fewer than a dozen first offenses alleged each year and addressed through the Provost's office. Since moving to remote learning due to the pandemic, there have been even fewer incidents reported. No more than one or two second offenses occur as students appear to modify their behavior after being held accountable. In addition to the institutional-level [academic integrity](#) standards, various academic programs have additional policies related to professional conduct and disciplinary-based ethical and professional standards (e.g., BSW, MSW, Occupational Therapy, Nuclear Medicine Technology, Nursing, Education). Finally, all state employees are required to complete state-mandated ethics training.

Projection

Under the leadership of the provost and the chair of the undergraduate curriculum committee, the university will continue the on-going five-year re-certification cycle for general education courses, begun in 2018-19. Efforts to assess the effectiveness of general education outcomes will build on assessments conducted using the VALUE rubrics, in conjunction with AMCOA (Standard Eight). As the general education program approaches its ten-year anniversary in 2024, a more comprehensive evaluation plan will take place: academic affairs administrators, led by the provost, in collaboration with faculty from the university curriculum committee and university-wide assessment advisory committee will develop additional efforts to gather more direct evidence of student learning through the general education curriculum to complement the VALUE assessments, the Senior Survey data, and the NSSE results. Assessment milestones for this work include announcement by the provost of a ten-year anniversary assessment of Gen Ed (fall 2021); development and publication by academic leadership and shared governance leadership of a theoretical and implementation framework, including a work timetable for the work leading toward a spring 2024 celebration (spring and fall 2022).

Evidence of the impact of the new general education curriculum is emerging from the multi-faceted assessment efforts of the Multi-State Collaborative ([MSC](#)), [VALUE](#) Institute, SSU [senior](#) and [NSSE](#) surveys. Through the independent analysis of student artifacts over multiple years, positive outcomes have been demonstrated regarding students' critical thinking, quantitative literacy, and written communication using the MSC and VALUE Institute. In addition, both the Senior and NSSE surveys have shown achievements by students on a host of LEAP outcomes (Standard Eight). These on-going assessment mechanisms provide on-going data about student outcomes. However, the university recognizes that it needs to strengthen its general education assessment activities, to develop better mechanisms to inform oversight and review.

The university needs to develop a more holistic approach to establishing new programs and concentrations; one that considers regional market demand, enrollment potential, marketing, and budget, as well as curriculum. While proposals for new programs have historically proceeded through governance before other implications may have been fully vetted by institutional stakeholders, the Provost has recently adopted a strategy whereby workforce needs and financial implications are assessed at the earliest stages of the proposal development process, with the expectation that new programs must attract sufficient net new students to generate revenues that exceed expenses within two years.

SSU demonstrates its commitment to promote student success and educational access by implementing multiple strategies to strengthen pathways for students to achieve a degree in a major or concentration in academic programs. In addition to curricular review and streamlining and the creation of additional advising tools to monitor student academic progress, the university has also significantly revised academic policies related to the declaration of majors, provided guidelines for academic programs related to the number of mandatory credits that can be required, and worked on establishing pathways to completion for students who are unsuccessful in their originally chosen major.

While several academic areas have well-established assessment mechanisms, more academic departments in CAS need to continue their efforts on "closing the loop." The provost, with input from academic leadership (deans, associated deans, department chairpersons, and governance committee chairs) will develop and publish an annual assessment protocol, to address the cycle of collection of data, analysis, and resulting modifications made as a result of the data analysis in between periodic program reviews and (as appropriate) external accreditations (late spring and summer 2021). Departmental annual reports from academic affairs will clearly define these three areas to be addressed. Academic affairs will continue to implement the E Series chart annually. The data collected will be used to sustain focus on the assessment of student learning, to report progress and changes semi-annually, and to revise program web pages to market learning outcomes to students. With the enhanced data from Navigate, the university will continue to assess the supports needed to best serve its student population.

Adoption of formal institutional learning outcomes (ILOs) will continue to be a priority for the provost and is anticipated in spring 2021. Academic Affairs will then establish a similar schedule of assessment expectations and activities for non-academic departments and programs, including the student life learning

curriculum (summer, fall 2021). These standards will also be informed by the post-VSIP re-organization and the Sustainable Path Forward Task Force recommendations (spring 2021 through spring 2022). Navigate will serve as the primary tool for continuous improvement to the ILOs.

Under the leadership of an administratively restructured School of Graduate Studies, the dean will develop short-term recruitment and enrollment projections (summer 2021), which will then inform the creation of the comprehensive SGS strategic plan as part of the university-wide planning initiative (2021-22). These processes will further assess currency and viability of current academic programs (including certificate programs); possibilities for expanding graduate programs as aligned with student interest and workforce needs; and assess feasibility of developing selected doctoral programs in collaboration with the University of Massachusetts. The SGS plan will review, revise, and propose strategies to expand financial and professional support for graduate students through the addition of new assistantships and professional development workshops.

Finally, SSU will need to assess the future of instructional delivery in a Post-COVID world. Understanding how the COVID pandemic has created opportunities to build familiarity and confidence when it comes to online delivery will reveal likely candidates for fully online programs. HyFlex may play a greater role in building graduate degree and certificate programs. HyFlex requires knowledge, skill, familiarity, and support distinct from other course delivery modes, so the university will need to invest in training of faculty and staff. It suggests customization will play a key role in framing our future.

Standard 4.1: The Academic Program

(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		4,360	568					4,928
Main Campus PT		854	657					1,511
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT			53					53
Other Locations PT			84					84
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT		64	3					67
Distance education PT		15	28					43
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	5,293	1,393	0	0	0	0	6,686
Total FTE		4,760.40	1,168.88					5,929.28
Enter FTE definition:		Sum total credit hours/15	Sum total credit hours/9					
Degrees Awarded, Most Recent Year		1,546	606					2,152

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

All graduate degree seeking students and degrees - Masters, post-masters and graduate certificates - are counted under Masters.

Standard 4.2: The Academic Program

(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand Total
Main Campus FT		27	0	27		27
Main Campus PT		505	22	527		527
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT		2		2		2
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	534	22	556		556
Total FTE		173.16	7.53	181		180.69
Enter FTE definition:		Sum total UG credit hours/15, GR credit hours/9	Sum total credit hours/15			
Certificates Awarded, Most Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4.3: The Academic Program
(Headcount by UNDERGRADUATE Major)

Number of Credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)

For Fall Term, as of Census Date

Certificate (add more rows as needed)

Accounting Certificate	30	7	7	9	4	4
Coaching Certificate	18	1	3	4	3	4
Interactive Multimed Des Certificate	27	1	1	1	1	1
Music Technology Certificate	24	-	-	2	2	2
Graphic Design Certificate	27	2	-	-	-	-
Music in Early Childhood Ed Certificate	22	-	1	-	-	-
Total		11	12	16	10	11

Associate (add more rows as needed)

N/A						
Total		0	0	0	0	0

Baccalaureate (add more rows as needed)

Art	120	113	106	90	87	85
Athletic Training	120	53	25	6	1	-
Biology	120	451	416	385	350	355
Business	120	1,321	1,247	1,118	978	985
Cartography	120	8	10	13	14	14
Chemistry	120	94	94	86	64	65
Media & Communication	120	266	219	196	155	145
Computer Science	120	189	188	156	146	150
Criminal Justice	120	471	467	442	398	410
Dance	120	19	30	20	17	17
Economics	120	29	25	27	24	24
Education	120	489	423	373	318	350
English	120	207	179	167	133	133
Fire Science	120	38	37	31	32	35
General/Liberal Studies	120	26	17	15	16	16
Geography	120	45	40	46	51	55
Geological Sciences	120	49	41	40	37	45
Healthcare Studies	120	122	166	163	171	180
History	120	179	159	132	116	120
Information Technology	120		4	34	53	55
Math	120	69	50	54	52	50
Music	120	42	41	40	33	30
Nursing	120	650	562	530	571	600
Occupational Therapy	120	24	20	19	15	15
Philosophy	120	18	16	12	9	9
Political Science	120	84	88	71	71	71
Psychology	120	552	552	520	509	520
SFL/Sport & Movement Science	120	364	342	300	243	243
Social Work	120	250	239	229	213	213
Sociology	120	66	42	36	31	31
Theatre	120	150	173	166	146	146
World Languages & Cultures	120	42	47	39	28	25
Undeclared	120	296	304	288	211	211
Total		6,776	6,369	5,844	5,293	5,403
Total Undergraduate		6,787	6,381	5,860	5,303	5,414

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Source - HEIRS Student File. Business is the major reported, while in 4.5 the credit hours for this major are reported by concentrations (Accounting, Marketing, Management)

Standard 4.4: The Academic Program

(Headcount by GRADUATE Major)

For Fall Term, as of Census Date

Number of Credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)

Master's (add more rows as needed)

Social Work - MSW	44-68	353	328	314	317	310
Business - MBA	36-54	58	57	45	44	55
Accounting - MS	30		2	20	19	25
Industrial/Organizational Psychology - MS	42	41	33	30	32	25
Criminal Justice - MS	36	18	9	9	20	27
Criminal Justice - BS/MS	24	6	12	6	8	10
Geo-Information Science - MS	30-32	12	20	20	15	17
Behavior Analysis - MS	38	18	10	14	25	30
Mathematics - MS	30	8	12	7	5	5
Counseling & Psychological Services - MS	63-75	80	69	57	58	60
Occupational Therapy - MS	38-44	101	84	83	78	70
Nursing - MSN	39-45	116	77	77	70	80
History - MA	33-39	28	27	21	27	27
English - MA	30-33	25	23	21	27	27
Special Education - MED	36-39	79	84	56	68	70
School Counseling - MED	54	48	66	62	67	70
Elementary Education - MED	30-37	37	56	53	35	37
Higher Education in Student Affairs - MED	36	64	53	48	47	45
Early Childhood Education - MED	30-44	49	50	53	68	73
Reading - MED	36	24	20	20	9	12
Library Media Studies - MED	33-36	21	19	23	31	30
Physical Education - MED	30	16	11	6	8	10
English - BA/MED	18		7	2	8	5
History - BA/MED	18		6	6	2	2
Mathematics - BS/MED	18		4	3		
Secondary Education - MED	36	1	2	1		
Art - BA/MED	18		1	1		
Sport & Movement Science - BS/MED	18		1	3	6	8
Theatre - BA/MED	18		1	2		
World Language and Culture BA/MED	18				2	
English as a Second Language - MAT	33	34	25	24	21	18
Spanish - MAT	36-42	12	17	10	19	21
Mathematics - MAT	42	14	16	12	4	4
Art - MAT	42	23	15	10	6	6
History - MAT	42	15	15	14	16	17
English - MA/MAT	54-60	4	6	5	4	5
English - MAT	42	3	4	8	11	11
Physical Education - MAT	42	2	2	7	21	25
Chemistry - MAT	42	3	1			
General Science - MAT	42	1	1			
Middle School Math - MAT					7	3
Total	845	1,314	1,246	1,153	1,205	1,240

Number of Credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)

Certificates

Cert - Advance Graduate Study - Education	36-39	10	67	111	69	80
Cert - Advance Graduate Study - Counseling	27	3				
Cert - Applied Behavior Analysis	18-24	1	3	1		
Cert - Autism Spectrum Disorders	12		4	5	1	
Cert - Financial planning	18	2				
Cert - Holocaust and Genocide Studies	15	1	2		1	5
Cert - Foundations of Computer Sci	12		1			
Cert - Business	18	28	20	16	14	18
Cert - Geo-Info Science	15	5	4	1	4	2
Cert - Digital Studies	12	2				
Cert - Clinical Trials Management	18-21	1				
Cert - Sport Development and Mgt	12	1			1	3
Cert - Public History	15	2			2	2
Cert - Public Policy and Admin	12	3	5	2	2	
Cert - Strategic Communications	15	2	2			
Cert - Reading Licensure	21-30	1	2	1	2	1
Cert - Teaching ESL	15	3	6	3	3	3
Cert - Teacher Leadership	18	18	12	7	68	90
Cert - Teaching ESL Licensure	18-30	1	2	3	4	4
Cert - Education Licensure	12-37	9	8	7	10	15
Cert - School Counseling Licensure	15-24	3	1	1	3	3
Cert - Writing And Rhetoric	12				2	2
Cert - Nursing Education	12				1	
Cert - Teaching Math Licensure	15	1	2	1	1	1
Total	255	97	141	159	188	229

Total Graduate

1,411 1,387 1,312 1,393 1,469

Please enter any explanatory notes in the box below

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Standard 4.5: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Undergraduate (add more rows as needed)

Accounting & Finance	9,033	7,452	7,752	6,810	6,843
Art + Design	5,055	4,356	4,254	3,891	3,891
Biology	12,620	12,943	12,341	11,411	11,444
Chemistry & Physics	7,804	7,482	7,202	6,634	6,634
Computer Science	4,251	4,271	3,991	3,785	3,785
Criminal Justice	6,624	6,633	6,831	7,059	7,092
Economics	4,752	4,938	4,197	3,896	3,896
Education	6,355	5,757	5,406	4,978	4,978
English	13,716	12,120	11,604	10,719	10,719
Geography and Sustainability	6,509	6,335	5,790	5,828	5,828
Geological Sciences	3,193	3,442	2,772	2,309	2,309
Healthcare Studies	787	2,568	3,407	3,443	3,443
History	7,884	7,929	7,761	6,450	6,450
Interdisciplinary Studies	1,801	2,261	2,197	1,951	1,951
Management	9,265	8,727	8,445	7,977	8,010
Marketing & Decision Sciences	7,953	7,215	7,180	6,118	6,151
Mathematics	9,352	9,164	8,072	7,561	7,561
Media & Communication	6,186	5,793	5,150	4,848	4,848
Music & Dance	4,422	4,830	4,478	3,969	3,969
Nursing	10,399	10,050	8,635	8,306	8,306
Occupational Therapy	286	301	454	296	296
Philosophy	5,862	5,693	4,734	3,322	3,322
Political Science	3,504	3,372	3,411	3,084	3,084
Psychology	15,210	14,766	14,404	13,739	13,739
Social Work	5,439	4,655	4,395	4,375	4,375
Sociology	5,205	4,509	4,588	4,495	4,495
Sport & Movement Science	11,865	12,838	11,295	9,892	9,892
Theatre & Speech Communication	7,714	7,654	7,586	6,708	6,708
World Languages & Cultures	4,365	4,359	4,206	3,870	3,870
Total	197,409	192,410	182,536	167,724	167,889

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Graduate (add more rows as needed)

Accounting & Finance	609	459	585	642	661
Art + Design	291	180	207	69	69
Biology	28	6	0	0	0
Chemistry & Physics	50	9	9	0	0
Criminal Justice	594	609	531	426	439
Economics	75	75	93	33	33
Education	7,392	8,106	9,423	9,579	10,805
English	984	882	687	786	786
Geography and Sustainability	340	281	351	304	304
Geological Sciences	4		6	4	4
History	587	686	552	577	577
Interdisciplinary Studies	96	18	3	39	39
Management	660	723	528	525	541
Marketing & Decision Sciences	402	405	393	336	346
Mathematics	360	324	351	285	285
Media & Communication	15	15	6	0	0
Nursing	1,429	1,414	948	941	941
Occupational Therapy	2,251	2,205	1,821	1,779	1,779
Philosophy	18	18	12	0	0
Political Science	45	21	24	12	12
Psychology	3,227	3,035	2,601	2,384	2,384
Social Work	7,987	8,644	7,959	7,173	7,173
Sociology	3			0	0
Sport & Movement Science	220	279	158	208	208
World Languages & Cultures	198	129	171	114	114
Total	27,865	28,522	27,418	26,216	27,500

Information Literacy Sessions

Main campus

Sessions embedded in a class	214	241	212	230	210
Free-standing sessions	10	20	26	5	5

Branch/other locations

Sessions embedded in a class	N/A	N/A	N/A	N/A	N/A
Free-standing sessions	N/A	N/A	N/A	N/A	N/A
Online sessions	0	0	0	127	210

URL of Information Literacy Reports:

<https://libguides.salemstate.edu/reports/fy20#s-lg-box-wrapper-30228123>

Please enter any explanatory notes in the box below

Source - HEIRS Annual File. Business is the major reported in 4.3, while reported by concentrations (Accounting, Marketing, Management) in 4.5.

Standard Five Students

Admissions

Description

Salem State's student body includes 4,444 full-time and 1,272 part-time undergraduates, 633 full-time and 893 part-time graduate students, and over 760 continuing education students as of fall 2020. SSU welcomes over 1,000 FTFT students each fall, and 500+ transfer students annually. Most undergraduates are first generation, as 62% of first-year students and 61% of seniors indicated that neither parent earned a bachelor's degree in the 2019 [NSSE](#).

SSU students are racially and ethnically diverse. As of fall [2020](#), 21% of all graduate and 38% of undergraduate degree-seeking students report their race/ethnicity as among one or more BIPOC groups, while 50% of non-degree seekers identify similarly. The student population that has seen the most growth recently is Latinx full-time undergraduates, who have grown from 708 students (12%) in fall [2015](#) to 891 enrolled (20%) in fall 2020. Female students comprise 84% of graduate and 66% of undergraduate students seeking degrees, while 62% of non-degree seeking students identify as female. SSU has earned the designation as a veteran friendly institution since 2015, supporting nearly 400 veteran students. While SSU is predominantly a regional university, over 225 international students on F-1 and J-1 student visas are currently enrolled. Additionally, the majority of international students, nearly 125 this academic year, are undergraduate students in a degree program.

The university primarily serves students and families in Massachusetts. From fall 2015-19, over 40% of its traditional age high school students were [admitted](#) from 37 high schools North and West of Boston. The university's top feeder schools are located in the counties nearest to SSU; with 18 in Essex, 13 in Middlesex, and three in Suffolk counties.

New graduate enrollment has fluctuated over the last five years with a record of 460 full-time graduate students in fall [2020](#). With the School of Graduate Studies (SGS) refining degree programming offerings for the student population and enhancing partnerships with the local workforce, graduate enrollment is increasing. Graduate students traditionally have been working adult learners returning for an advanced credential. With the creation of the university's 4+1 programs, an increasing number of graduate students also come from SSU's undergraduate programs.

Each graduate program lists its academic requirements and desired qualifications online and in print materials. The university publishes application deadlines and employs rolling admissions for most programs. Social Work, Occupational Therapy and (undergraduate) Nursing have firm deadlines due to program demand and capacity. The catalog, website, and student conduct code describe the academic, social, and personal conduct expectations for students. Many graduate programs consider criteria beyond GPA to determine an applicant's potential for success, including testing, recommendations, resumes, personal statements, and interviews. Graduate programs may offer conditional acceptance to applicants who have an area(s) of weakness, when aspects of their profile indicate the potential to succeed. The academic program coordinator and Dean of SGS monitor students who receive conditional acceptance until full admission is granted.

The university welcomes applications of first-year students with a wide range of abilities, interests, and backgrounds. Potential students learn about policies regarding eligibility for admission and continued enrollment through the university website, admission materials and admissions presentations. Academic performance and test scores are emphasized. Auditions and portfolios are required for the BFA theatre, dance and music, and art & design programs, respectively. Although most applicants are able to apply without providing standardized test scores, the university requires testing in a few circumstances. Testing is required for students applying to the Bachelor's in Nursing program, for those who attended a homeschool program, and for those who provided a narrative transcript in place of a full grade report. Admission standards for Transfer students are established by the Commonwealth, based on the student's overall GPA and the number of college level credits completed. Specific programs (e.g., Nursing, Fire Science, and Occupational Therapy) have additional admission requirements.

Summer Bridge Academy is an alternative admissions program, aiding underprepared high school graduates in accessing and achieving academic success in college. First-Year Experience (FYE) ensures that students have access to the resources and support that they need to navigate the transition from high school to university life. SBA students represent historically underserved populations, many of whom reflect racial and ethnic diversity, first-generation status, and/or Pell eligibility. SBA students who do not meet SSU's admissions requirements receive additional college experiences, skills, and support through SBA as part of a 6-week summer residential program before the traditional first year cohort arrives on campus. Additionally, such students are provided academic support through programs such as TRIO, Emerging Scholars, and Explorers.

SSU complies with the Massachusetts Board of Higher Education minimum standards for admission, federal, and state accreditation requirements and follows guidelines set forth by the National Association of College Admissions Counseling (NACAC). SSU's admission standards ensure that students have the foundation to be successful at the university. Admitted students demonstrate readiness based on their high school or college GPA. Admissions criteria for first year students include a re-calculated GPA based on the state requirements. The mean GPA for incoming students was 3.17 in 2019 with an average combined Verbal and Math SAT score of 1058. Undergraduate student readiness is evaluated based on incoming student's GPA, class selection, and performance in senior post-secondary coursework.

In Fall 2016, SSU became the first institution in the Massachusetts state university system to adopt Test Optional admissions procedures for undergraduates. The university made two arguments in its proposal to be exempted from the BHE's established testing policy. First, SSU argued that standardized test scores are not consistently predictive of college success; and second, instruments such as the SAT/ACT, have been shown to be biased against students of color and/or students for whom English is not their primary language. SSU students admitted under the test optional admissions have successfully demonstrated their college readiness. Removing this barrier to applying through a pilot program approved by the BHE enhanced SSU's ability to serve as a point of access for increasing numbers of low-income, first generation, and/or students of color.

SSU's diversity is enhanced by a strong international presence on campus, currently representing 48 countries and the US. SSU enrolled international students on F-1 or J-1 visas at a consistent rate over the past five years, according to SEVIS, the web-based system mandated by the Department of [Homeland Security](#). International [first year](#), [transfer](#), and graduate students who are from non-English speaking countries must meet SSU's English Proficiency requirements, found on SSU webpage. International admission requires close collaboration between Admissions and CIE staff, who issue all visa-related documents. SSU maintains MOU's with hundreds of institutions around the world, including 56 universities in China.

Admissions Appraisal

Interactions among diverse prospective students and enrolled students are anchored in integrity and equity. The university strives to increase interest and build the prospect pool through enhanced marketing of the campus and academic programs. Creative strategies highlight pathways to SSU through partnerships with community-based organizations (CBO's), high school (early college), and community college articulation agreements. Outreach efforts to prospective students tout the value of SSU as a teaching university with dedicated faculty and an inclusive and equitable community. SSU marketing and recruitment efforts emphasize the faculty, academic programs, value, cost, and increasing investments in financial aid as key factors to promote the university. The university's proximity to the ocean, close ties to the historic city of Salem, and North Shore job prospects are underscored by the popularity of aerial photos of campus and the harbor on social media and the web, and increased interest in visiting the campus in October.

Providing access as one of the most diverse universities in the Commonwealth is a great source of institutional pride. In recent years, SSU expanded access for growing populations of local students by 1) expanding relationships with community-based organizations (CBO), who provide on-going support to students while enrolled; and 2) implementing test optional admissions. Over 300 SSU applications in

FY20 came from students connected to CBO's: Bottom Line, Inversant (from Greater Boston); One Goal (at various MA locations); La Vida Scholars, Raw Arts, Girls, Inc (in Lynn); and Boys & Girls Club of Lawrence. Test Optional admissions yielded 41% of student applicants in FY20.

SSU is increasing its success in achieving goals of access, equity, and inclusion in its admission processes. The racial/ethnic and socio-economic backgrounds of SSU's undergraduate students have shifted significantly. In [2015](#), 27.2% of the undergraduate first-year students identified as students of color compared to 40.7% in [2020](#). While as of fall 2018, 38% of SSU's undergraduate population were Pell-eligible. In addition, according to the campus climate survey (2017), of the 1,920 undergraduates completing the survey, and the 325 graduate students completing the survey, 24% and 19% respectively, self-reported as members of the LGBTQ community.

Recent admissions data illustrate the challenges from increased regional competition for a shrinking pool of traditional-aged first-year students. To compete effectively and increase interest and applications, Salem State has enhanced its recruitment efforts through on the spot admit programs, email, social media and direct mail campaigns. Undergraduate applications increased 7% since [2016](#), climbing from 6,139 in 2016, to 6,557 in [2020](#), with a high of 6,562 in 2018, and an average of 6,254 applications during this period – in part due to an initiative that waives the application fee in the fall. From 2016-20, the SSU admit rate grew by 13%; however, due to the increased regional competition, yield fell by 7% over this span.

Historically, the university had been able to cushion the budgetary impact of fluctuations in enrollment among FTFT students by supplementing with new transfer students. However, the pool of transfer students has also been declining steadily. New transfer enrollment fell from 868 students in [2011](#) to 771 by [2015](#), an 11% slide in five years. From [2016-20](#), new transfer enrollment declined from 752 students in [2016](#) to 394 in [2020](#). Although transfer enrollment continues to fall, the university maintains its standards in reviewing candidates. The total number of applications between [2016-20](#) was nearly 50% less, while the acceptance rate was consistently between 82-90% while the yield from the smaller pool remained proportionally stable between 54-60%.

Decreasing enrollment at feeder community colleges has translated into fewer transfer students, adding to the overall enrollment decline. Specifically, enrollment at SSU's four largest community college partners fell by 25% (North Shore CC); 11% (Bunker Hill CC); 20% (Middlesex CC); and 24% (Northern Essex CC) between [2015-19](#). In addition to increased competition, the pipeline from regional community colleges to SSU also slowed, in part, due to the strength of the local economy before COVID-19. The percentage of students transferring from three of the four regional community colleges remained stable over [2015-19](#), even as the number of students was far less. The share of new students enrolling from SSU's largest transfer partner, North Shore Community College, grew to 35% of SSU's transfer enrollment, 5% greater than in 2015.

SSU responded similarly to recruitment competition for graduate students by trying to increase applications and acceptances to sustain enrollment. Graduate enrollment has shown greater variability, yielding between 353-460 students from [2016-20](#), but growing with the recent economic downturn. In fall [2020](#), a record year for Salem State applications at 745 for SGS programs, 11% higher than the 672 from the previous year; the percent of accepted students increased from 606 to 680, or by 12%. Graduate yield fluctuated between 59% to 68% from [2016-20](#), but grew by 28%, or 100 more students in 2020 than in [2019](#).

Continuing education (evening), international, graduate, and undergraduate recruitment is a collaboration with SGS and SCPS. General recruitment and admissions processing of these populations was centralized to consolidate resources and reduce duplication of effort in 2009. These areas also work consistently with marketing and creative services to advocate for increased recruitment resources to attract more of the students whom they serve. The offices serving students for evening, international, and graduate students work closely with admissions, which requires EM to balance resources and priorities. Thus, admissions and marketing seek to focus scarce resources in the most cost-effective ways to meet overall institutional enrollment and budgetary goals to sustain the university.

SSU could attract more international students; however, marketing and staffing resources are limited and local, in-state students are prioritized. The CIE supports international student needs, but challenges persist

in communication, managing data, and outreach, as international students are a subset of all students. Furthermore, some SSU processes that do not fully support the unique needs of international students. For example, campus offices may not realize that a student is international, and as such, how communication with them may need to be more clearly differentiated.

In order to maximize recruitment resources, responses to electronic, social media, radio, print media, billboard, and geo-fencing advertising are continually monitored for impact and effectiveness, informing future efforts. A major investment to market the university was the launch of Salem State's new website in 2017, after an extensive and inclusive campus process (Standard Nine). Traffic to salemstate.edu continues to grow: 3,239,018 unique website visits; 10,923,586-page views (returning visitors) during 2019-20. Programs that traditionally support under-represented students had healthy visitation—more than double last year's figures: Summer Bridge Academy, 2,719 page views; Student Transition and Engagement Program, 1,102 page views; and Upward Bound, 686 page views. Marketing has developed and launched specific social media campaigns to highlight the affordability and value of a Salem State education.

At the undergraduate and graduate levels, information obtained through the on-going analyses of data helped Salem State revise its goals and practices in admissions and retention efforts. Investment initiatives include the adoption of a new customer relations manager, Salesforce, to drive enrollment operations (2015) and leverage financial aid packages to strategically boost yield (2018). The "[1+2=Key](#)" initiative helps students make informed decisions before taking on debt and accumulating credits. The Student Navigation [Center](#) shifted aid actions earlier to retain more current students. Students must choose their major by 60 credits to focus their efforts before they drift and struggle. Completion teams reach out to students in their fifth and sixth years to ask how the university can make a difference to keep students engaged and progressing. Navigate now enables such for outreach for all classes; vital for first year, undeclared students. Consistent tracking, analysis and evaluation of recruitment, enrollment, retention and graduation data are reviewed regularly at PEC, EM, and admissions and marketing meetings, informing enrollment planning efforts. Focusing on sustaining enrollment and retention, recruitment shifted from a reliance on transfer admission.

SSU offered test optional for four years. Initial results indicated that those admitted test optional achieved comparable, although slightly less successful academic results. Students admitted [test optional](#) in the first year (n = 181) earned 0.7 fewer credits, with a GPA of 0.4 less after one semester. After their first fall, 88.4% of test optional students returned, while 91.5% of those who submitted SAT scores were retained.

The reasons why students choose Salem State have been fairly consistent across multiple survey instruments, including the Student Satisfaction Index ([SSI](#)). SSU students ranked the following characteristics highest in importance in their decision to enroll, using a 7-point rating scale: cost (6.25); financial aid (6.22); academic reputation (5.82); geographic setting (5.76); campus appearance (5.59); size of the institution (5.42); personalized attention prior to enrollment (5.38); and recommendations from family or friends (5.00) in 2020. This ranking order was largely consistent with prior SSI results from 2017.

New first-year students' HS GPA's averaged consistently between 3.1 and 3.2 since 2016-20. Yet, summer melt among students who deposited has grown in recent years. In two of the three years before COVID, over 75 students who attended summer orientation did not return for fall classes, nearly twice the figure in 2016. Yet, FTFT enrollment still averaged consistently near 1100 since 2015.

EAB annually surveys students who deposit at Salem State, asking their perceptions. The 2020 Deposit IQ Survey provided a detailed comparison between students who chose SSU and those who didn't enroll across 16 factors considered in selecting a college; four aspects related to affordability; ten head-to-head comparisons between schools; and six factors about ranking competitors. In addition, the survey results indicate the top ten competitors, the percentage of students who selected one of those schools, as well as perceptions from students who decided not to attend college in the fall. Results from this survey indicated that SSU is competitive on most dimensions, even during the pandemic.

Graduate students also assessed their admissions experience very favorably. According to the 2019 [SGS exit survey](#) in which 82% rated the admissions requirements as 'very positive' or 'positive,' while 77% highly evaluated the admission process, using the same two descriptors. Students ranked these two

features of the admissions experience highest among 20 aspects of the graduate experience assessed annually in this survey.

Historically, one of the barriers to registering for CE classes online has been accessing course information and the online experience for non-matriculated students. SSU's systems do not yet provide the type of shopping cart experience that consumers expect. In addition, the inability to easily register online slows new users down, as well as hindering returning registrants. There are over 600,000 adult learners who have earned college credit but not a degree regionally. Efforts through EAB to draw these students back to complete yielded few gains to date. Consequently, SSU is engaging a vendor (Re-up) to target this market more directly in 2020-21 with the goal of increasing evening and undergraduate enrollment for students interested in finishing their degree.

As SSU faces increased competition for fewer students, it will need to continue to assess admissions and recruitment practices to optimize student success. In keeping with its mission, SSU admits and graduates a significant percent of students who identify as low-income and first generation, including a high number of students who are at risk for homelessness. SSU needs to ensure it can sustain the supports needed to engage and retain this population. Additionally, more efforts are needed to support opportunities to retain and foster the success of regionally growing populations (e.g., Latinx students).

Student Services and Co-Curricular Experiences

Description

The composition of the undergraduate student body at SSU is shifting. During the last five years, the proportion of FTFT students of color grew from 34.8% in [2016](#) to 40.7% in [2020](#), while the percentage of incoming White students fell from 65.2% to 59.3% during that time. The majority of incoming first-year students are women, representing over 64% of each of the last five classes. More undergraduates live within a 20-mile radius of campus (over 60%); more are filing for financial aid (over 90%); and more students are [Pell](#) eligible (from 33% in 2008 to 51% in 2018 among FTFT students). Prior to COVID-19, in fall 2019, 59% of first-year students lived on campus.

The classes of newly admitted graduate students have also been incrementally more diverse since [2016](#). The proportion of new graduate students who identify as students of color was consistently between 18.6-19.7 percent, growing by 0.4 percent over the five year span. The percentage of women newly enrolled in graduate classes grew by over 0.6% during this period, topping 70% of all of the students in SGS.

The changing characteristics of students, facing multiple challenges including financial, personal and academic, requires SSU to continue to grow and evolve student resources to be a "student-ready university." Student service offices focus on student success (e.g., persistence, graduation, and career/life ready) by offering numerous resources. In order to better serve this changing student population, SSU has also created new offices and increased efforts to diversify faculty and staff. (Standards Two, Six and Eight).

[Student Supports/Resources:](#)

Several areas are organized to help service SSU students:

- Student Life (Clusters): Student Wellness, Student Experience and Transition and Student Engagement;
- Center for Academic Excellence: Academic Advising, Retention Services, academic support services, and services focused on supporting specific student populations, including First-Year Experience, Disability Services, TRIO, Veterans' Services;
- Enrollment Management: Student Navigation Center, Registrar, Financial Aid, Student Accounts, and Admissions;
- SGS and SCPS serve as centralized offices addressing the needs of the respective populations of graduate and continuing education students.

In addition, offices that are both student-facing and integrated with faculty in delivering academic disciplinary content (e.g., centers for international education, civic engagement, creative and performing arts, and honors program) are housed within academic affairs.

Along with the reorganization in 2017 (Standard Two), student life developed or evolved several programs which focus on the specific needs of SSU students. The Student Transition and Experience Cluster worked across campus to evolve new student [orientation](#) and Viking Plunge to include “just in time” information about registration, financial literacy, identity-based exercises to foster a sense of belonging, and an online component to keep students engaged throughout the summer. [Career services](#) continued to develop programs such as the Career Fair, attended by 135 employers and 376 student participants; a career readiness course; and the career closet providing over 340 students with 2000+ articles of donated professional clothing.

SSU is not immune to the national challenges around college student mental health. [Student Wellness](#) integrates many of the basic elements of a wellness model, such as a SBIT team, threat assessment and student advocate, as well as [counseling and health](#) services. Once the cluster formed, a more collaborative and case management model was adopted, including a care and concern team with membership that includes spans the university and includes academic leadership, administrators and service providers. Additionally, student life meets weekly with [university police](#) to review incidents from the week prior to ensure that interventions have addressed student concerns. Further, in 2019, a student life case manager (social worker) was hired to manage and support the challenges, including navigating the university, food and housing insecurities and personal and family emergencies.

In 2018, an online reporting program was created to systematize and manage student concerns including Title IX, Bias, mental health, conduct and academic issues. Maxient and Navigate are the technologies used to further SSU’s developing case management approach. These online reporting systems allow for information to flow more efficiently to the best staff member, providing students with support, regardless of the topic, sooner. Students also benefit from the support of the \$300,000 Department of Justice, Office on Violence Against Women federal campus grant (2015; 2019) to prevent sexual assault, dating and domestic violence, and stalking; providing confidential advocacy to students through the [PEAR](#) (prevention, education, advocacy, response) program.

The Student Engagement cluster works together to create a comprehensive programming calendar for SSU students that includes recreational, educational, leadership and diversity focused programs. The newly formed office, [LEAD](#) (Leadership, Engagement, Advocacy, and Diversity) works to develop student leaders in the 40 student groups, while focusing on the needs of diverse students, particularly the Black, Latinx and LGBTQIA population. [Campus life](#) and [recreation](#) provides fitness programming and some of the most successful, engaging social events like blacklight dodgeball.

Students also access extensive academic advising resources (Standard Six). Graduate students are advised by their graduate program coordinator; Evening students by a professional staff member from SCPS or academic advising generalists in [CAE](#); Day students by their faculty advisor or academic advising. In addition, advising is also tailored for program needs, as student-athletes meet with the academic and retention coordinator in [Athletics](#); while [Honors](#) students receive additional support from the Honors program faculty. The [Emerging Scholars](#) program connects invited first-year students with a success coach; [TRIO](#) provides comprehensive services for students who are first generation, low-income, or with documented disabilities; and CBO’s (i.e., One Goal and Bottom Line) support students in applying and once they become SSU students.

Academic Advising also adapted a case management model to allow for relationship building and to provide consistent advising with the same professional advisor throughout a student’s undergraduate academic career. Two specific populations are assigned to dedicated professional advisors with extensive knowledge of their needs: Veterans and SBA students. Peer mentors assist undergraduate academic advising and provide quick and efficient access to information when a professional advisor may not be readily available. [Academic support services](#) and programs available in the Learning Commons include [peer mentoring](#), [tutoring](#), [Supplemental Instruction](#), [Writing Center](#), [First-Year Experience](#), Student Transition and Engagement Program ([STEP](#)), [Disability Services](#), [TRIO](#), and [Summer Bridge Academy](#).

SSU's undergraduate students have access to free peer tutoring programs. The College Reading and Learning Association certifies the peer tutoring training program at Level 1. SSU peer tutors also offer tutoring online for free using the platform GoBoard from Tutor Matching Services. [Tutoring](#) usage is tracked via [TutorTrac](#) and reports are regularly run to assess student needs to ensure enough support in courses with traditionally challenging content and/or high DFW rates. SSU can also triangulate data from TutorTrac with Navigate to gauge the impact of tutoring. Supplemental instruction (SI) is offered in over 60 undergraduate courses each year; while tutoring (1820+), Writing Center (+1540), and [Math lab](#) (+1200) sessions annually range between 1200 to over 2,000. Academic support is also provided by specific departments, including the [accounting lab](#), [language lab](#), SI for nursing majors, peer mentors and [MTEL](#) support for education majors, and student academic meetings (SAM) for students who register with Disability Services.

The goal of [Disability Services](#) is to function as a collaborative resource to SSU faculty, staff, and students in offering students access to maximize each student's educational potential. Disability Services works to ensure that appropriate academic accommodations are made to allow all students equal opportunity in the classroom and throughout campus. In accordance with federal law, [SSU is committed to providing appropriate services and accommodations](#) that allow self-identified students with disabilities to access all university resources, programs and activities.

[Veterans' Affairs](#) is a fully functional support service who serve as the primary contact for the university's military connected student population. SSU was designated a Military Friendly School by G.I. Jobs as of 2010, A Top College and University by Military Advanced Education since 2014, and a Best for Vets College by Military Times since 2016. Beyond benefit certifications, Veterans' Affairs offers social and educational programming for students working with both on and off-campus partners.

Salem State also has a vibrant community of international students. The Center for International Education ([CIE](#)) provides comprehensive immigration services and support for international students. The CIE seeks to establish partnerships to create opportunities for travel and exchange, serving as the catalyst for internationalization efforts (Standard Four). CIE also oversees the American Language and Culture programs, which include Intensive English Language Programs and Community Evening English programs.

The graduate school and school of continuing and professional studies function as generalist offices serving the needs of students in their respective programs. During the last decade, these two areas have been directed by separate academic leaders, then unified under one dean, and since 2019, led by distinct deans for each school. The staff within these two schools work closely together as they are co-located in adjoining office suites, collaboratively sharing resources.

SSU offers many employment opportunities for students. Students can apply to be resident assistants, orientation leaders, peer leaders, peer mentors, admissions ambassadors, etc. Training for these student employees focuses on leadership skills.

Appraisal

Salem State students' needs have increased over the last ten years and the university has worked tirelessly to meet those needs. For example, with SSU seniors working over five hours more per week (compared to NE public peers; 2019 [NSSE](#)) to manage their finances, the university raised the level of institutional financial aid each year (296% since FY10), more than offsetting any increases in tuition and fees each year. From 2008 to 2018, the number of SSU students eligible for Pell grants has grown from 33% to 51%. In addition, increasing numbers of students also apply for financial aid. In 2010, 88% of SSU students applied for financial aid, while in 2020, the ratio who applied grew to 94%.

Disability services (DS), Veterans' affairs, and counseling and health services (CHS) are some of the offices which have seen significant increase in student need. The number of students (719) selecting to register with DS has increased by 38% in the past five years. Students who qualify as having a print disability and requiring alternative text have increased 44% in five years. Disability services also proctored 987 exams for student who have exam accommodations, a 5% increase from the previous year.

Veterans Administration recommends one full-time staff for every 150 VA beneficiaries. Salem State's current ratio is 1:350; a 21% increase over the last five years. There was a 150% increase over four years in veterans utilizing vocational rehabilitation benefits, which are more complex cases to manage.

SSU has experienced an increase in students who self-disclose regarding mental health challenges. In the 2020 American College Health Association (ACHA) survey, 42% of SSU students reported receiving psychological or mental health services within the last 12 months, with 40% accessing both SSU's counseling and health services during that time. Among the concerns that students cited most as impediments to their academic performance were stress (46%); anxiety (39%); depression (32%); and sleep difficulties (32%). Further, CHS is seeing an increase in more severe mental health presentations and a need for more crisis and same day visits. In 2018-19, the need for a two-week waiting period for appointments raised concern for students and administration. CHS developed same day (30 minute) visits as well as same day urgent (1 hour) visits to increase access to services and provide crisis intervention, attempting to manage the increased need.

Food insecurity has been a concern for students leading to the creation of an on-campus food pantry in 2012. In the ACHA survey, over 59% of SSU students reported some degree of food insecurity. Since 2017, students have used SSU's crowdfunding platform to raise funds to support the food pantry, raising over \$1700 last year. SSU participates in two state housing pilots, providing over ten beds, meal plans, and other financial and emotional support to students, too. In addition, SSU collaborated with North Shore Community College, the nearest public higher education institution, to make housing available to their students, often their most vulnerable.

[Residence life](#) has also seen a shift in student needs and circumstances over the last ten years which has impacted the housing program and occupancy. In fall 2014, first-year housing peaked at 770 students, as the university rented additional space at a local hotel to meet the demand. After Viking Hall opened in fall 2015, making 327 additional beds available, university housing was still oversubscribed by 85 beds. In subsequent years, however, the university experienced both a decrease in enrollment and declining numbers of students who wanted to live on campus. From 2016-19, housing occupancy fell from over 2300 to under 1900. The contraction is a function of several factors, including fewer overall students, more low-income students, more students who live locally, declining satisfaction among students living on campus, and a greater demand for single style housing. Residence life also saw an increase in interpersonal disputes and mental health challenges which students struggled to manage on their own.

Several other adjustments were made to meet the needs of students and manage the reduction in resident students. First, a traditional style hall with double occupancy was shifted to singles, adding 260 singles. These singles were the first selected during room selection. Second, 171 beds were taken offline in the campus' oldest apartment complex. In addition, the university made spaces available for graduate student housing for the first time in 2018. Next, SSU went to bid on a new dining vendor due to low satisfaction feedback from students. A new vendor initiated 24-hour dining yet opted out shortly after the pandemic began. The current dining vendor continues to offer that highly desired all hours dining option. Residence life focused attention on the programmatic portion of living on campus over the last three years, resulting in: (1) Resident Assistant "intentional interactions," requiring each RA to have purposeful conversations with their residents throughout the semester, (2) focus on [Faculty in Residence](#) program and living and learning communities with an annual evaluations of the programs; and (3) collaborative conversations with campus partners, such as university police on how to create a more inclusive living environment, particularly for Black and Latinx students.

The diversity of SSU's student body is one of the university's greatest strengths; the challenge presented to the institution is how best to address the correspondingly diverse expectations and needs, such that SSU is more identifiably a "student-ready university," particularly for students of color. In 2016, students of color and allies launched a movement called Black, Brown and Proud (BBP). Students presented the administration with a list of demands for institutional change, including hiring more faculty and staff of color, diversifying the curriculum, and allocating more staff and resources to support their growing numbers on campus. Progress and negotiations between student and university leaders continued over time. Yet, campus incidents also arose periodically, too.

Student activism continued, too, expressing student anger (e.g., reacting to images of the KKK appearing in an art exhibit), concerns and fears for students' safety (e.g., following racist defacement of university property), and student exasperation and frustration with the pace of change, at times. Within two years, the [student demands](#) were addressed by the institution, including a commitment to on-going communication, accountability, transparency, and sustained progress in addressing racism, discrimination, and social justice. Some of the institutions responses included the development of the Bias and Education Response team, hiring of a Vice President for Inclusive Excellence, continued diversifying of faculty and staff, increased outreach to students of color to apply to the honors program, and the development of the LEAD office (Leadership, engagement, Advocacy and Diversity), to name a few (Standard Two).

While climate on campus has been challenging, the institution remains committed to fulfilling the promise of SSU's mission. In addition to the support students receive, they are also guided to opportunities for experiential learning in many ways (Standards Four and Eight). Despite the continued evolution of student support services and positive activity in experiential learning, civic engagement and other HIPs, retention rates began to fall by multiple percentage points from 2016-19. In addition to the creation and reorganization of departments focused on helping students navigate their challenges (SNC and SL Case Manager), a significant investment was made in EAB Navigate.

Within Navigate SSU defined a "pivotal moments path" highlighting critical tasks for students to complete; to-do items, key events in which to participate, and tips to foster success. Navigate provides an [intake survey](#), [quick polls](#), among other survey tools to gather critical information from students. In addition, Navigate offers a host of self-service options for students, including appointment scheduling for advisors or support staff, addressing holds, and finding study buddies. In 2019-20, the first academic year of Navigate, 310 faculty filed a record number of progress reports (20,715) for 5,297 students. Among the 2019-20 progress reports:

- 2,758 students were marked at-risk of failing. 754 of these students were marked with both an early alert grade and a final grade of A-F.
- Interventions were successful with 412 students who met both criteria.
- There was a 1.09 increase in these students' grades from the early alert filed by the faculty to the students' final grade.
- Among those 412 students in which the intervention successfully occurred, 193 passed the course after they were marked at-risk to fail by the faculty member.
- 41,000+ appointments made through Navigate engaged over 9,000 students and 368 staff in 2019-20.
- Student progress is continuously tracked through the activity dashboard, progress reports, activity reports, campaigns, case reports, and student milestone analytics.

Furthermore, student familiarity with Navigate is growing as 87% of undergraduate students participated in an appointment on the site in 2019-20. Undergraduate students who participated in a Navigate scheduling appointment persist at a 67% rate, which is 6.5% higher rate than the SSU average. This persistence rate gains between students who used Navigate and the SSU average as students enter fall 2020 represents 325 students, for a total of \$3.6 million in institutional revenue. Yet, there is much work still to do in promoting more widespread adoption of the platform by students. As of August 2020, only 43% of all students enrolled for fall 2020 have downloaded or accessed the Navigate desktop site. Use of Navigate among newly matriculated students is more encouraging as 72% of new first-years, 58% of new transfers, and 24% of new graduate students have downloaded Navigate or accessed the desktop site as of August 2020.

In order to better understand the student experience, SSU gathers data on student satisfaction and what students' value in importance. In 2015, 2017, and 2020, the Student Satisfaction Index ([SSI](#)) was administered. SSU's responsiveness to diverse populations was rated by current students on the SSI's 7-point scale in 2020. Students perceived more commitment by SSU to several sub-groups than in 2017. These groups included: students with disabilities (5.5); Veterans (5.5); older, returning learners (5.5); under-represented populations (5.4); part-time students (5.3); and evening students (5.32). Students rated the

university's 'commitment to the GLBT community' at 5.9, based on the same 7-point scale. Institutional commitment was rated higher for all groups than in the 2017 survey, except for commuters (4.97), which was slightly lower. The climate study also identified on-going challenges to address the needs of students, faculty and staff (Standard Two).

Students in 2017 were increasingly more satisfied than in 2015 with campus support services (+.23), campus climate (+.19), student centeredness (+.19), campus life (+.17), and concern for the individual (+.14). Half of the top items that students were most satisfied with in 2020, also ranked among the items students rated as most important to them. These five items that were both high in satisfaction and in importance to students related to faculty teaching, academic advising, and course content. Among the items that students were least satisfied with were campus parking, student activities, variety of dining hall food, school spirit, residence hall conditions, and access to adequate financial aid. None of the top items that students were least satisfied with related to academics, while many of the items that students were less satisfied with, also ranked as less important to them.

External reviews were conducted for many student service offices, including career services (2012); residence life (2013); student involvement and activities (2013); bursar (2014); admissions (2014); enrollment management operations (2014); financial aid (2015); athletics and recreation (2015); student employment (2016); [counseling & health services](#) (2017); marketing & creative services (2018 [self-study](#); 2019 [external review](#)); and [registrar](#) (2019). These reviews informed departmental continual improvement efforts. After VSIP reorganization, these types of assessments have been paused at the department level.

As student needs continue to increase, the university must continue to focus on being a "student-ready university;" that is, move from a collaborative work environment to a systematized structure. While student support efforts have been successful to date, existing programs are still not optimally integrated and at times contribute to an environment in which student support is fragmented and duplicative, as some programming is housed in academic affairs and others in student life. SSU will continue to re-envision a system of better coordinated, more seamless student support activities.

Projection

Salem State is preparing to enter into a revenue-sharing contractual agreement with a third-party vendor, ReUp Education, to re-engage adult learners and students previously enrolled at SSU but who did not earn a degree. The Dean of Continuing and Professional Studies and the Admissions team will work with this vendor to share data about potential students, track progress, and evaluate the benefit to enrollment. Using a coaching model, ReUp will re-engage former students to revive their interest in returning for a degree, helping them explore program options and guiding them through the application, financial aid, and re-enrollment process. Upon initiation of the ReUp engagement, the Dean of the School of Continuing and Professional Studies will be the point person. The dean will gather the implementation team, schedule kick off and progress meetings, distribute deliverables list with deadlines, hold regular check in meetings with the ReUP team lead, and manage all aspects of the roll out. It is anticipated that outreach to students will begin 6-8 weeks after contract is fully signed and executed (spring 2021) At this time, fall 2021 could see the first modest re-enrollments. The vendor data suggests that peak re-enrollments occur in the 2-3 years after launch. Our conservative estimates are for about 200 re-enrollments after the first full year. Average response rates shared with us by the vendor in the 5-8% range. We anticipate sharing approximately 3,000 names in the first phase.

The university continues to make progress on the Digital course catalog and self-term activation project, enabling potential students to access a current digital course listing, creating an online profile, and processing a shopping cart type of transaction to take a class. ITS is working with campus partners in admissions, enrollment, financial aid and finance and facilities to develop more customer-friendly options. Removing such barriers to registering is expected to facilitate opportunities to bolster enrollment for all areas. ITS has secured funding to launch usability study with our current website development vendor, iFactory. The iFactory team has begun scope of work, discovery stage, and kick off meetings. Director of service transition in ITS is the point person for this project. The director has provided regular updates to the Dean of SCPS on project status. Timeline is funding dependent.

Beyond the academic impact of SSU BOLD for students, i.e. to create additional opportunities to pursue careers in STEM fields, the divesting of housing on South campus will consolidate the on-campus community between the North and Central campuses, thereby improving students' residential experience. A smaller residential campus offers opportunities to unify students, building a more tightly-knit student community; residence halls will be within sight of one another, with each hall neighboring one or more other residence halls, as well as university academic buildings. A unified campus provides more opportunities for interaction across different schools and colleges. A key assessment milestone for this work is measuring potential change in student satisfaction ratings for campus life through post-BOLD administrations of the NSSE and the Student Satisfaction Survey (timing based on [Data Collection](#) schedule).

Based on the growing diversity and complexity of our students, student life will continue to prioritize our work to meet the evolving needs of students. Through a cross collaborative committee between faculty and administration, we will streamline the Internship obtainment process for academic credit. This effort will provide students with the opportunity to consistently obtain transformational experiential learning for academic credit, which will advance their time to degree. Further career services will seek to provide strengths-based career coaching, especially for students who are not fully ready to launch but are very close to degree obtainment. Student life will also expand wellness-based programming, including mental health support in the residence halls; physical health and mindfulness activities.

Standard 5.1: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only – Including Continuing Education

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
(FALL 2017)	(FALL 2018)	(FALL 2019)	(FALL 2020)	(FALL 2021)

Freshmen - Undergraduate

Completed Applications	6,185	6,562	5,825	6,557	6,557
Applications Accepted	5,066	5,558	4,985	5,688	5,688
Applicants Enrolled	1,094	1,111	1,011	996	996
% Accepted of Applied	81.9%	84.7%	85.6%	86.7%	86.7%
% Enrolled of Accepted	21.6%	20.0%	20.3%	17.5%	17.5%
Percent Change Year over Year					
Completed Applications	na	6.1%	-11.2%	12.6%	0.0%
Applications Accepted	na	9.7%	-10.3%	14.1%	0.0%
Applicants Enrolled	na	1.6%	-9.0%	-1.5%	0.0%

Average of statistical indicator of aptitude of enrollees: (define below)

Average High School GPA	3.19	3.17	3.17	3.21	3.19
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Transfers - Undergraduate

Completed Applications	1,400	1,176	947	817	817
Applications Accepted	1,151	1,056	836	732	732
Applications Enrolled	620	588	505	394	394
% Accepted of Applied	82.2%	89.8%	88.3%	89.6%	89.6%
% Enrolled of Accepted	53.9%	55.7%	60.4%	53.8%	53.8%

Master's Degree

Completed Applications	620	591	575	619	638
Applications Accepted	498	514	505	556	573
Applications Enrolled	306	296	282	366	377
% Accepted of Applied	80.3%	87.0%	87.8%	89.8%	89.8%
% Enrolled of Accepted	61.4%	57.6%	55.8%	65.8%	65.8%

First Professional Degree

Completed Applications	N/A	N/A	N/A	N/A	N/A
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	0.0%	0.0%	0.0%	0.0%	0.0%
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree

Completed Applications	N/A	N/A	N/A	N/A	N/A
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	0.0%	0.0%	0.0%	0.0%	0.0%
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Source - HEIRS Student File

Standard 5.2: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FALL 2017)	(FALL 2018)	(FALL 2019)	(FALL 2020)	(FALL 2021)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,321	1,264	1,139	1,114	1,050
	Part-Time Headcount	43	39	44	87	87
	Total Headcount	1,364	1,303	1,183	1,201	1,137
	Total FTE	1,326	1,274	1,147	1,144	1,144
Second Year	Full-Time Headcount	1,465	1,334	1,254	1,019	970
	Part-Time Headcount	145	140	99	122	120
	Total Headcount	1,610	1,474	1,353	1,141	1,090
	Total FTE	1,517	1,382	1,278	1,068	1,068
Third Year	Full-Time Headcount	1,734	1,631	1,489	1,324	1,224
	Part-Time Headcount	366	325	264	254	254
	Total Headcount	2,100	1,956	1,753	1,578	1,478
	Total FTE	1,878	1,763	1,586	1,433	1,400
Fourth Year	Full-Time Headcount	1,256	1,186	1,098	967	940
	Part-Time Headcount	446	450	457	406	400
	Total Headcount	1,702	1,636	1,555	1,373	1,340
	Total FTE	1,386	1,353	1,272	1,116	1,116
Unclassified	Full-Time Headcount	16	19	17	20	20
	Part-Time Headcount	318	423	412	403	400
	Total Headcount	334	442	429	423	420
	Total FTE	101	129	119	120	120
Total Undergraduate Students						
	Full-Time Headcount	5,792	5,434	4,997	4,444	4,204
	Part-Time Headcount	1,318	1,377	1,276	1,272	1,261
	Total Headcount	7,110	6,811	6,273	5,716	5,465
	Total FTE	6,208	5,901	5,402	4,881	4,848
	% Change FTE Undergraduate	na	-4.9%	-8.5%	-9.6%	-0.7%
GRADUATE						
	Full-Time Headcount	541	548	582	633	652
	Part-Time Headcount	1,051	979	851	893	920
	Total Headcount	1,592	1,527	1,433	1,526	1,572
	Total FTE	1,197	1,168	1,143	1,229	1,266
	% Change FTE Graduate	na	-2.4%	-2.1%	7.5%	3.0%
GRAND TOTAL						
	Grand Total Headcount	8,702	8,338	7,706	7,242	7,037
	Grand Total FTE	7,405	7,069	6,545	6,110	6,114
	% Change Grand Total FTE	na	-4.5%	-7.4%	-6.6%	0.1%

Please enter any explanatory notes in the box below

Source - HEIRS Student File

Standard 5.3: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

<https://www.salemstate.edu/salem-state-difference/facts-and-figures>

	(FY 2015)	(FY 2016)	(FY 2017)
Three-year Cohort Default Rate	6.4%	7.4%	7.70%
Three-year Loan repayment rate (from College Scorecard)	63%	61%	56%

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(AY 2018)	(AY 2019)	(AY 2020)	(AY 2021)	(AY 2022)

Student Financial Aid

Total Federal Aid	\$63,203	\$60,828	\$54,473	\$48,770	\$54,473
Grants	\$12,906	\$12,813	\$11,784	\$10,507	\$11,784
Loans	\$49,802	\$47,517	\$42,288	\$37,239	\$42,288
Work Study	\$495	\$498	\$401	\$1,024	\$401
Total State Aid	\$5,080	\$6,031	\$5,191	\$5,962	\$5,191
Grants	\$4,967	\$5,940	\$6,151	\$5,962	\$6,151
Loans	\$113	\$91	\$40	\$0	\$40
Total Institutional Aid	\$6,420	\$7,097	\$8,869	\$8,476	\$8,869
Grants	\$6,420	\$7,097	\$8,869	\$8,476	\$8,869
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$12,034	\$12,269	\$11,962	\$5,449	\$11,962
Grants	\$1,642	\$1,817	\$2,048	\$1,070	\$2,048
Loans	\$10,392	\$10,452	\$9,913	\$4,380	\$9,913

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	75%	77%	77%	TBD	77%
Graduates	49%	49%	51%	TBD	51%
First professional students	NA	NA	NA	NA	NA

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$32,848	\$33,953	\$34,780	TBD	\$34,000
Graduates	\$27,695	\$28,788	\$27,004	TBD	\$27,000
First professional students	NA	NA	NA	NA	NA

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$15,875	\$15,824	\$14,721	\$13,191	\$14,721
Graduate Students	\$14,983	\$17,156	\$13,785	\$16,973	\$13,785
First professional students	N/A	N/A	N/A	N/A	N/A

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	NA	NA	NA	NA	NA
English (reading, writing, communication skills)	NA	NA	NA	NA	NA
Math	9%	11%	6%	1%	6%

Please enter any explanatory notes in the box below

Developmental Course - % of Freshman and Transfer enrolled in MAT 90. Fall 17 to Fall 19 Cohorts. SSU does not offer developmental courses without credit in courses other than Math. AY2021 Financial Aid Awards as of November 8, 2020 and is incomplete. All 2021 Data reflects only a partial year.

**Standard 5.4: Students
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions Information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Freshman - Male	1,991	1,614	314
Freshman - Female	4,566	4,074	682
Freshman - African American	823	621	90
Freshman - Asian	289	262	37
Freshman - American Indian	6	6	0
Freshman - Hispanic	1,507	1,253	236
Freshman - Two or more Races	257	223	29
Freshman - White	3,477	3,167	572
Freshman - International	104	76	13
Freshman - Ethnicity Unknown	94	80	19
Transfer - Male	265	239	137
Transfer - Female	552	493	257
Transfer - African American	98	80	38
Transfer - Asian	32	30	19
Transfer - American Indian	2	2	1
Transfer - Hispanic	135	126	67
Transfer - Two or more Races	40	33	18
Transfer - White	446	404	217
Transfer - International	40	37	23
Transfer - Ethnicity Unknown	24	20	11
Graduate Admissions Information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	183	171	100
Female	562	509	360
African American	41	31	17
Asian	17	15	10
American Indian	1	1	0
Hispanic	78	72	46
Two or more Races	18	17	13
White	531	488	351
International	35	33	9
Ethnicity Unknown	24	23	14

Undergraduate Enrollment Information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY22)
Category of Students (e.g., male/female); add more rows as needed					
Male	1,528	498	2,026	1,676.63	2,026
Female	2,916	774	3,690	3,204.23	3,690
African American	402	120	522	441.93	522
Asian	141	78	219	171.00	219
American Indian	4	3	7	4.73	7
Hispanic	894	292	1,186	980.63	1,204
Native Hawaiian/Pacific Island	4	1	5	4.63	5
Two or more Races	153	30	183	160.97	183
White	2,652	628	3,280	2,874.37	3,262
International	112	42	154	134.40	154
Ethnicity Unknown	82	78	160	108.20	160
Pell	1,805	250	2,055	1,887.50	2,076
Non-Pell	2,639	1,022	3,661	2,993.37	3,640
Graduate Enrollment Information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY22)
Category of Students (e.g., male/female); add more rows as needed					
Male	106	213	319	242.33	329
Female	527	680	1,207	986.78	1,243
African American	31	35	66	53.11	68
Asian	13	15	28	22.00	29
American Indian	1	1	2	2.11	2
Hispanic	64	77	141	120.11	145
Two or more Races	18	12	30	28.89	31
White	471	699	1,170	935.94	1,205
International	15	19	34	27.94	35
Ethnicity Unknown	20	35	55	39.00	57

Please enter any explanatory notes in the box below

Source - HEIRS Student File - Fall 2020. Graduate Admission data includes Master's admission data and Graduate Certificate admission data. Undergraduate enrollment data includes degree seeking and non-degree seeking students and FTE calculation - credit hours/15. Graduate enrollment data includes degree seeking and non-degree seeking students and FTE calculation - credit hours/9.

Faculty and Academic Staff

Description

SSU has 302 full-time faculty and 369 part-time faculty as of fall 2020, based on preliminary IPEDS data. By rank, the full-time faculty are categorized as follows: Professor (144); Associate Professor (86); Assistant Professor (61); Instructor (11); and 11 librarians. Faculty categories are clearly defined and governed by two distinct faculty contracts (Standard Three). Academic support staff are guided by the AFSCME or APA contracts or classified as non-unit professionals or non-unit classified, depending upon their positions. Defining criteria for faculty are outlined in [Article XX](#) of the MSCA contract. As of fall 2020, 89 percent of Salem State's full-time faculty members held terminal degrees: 245 held doctorates and 20 creative and performing arts faculty held MFAs, while 33 held master's degrees.

There is a well-established process for recruiting and appointing faculty and librarians. Departments assess their need for personnel who will enhance SSU's mission and programs and reflect the composition of the student body. Departments request faculty and librarian lines to the respective academic dean. Although, recently, new hires have been limited due to reduced enrollments and other budgetary limitations, departments play a key role in the hiring process including recruitment. The dean forwards the recommendations to the Provost who shares the request with the PEC. The President makes final decisions on faculty and librarian lines. Once approved, a faculty search committee is formed per the MSCA contract, an advertisement is drafted, and faculty fully participate in the search process with guidance from Human Resources. Advertisements are intended to maximize applications from well-qualified candidates with a diversity of experiences and identities. SSU also sends representatives to the annual Southern Regional Education Board Meeting which hosts scholarship-funded students from underrepresented groups for recruitment purposes. The salary range for each position is calculated to be discipline specific while taking into account existing faculty salaries to avoid salary compression. A 2016 [Salary Study](#) found that SSU salaries are competitive with others in the state.

New faculty and librarians are introduced to the campus community through a two-day orientation, and departments have formal or informal mentoring programs. Professional development opportunities are posted regularly and open to all faculty. New faculty are also provided [professional development](#) to help them better understand expectations for research, service and teaching. Some professional development programs provide stipends for participation and include opportunities for leadership development as Faculty Fellows. Professional development for part-time faculty is supported by a Faculty Fellow, based in the Center for [Teaching Innovation](#) (CTI). [Article XIV](#) of the contract lists several areas of professional development, including teaching, scholarship, and other professional activities.

Criteria for tenure, promotion, and post-tenure review are governed by the contract in [Article VIII](#), [Article IX](#) (specifically for tenure), and [Article XX](#). The contract defines responsibilities of faculty and librarians. Faculty are required to show effectiveness and accomplishments in the areas of teaching effectiveness (including pedagogical innovation and community-engaged methods), academic advising, continuing scholarship (research, scholarship, or creative activity), and service ("other professional activities" in the contract). In some cases, Alternative Professional Responsibilities (APRs) are granted to faculty members with appropriate release from teaching responsibilities, which at SSU is typically 24-credits each academic year. The criteria for recruitment, appointment, evaluation, promotion, tenure (when applicable), and policies for resolving grievances are described in the contract. While faculty performance is evaluated in all four areas of professional responsibility, when applying evaluation criteria for all faculty personnel actions, regard is given to "the fact that the State Universities are primarily teaching institutions" (Article VIII). Pre-tenure faculty are provided feedback annually on their progress from the department chair and the college/school dean, and periodically from the department Peer Evaluation Committee. Tenured faculty are provided an opportunity to apply for either promotion or post-tenure review, both of which provide for increases to the annual salary, and neither of which is obligatory.

Since attaining university status in 2010, academic affairs has increased support for faculty and student research. The university research advisory committee ([URAC](#)), offers [internal grants](#) to support conducting and disseminating faculty research. Awards for such work have included grants for

scholarship support, seed money, summer, and community-based participatory research. Sabbatical leave may be requested after completion of six years of teaching to be able to pursue creative and scholarly work. University policies and procedures for [sabbaticals](#) are on the campus intranet, Polaris.

SSU's academic staff are central to student success. They include credentialed staff assistants who manage department computer laboratories, laboratory instructors, staff in the writing center, instructional technologists to assist with pedagogical technology and professional development and advising and tutoring staff in the Center for Academic Excellence (CAE). Support staff also assist with grants and coordinate the Institutional Review Board (IRB) for the Protection of Human Subjects and the Institutional Animal Care and Use Committee. Faculty and staff are required to complete the Massachusetts Ethics training on a regular basis. Additionally, departments and programs adhere to the ethics as defined by their professional associations and/or accrediting organizations.

Faculty and Academic Staff Appraisal

SSU is committed to building a faculty and staff that matches the diversity of its students. Currently 23% of the faculty are from BIPOC groups. The high quality of teaching and strong commitment to student success is identified by both faculty and students as major strengths of the university. Among the assessment tools SSU uses to gather evidence about student learning and experiences are the [NSSE](#), [FSSE](#), [SSI](#), [senior survey](#), and [graduate student](#) exit survey. Examples of faculty support for students include that over 40% of SSU first-year students frequently talked about career plans with a faculty member; while 65% of seniors reported that faculty often provided feedback on a draft or work in progress, from the 2019 NSSE. These findings were respectively six and seven percent higher than peers reported from aspirational benchmark institutions.

Most graduate students described their interactions with faculty outside the classroom as positive or very positive in the 2019 exit survey. While among seniors graduating, 87% said they were somewhat or very satisfied with the accessibility of faculty in their major on the 2019 [senior survey](#). In another senior survey item, 79% of undergraduates said faculty in their major were concerned about their ability to progress academically.

Students assess faculty teaching their courses by a process outlined by the MSCA ([VIII.D.1.a](#)). Adjunct faculty are regularly observed by their department chairs. Tenure-track faculty and tenured faculty seeking promotion are reviewed by peers for feedback to enhance their teaching effectiveness. On-going initiatives such as the online teaching workload assessment tool help ensure an accurate record of faculty workload.

The standard faculty workload assignment is 24 semester hours of credit instruction per academic year, typically a 4/4 teaching load. SSU's primary mode of instructional delivery has been face to face instruction, although hybrid courses and online courses are offered as well. During spring 2020, all courses went online as a result of the pandemic and SSU made extensive use of ZOOM and Canvas (see COVID-19 response statement). Decisions about course modality were guided by a framing [document](#) issued by academic affairs.

CTI provides professional development support for all modalities of teaching and encourages and supports new strategies to enhance student success. CTI runs workshops, faculty learning communities and individual consultations. The center co-designs, with academic affairs and HR, an annual May professional development series. [Quality Matters](#), a resource to assist with online course design, is available. Additionally, a subset of primarily tenure-track faculty have participated in the ACUE Teaching Effectiveness Course with annual cohorts averaging over 15 faculty between 2017-20. While there has been some reduction in CTI programming in the last five years due to budget constraints, SSU has offered a number of brown bag lunchtime talks, and there has been substantial growth of faculty learning communities, spear-headed by faculty. In the context of COVID, however, the work of CTI in partnership with the Library and Information Technology (ITS) has expanded as faculty adopt new and often unfamiliar online teaching practices. Simultaneously, the position of director of CTI, vacated in 2019, has not yet been filled.

The Center for Civic Engagement ([CCE](#)) launched in 2015. CCE is the nexus for community-based initiatives, civic learning, and public engagement. SSU's strategic plan identifies civic engagement as one of its seven core values. In 2018, the MSCA and the BHE agreed to new faculty contract language that overtly recognizes

community engaged teaching, service, and scholarship within the criteria for tenure, promotion, and post-tenure review. This language is included in Section A (3) of [Article XII](#). These contractual changes were initiated by SSU's CCE while applying for the Carnegie community engaged classification, with the advocacy and support of SSU, faculty and state university partners. In response to these more comprehensive criteria for tenure and promotion, SSU was awarded a [Higher Education Innovation Fund grant](#) from the DHE to create resources that support community engaged faculty work and support a commitment to building and maintaining diversity in the faculty, in collaboration with sister schools.

Due to declining enrollment, the number of full-time and part-time faculty has decreased. Since 2015, the number of full-time faculty has fallen from 351 to 302, a decline of 14%. Meanwhile the number of part-time faculty was reduced by 11% from 456 to 408, while the number of librarians has remained stable. From [2016-20](#), the undergraduate student enrollment declined by 20%. The MSCA contract (Article XX) limits the deployment of part-time faculty in each department with six or more full-time faculty members to no more than 15% of 3- or 4-credit course sections. In the past ten years, the university made progress toward meeting this contractual stipulation. The university identifies areas that are not in compliance and works to correct the imbalance. Each semester, a review of department numbers is calculated by the provost to assess the 15% rule. The university calculates the percentage of 3 and 4 credit courses taught as Lecture or Seminar by part-time faculty, excluding courses replacing Alternative Professional Responsibility (APRs), contractual releases, leaves of absence, or emergency hires. Although the total number of full-time faculty and part time faculty are declining, the ratio of FT:PT faculty has remained stable.

Equity reviews are initiated at each step of the hiring process from initial pool size and diversity, to first round interview candidate selection, and on campus interview candidate selection. SSU's goal is to have faculty and academic staff mirror the demographics of its students. Applicant pools lacking racial and ethnic diversity may be held for further recruitment efforts. The focus on increasing diversity has increased the racial and ethnic diversity of the full-time faculty from 18% (of 351 in [2015](#)) to 23% (of 302 in 2020). The diversity among full-time staff has not increased as dramatically with racial and ethnic diversity increasing from 17% (563 in [2015](#)) to 21% (499 in [2019](#)). The breakdown by gender has remained fairly stable ([2015-19](#)) with 53% to 47% ratio of female to male among faculty, and 55% to 45% female to male among staff in [2019](#).

All full-time faculty and librarians must have a terminal degree or be ABD and complete their degree within two years of hire. A master's degree is required for part-time faculty. Professional experience can replace the master's degree requirement in rare exceptions for part-time faculty. Job descriptions list the requirements for the position in regard to [qualifications](#) and experience. All faculty hires receive a formal offer letter from the Provost and Academic Vice President that explicitly states the nature and term of the initial appointment including potential for limited future appointments when appropriate. Graduate faculty are appointed to the School of Graduate Studies by department recommendation to the graduate dean, and rank is determined by credentials.

SSU faculty and librarians are hired with strong credentials and are exceptionally active and productive scholars. For a regional teaching university, many of SSU's faculty have national and international profiles as scholars and have been awarded several Whiting and Fulbright fellowships. Their contributions are reported annually by each department to their respective dean and then to the Provost and Academic Vice President. The high quality of faculty scholarly work is demonstrated in a variety of ways. Although not exhaustive, scholarly/creative work during 2018-19 included: Soundings East (national literary magazine), Sextant (SSU journal), 21 books, 7 book chapters, 29 creative publications/essays/poems, 28 scholarly articles, 9 blog posts, 6 book reviews, 112 conference/meeting presentations, 2 film screenings, 3 stage plays, 4 performances, 4 exhibits, 6 workshops/professional development, 3 digital projects, and 2 podcasts. Support for this work, including research APRs and funding to disseminate has been increasingly standardized, coming from departments, deans, provosts, CRCA, and MSCA. URAC reviews applications, awarding about \$50K annually for faculty research, too.

Grants from federal, state, and private sources have averaged around \$1M each year from 2015-2019. However, the percentage of grants awarded to the College of Arts and Sciences increased from 11% to 44% over that time period, a direct result of increased applications, suggesting opportunities for growth

in SSU's other schools and colleges. Grants have funded faculty and/or student scholarship, academic support, and community outreach programs. Faculty collaboration with graduate and undergraduates on scholarship is highly encouraged. Over 60% of SSU faculty value and more than 40% participate in research with students based on [FSSE](#) results from 2015 and 2019. Faculty/student collaborative research, presentation, and publication has been growing and is seen as an important component of the teacher-scholar model at SSU.

SSU places a high value on good teaching and evaluates it in several ways. Teaching effectiveness of faculty is assessed each semester using Student Instructional Report II (for lecture and laboratory courses) and Student Instructional Report Form for all other courses. These student evaluations as well as peer evaluations (chair and peer classroom observations) for faculty undergoing promotion, tenure, reappointment, and/or post-tenure review emphasize strong teaching and departmental contributions. Faculty include these evaluations in reappointment, tenure, promotion, and post-tenure review dossiers, and include reflections on any pedagogical adjustments made as a result of reviewing the evaluations. Part-time faculty are also assessed by students and evaluated by the chair of their respective departments or the graduate program coordinator, in their first semester and then every sixth ensuing semester.

Although nearly two years of faculty work-to-rule (Standard Three) precluded faculty involvement in service beyond the contractually mandated committees, the equitable distribution of service among the faculty remains a major challenge. A small percentage of faculty are responsible for doing most of the service at the institution which does not allow all faculty equitable time to spend on developing their teaching effectiveness or scholarly/creative growth. Tracking of teaching workload is now online and annually evaluated by faculty, chairs, deans and the provost. However, there is currently not an equivalent mechanism to review service performed by faculty, nor is there any tool in place currently to ensure equitable distribution of service.

To ensure the ethical conduct of research at SSU, the Institutional Review Board and Institution Animal Care and Use Committee review all relevant proposals. The first IRB policy for the institution was developed in 2014. In 2016-17, the IRB Committee made substantive updates to include revised review guidelines to determine necessity of IRB review, investigator education and training requirements, incident and adverse event reporting, and deception and debriefing measure. The new policy was effective as of September 2017. The modifications were a direct result of a three-year review of IRB policy and procedures which included best practices used in other institutions.

The first [IRB Procedures Manual](#) was also created in 2017 to provide researchers with supportive documentation on the online application, required processes, data security, and ensuring inclusion and diversity in the design of data collection instruments. The [Research Integrity policy](#) was also revised in 2017 to encompass all forms of research conducted at the university including with human participants, animals, and data by faculty, staff and students and to align statements regarding confidentiality with the other policies on campus. The IRB Policy, Research Integrity Policy and IRB Procedures Manual are reviewed annually and updated as needed.

Several years ago, URAC conducted faculty surveys and focus groups to determine their greatest needs to support research. Faculty identified a research center to consolidate and develop resources as a top need. The [Center for Research and Creative Activities](#) (CRCA) was created in response. CRCA sponsors 1) capacity-building activities, such as retreats, workshops, information session, and 2) activities that build intellectual community, such as lectures, speakers' series, and exhibitions. In 2017, Academic Computing and CRCA conducted a series of focus groups and surveys to develop an on-line resource to support faculty and student research. This led to the creation of a cross-functional team working with the Library to develop the [research hub](#), which links researchers across campus and hosts the expert gallery where faculty profiles and publications are made available. Every year CRCA and the Library co-sponsor the publication celebration, which produces and disseminates a bibliography of all faculty publications from the prior year, recognizing all faculty who published. Student research is also showcased annually at undergraduate research day, which is followed by faculty and graduate research day.

Faculty have many opportunities for professional development in teaching effectiveness, leadership, and

in their growth as scholars in their respective disciplines. In order to use the faculty development time efficiently and to foster direct application of the learning, deliverables to be produced are identified as an outcome of such programs. SSU has a Writing Intensive Curriculum ([WIC](#)) program that offers support for the teaching of writing. Faculty professional development is a coordinated effort between the CTI and ITS. These offices seek continual improvement of their offerings based on metrics gleaned from ITS Helpdesk Calls, alignment with the goals of the institution, presidential or provostial initiatives, and requests from faculty in workshop evaluations and surveys. Whenever possible, both areas monitor the impact of the training on the changes in the Canvas tools usage and decreases in helpdesk calls from faculty and students depending on the topic. The annual part-time faculty orientation includes a technology orientation.

Over the past two years, this technology orientation has evolved into a one-day general session open to all faculty. Some faculty development events are week-long institutes which start with a pre-survey then close with a post-survey to measure change in attitude or confidence. On average, the various areas offer two-three institutes, four-five faculty learning communities, and about eight-twelve workshops each year.

Teaching and Learning

Description

University support for teaching includes many resources and initiatives, including the Center for Teaching Innovation, a Writing Intensive Curriculum, the [Writing Center](#), and the Council for Teaching and Learning. In 2015, SSU inaugurated two annual teaching awards for tenured/tenure track and part-time faculty. Librarians also provide support for class through subject matter experts, instructional class visits, and LibGuides (library resource guides for specific courses created by library liaisons) for specific courses.

Courses are taught in a variety of modalities with the majority, 77.5%, being lecture (including face-to-face, hybrid and online versions), 7% Laboratory, 5% Seminar, 4% Clinical, and the remaining course types all under 2% each: studio, field studies, directed studies, student teaching, internships, activity, practicum, honors and graduate thesis, and independent study. Service-learning is also a component of some classes, as 47% of faculty reported using this method in the 2019 [FSSE](#). Additionally, faculty can teach in the summer and/or winter one-week institute options. Faculty-led study/travel is valued as an important learning opportunity and known to be a HIP for students. Faculty-led trips traveled to Ireland, Liberia, Barbados, Germany, Portugal, Greece, Rwanda, the UK and France in 2019-20. Faculty are also involved in exchange programs, including Jagiellonian University and the Catholic University of Lublin, Poland with the Erasmus+ Program and the University of Rotterdam and with cohorts of international students; recently a 1+2+1 program in English from Nanjing Normal University, China.

Faculty and librarians are actively engaged in shared governance, particularly in regard to academic issues as laid out in Article VII of the MSCA contract (Standard Three). The service provided by faculty is critical to the functioning of the department and SSU. In addition, many faculty are active in national or international professional associations, serve as peer-reviewers for journals and grant award panels, and participate in a wide range of roles in the surrounding community. Leadership opportunities, created as faculty fellow positions, provide a release from teaching in order to lead administrative initiatives including digital library initiatives; institutional review board; honors program; civic engagement; faculty scholarship support; first-year writing; adjunct faculty support-CTI; first-year seminar; writing intensive curriculum; global engagement; first-year experience; diversity, power dynamics, and social justice; center for holocaust and genocide studies; CTI; center for diversity & cultural enrichment; Latinx student success; entrepreneurial activities; general education; inclusive excellence; Veterans' affairs; and assessment.

Academic freedom is supported by the administration and embedded in the contract in Article V. This section also describes the resultant responsibilities that accompany academic freedom. Another key faculty responsibility is advising. All full-time graduate and day undergraduates are assigned faculty advisors. Continuing education students are assigned to professional advisors in the CAE but may receive advising from SCPS or faculty in their respective departments. Undergraduates must meet with an advisor at least once a semester before registering for classes and may schedule additional meetings as needed.

Generalized advising and peer mentoring are available for undergraduates from academic advising in the center for academic excellence (CAE). Academic advising also offers professional development for faculty advisors. Degree Tracker can be used by students and faculty to monitor degree requirements in real time. The student reporting system of MAPWorks was used until 2019 and the university has recently switched over to EAB Navigate (Standard Eight). These systems are used to monitor all students, focusing on at-risk students and progress toward graduation for all students.

The 2020 [SSI](#) featured several items on instructional effectiveness, with students using the 7-point scale to report their satisfaction. Students said nearly all faculty are knowledgeable in their field at 5.7. Adjunct faculty were valued as competent classroom instructors (5.5). Students also said instruction in my major field is excellent (5.6); I feel appropriately challenged in my academic program was evaluated at (5.6). Students were satisfied that the content of their courses in their major are valuable (5.6); and that there is a good variety of courses provided (5.5), rating their satisfaction on the 7-point scale.

SGS found similar results in their 2019 annual [exit survey](#). The majority of SSU graduate students (55%) rated the quality of instruction in their program positive or very positive, while 70% of students felt positive or very positive about the applicability of the courses to their career. The content of graduate courses was rated as positive or very positive by 68% of students. Furthermore, 70% of students said the level of challenge and 62% rated the comprehensiveness of their program as positive or very positive, too.

Furthermore, among undergraduate seniors, 88% said that they were somewhat or very satisfied with the quality of teaching in their major on the 2019 [senior survey](#). Seniors also said they were somewhat or very satisfied with the knowledge they gained in their program (86%); and with their overall experience in their major (86%). While there is room for improvement, the degree of satisfaction students reported about their academic program and experiences with faculty was consistently positive.

Teaching and Learning Appraisal

Although the 2019 Voluntary Separation Incentive Program (VSIP) yielded a net loss of 22 faculty and 7 academic support staff, the departures were not strategic. As such, the distribution of full-time faculty as compared to recent enrollment shifts across the portfolio of academic programs is not optimally aligned. While some of these imbalances can be addressed through hiring temporary full-time faculty and part-time faculty, strategic management and redistribution of fixed costs remains a structural challenge in the budget for instructional personnel. There is an on-going demand to manage the numbers of faculty, librarians, advisors, academic staff required to meet the instructional and academic support needs of our students, both inside and outside of the classroom.

Quality control for the general education curriculum, majors, and minors is under the purview of the faculty, specifically through the university curriculum committee, the general education committee, academic departments which oversee majors and minors, and the Provost (Standard Four). The general education curriculum is reviewed on a staggered three-year cycle. Major and minor curricula are also assessed on a five-year cycle as part of a broader self-study and external program review or accreditation (Standard Four). All self-studies and external evaluations are overseen by the area dean and the Provost, who in collaboration with the department(s), recommend potential changes from the review.

The Center for Teaching Innovation ([CTI](#)) provides faculty support for different modes of teaching and the use of classroom technology. Over 225 full-time faculty attend one or more events by the CTI annually, which include workshops, seminars, and faculty learning communities. Faculty-led reading groups have discussed "Race Talk," and "35 Dumb Things Well-Intended People Say." The CTI also facilitated a Davis Foundation grant entitled Active Engagement of Students in Whole Course Redesign which focused on large introductory level courses with a fail/withdraw rate over 12% in geography, operations and decision sciences, computer science, first-year experience, biology, and business. Initial results indicate that the transformation of these courses into more active learning classrooms decreased fail/withdrawal rates in most of the classes and has increased success for under-represented and first-generation students. The special programming CTI provides to adjuncts typically attracts 85 or more faculty each year. However, the CTI director left SSU as a result of VSIP and has yet to be replaced. New instructional designers were hired to help faculty transition to remote learning. The search for a new director was underway, but with

the results from the Sustainability Path Forward Task Force pending, it was suspended in December 2020. However, appreciating the need for such support in a post-COVID world, the president and provost are committed to filling this essential position.

Teaching effectiveness is monitored annually with a variety of measures including student evaluations, peer review, and self-reflection narrative statements by faculty. Tenure track faculty are monitored most closely. Assessing teaching effectiveness for promotion to associate and full professor and post-tenure review is the next priority, but there is limited evaluation and reflection if a faculty decides not to go for promotion to professor and post-tenure review. Additionally, adjuncts also undergo Sir II Student Evaluations and in-person classroom observations and reviews in their first and every sixth semester.

To support student learning, SSU was awarded a \$100K grant from BHE's Performance Incentive Fund to increase student access and college affordability by developing an open educational resources (OER) program. Viking OER and Textbook Affordability Initiative was developed and assessed during 2018-19, providing opportunities for faculty to learn how to incorporate OER into their courses. The initiative exceeded the goal of realizing \$500,000 in reduction of textbook and course material costs for students. More funding for 2019-20 was allocated to continue offering faculty professional development on OER.

Students are encouraged to participate in experiential or authentic scholarly experiences during their studies. Among SSU seniors, 88% completed one of these high-impact practices (HIP), 62% participated in two or more; while 45% of first-year students reported completing at least one HIP in the 2019 NSSE. Moreover, in addition to these experiential opportunities, undergraduates benefit from several HIPs established in the curriculum, including SSU's common read program (FYRE), first-year seminars, general education courses, writing across the curriculum, and capstone courses.

Nearly one-fourth of recent master's degree graduates in SGS completed a substantial experiential learning course (e.g. internship, clinical, field experience, or student teaching) in 2019 and 2020. While most graduate programs use criteria that are standardized by their accrediting bodies, there is variation in defining some of these SSU experiential opportunities (e.g., internships) from one program or major to another. Thus, differences in expectations and experiences can pose challenges for comparing and assessing HIPs.

Service-learning is another HIP that is widely used at SSU. Among undergraduates, 60% of seniors and 43% of first-year students reported at least some courses had a service-learning component in the 2019 NSSE. In support of community-based learning, the center for civic engagement (CCE) initiated an audit of course syllabi to assess the types of civic learning across the curriculum, reporting results back to the faculty. Syllabi from all courses in three departments were assessed in a 2016 pilot; courses from five majors were reviewed the following year; with the analysis continuing across more departments subsequently. Faculty use the results to inform changes to assignments and curriculum.

CCE has since shifted toward promoting critically engaged civic learning (CECL) as a pedagogical approach. Meaningful civic engagement requires a critical understanding of the social issues in each discipline and thoughtful, equitably designed actions that benefit all members of a community. CECL brings together community members, community partners, students, faculty, and other educational leaders, to co-design, implement, and evaluate CECL initiatives and address the root causes of inequality in the community.

In 2020, Salem State proudly earned the Carnegie community engagement classification. Only 40% of applicants achieved this distinction, indicating SSU's strong commitment to engage with the community, build on community assets, and address a wide array of community challenges. Working with community partners and stakeholders, faculty across academic departments, students, and colleagues, CCE led the application process. This goal was established in SSU's strategic plan as one of the metrics used by the BHE.

The 2019 [FSSE](#) results indicated that faculty spent 21.3 hours a week teaching, 5 hours a week advising, 8.1 hours a week on research/scholarly/creative work and 6.7 hours a week on service. Primary modes of teaching were similar in lower and upper division courses with lecture, discussion, and small group work predominant. Faculty consistently value HIPs highly, including capstone experiences, internships or field experiences, research with faculty, and service-learning, often a predictor of higher student participation.

Comparing results between the 2019 [NSSE](#) and [FSSE](#) surveys showed that the quality of interactions between students and faculty, staff, and advisors was rated highly by both groups. The comparison also revealed differences in perceptions. Generally, faculty reported providing greater challenge and support to students than students perceived or acknowledged. Faculty perceived that students are challenged to do their best work to a greater degree than students. Perceptions between the two groups were more consistent regarding the degree to which students engaged in practices such as collaborative learning (e.g., explaining course material to others or studying together); and learning strategies (e.g., reviewing notes after class or identifying key information from reading assignments). When asked about discussions in diverse groups, students reported they spend more time than faculty perceived interacting with people from a race/ethnicity, economic background, religious belief, or political views other than their own.

Students demonstrated substantial evidence of thinking critically and inclusively in the 2019 NSSE results, which compared favorably to an aspirational group of public institutions in New England. SSU students reported that they included diverse perspectives in course discussions or assignments more often among seniors (+9%) and first-year students (+5%) than NE peers. Seniors also stated that they connected their learning to societal problems or issues more often (+6%); and that their coursework emphasized evaluating a point of view, decision or information source at higher levels (+9%) than peers. First-year students responded that they combined ideas from different courses when completing assignments more often (+5%); and that SSU emphasized contact among students from different backgrounds more (+5%) than at NE publics.

The values inherent in the university's mission "to prepare a diverse community of learners to contribute... to a global society," are championed in the classroom and in relation to campus and societal events. Educational teach-ins have recently been used to have institution-wide discussions about important topics such as the Black Lives Matter movement (2016) and public funding for education (2018). In 2017, as a result of an assessment of general education requirements, the diversity, power dynamics, and social justice (DPDS) requirement was added to the curriculum to ensure all students are exposed to these societal issues during their course of study (Standard Four).

Academic freedom is strongly supported by the faculty and administration. For example, students raised concerns about a controversial exhibit in SSU's art gallery in 2016, which displayed an image of the KKK. The episode was seen as an opportunity for education by all. Students, who expressed their alarm about a hostile image publicly on display, were introduced to the concepts of academic and artistic freedom. The artist was able to share how he viewed his paintings, while the institution learned to better prepare audiences for what they will experience in advance of potentially controversial speakers or exhibits.

Faculty are very active in holistic advising, assisting students with career plans and academic enrichment opportunities. They serve as mentors for capstone projects, honors theses, graduate theses, independent research, directed studies, practica, clinical, and internship experiences, and write letters of recommendation. Faculty also serve as the advisors for student clubs and honor societies, in addition to their academic advising duties. In this area, there continue to be some cases that require waivers for "misadvisement." SSU does not have a systematic means of evaluating individual faculty advising effectiveness and misadvising incidents are not tracked.

Students also access advising support centrally and from specific disciplinary resources, as appropriate. CAE has a staff of professional advisors to assist students and support faculty. The Bertolon School of Business (BSB) and the School of Education have professional advisors to assist their majors. BSB also uses peer advisors. The advising of undeclared students is coordinated out of the CAS Dean's office, with faculty provided professional development to better serve this special population of students.

In the 2019 senior survey, 75% graduating students said they were very or somewhat satisfied with academic advising in their major. In the [SGS exit survey](#), 55% of graduate students were positive or very positive about the advising process. Results from the 2020 SSI also demonstrate high levels of satisfaction with academic advising among all undergraduate students, based on the survey's 7-point scale. Students said that my academic advisor helps me set goals to work toward (5.3); is concerned about my success as an individual (5.6); is approachable (5.8); and is knowledgeable about requirements in my major (5.87).

Additionally, students say they are satisfied that major requirements are clear and reasonable (5.6). While students do not specify whether they are referencing faculty, administrator, or peer advising when reporting their high degree of satisfaction, faculty generally serve as their consistent academic advisors over time.

Projection

The Sustainable Path Forward Task Force ([SPFTF](#)) [recommendations](#) forwarded to the President in December 2020 has offered “lines of inquiry” as university leadership develops a process for discerning the appropriate numbers of faculty, librarians, advisors, academic staff to meet the instructional needs of our students within the boundaries of the university’s budget – a task made all the more difficult given recent significant enrollment and revenue declines. As demographic data predict a continued decline in traditional-age undergraduates, the university will continue to increase programming for graduate and non-traditional students, which may result in changes in faculty professional development needs. The President’s office, working in close consultation with the leadership of Academic Affairs, Finance and Budget, and Enrollment Management, will guide the next steps of this process. Relevant milestones include the development of a rubric to assess the health and vitality of academic units (spring 2021); application of the rubric as part of each department’s annual “enrollment management and strategic planning” meeting among the provost, the dean, the chairperson, the faculty, and representatives from finance and budget as well as enrollment management (to continue spring 2021 into fall 2021); revised department-level action plans arising out of the annual meetings (rolling basis); and subsequent submission and review of proposals for curricular change by academic units to the shared governance process (on-going).

In addressing the persistent challenge of diversifying faculty and academic and student service staff to better mirror student demographics, the university will look to improve the numbers in this area, with particular attention to hiring and retaining Black and Latinx professors. The goal in this work is to increase the representation of minority full-time faculty from 23% (fall 2020) to 30% (fall 2026) through a variety of strategies, including recruitment efforts, facilitated by SSU’s participation in activities such as those sponsored by the Southern Regional Education Board and the PhD Project (provost, VP for Inclusive Excellence, and Human Resources team; ongoing); establishing a limited set of “core themes” (such as racial justice, anti-racism, or environment justice as sustainability) around which to build a more diverse future faculty (provost, academic leadership, and faculty; fall 2021); crafting future faculty job descriptions that explicitly seek out candidates with a range of lived experiences and professional interests that speak to the determined core themes (provost, deans, department chairpersons, VP for Inclusive Excellence, Human Resources; ongoing); remaining committed to conducting meaningful equity reviews at each major phase of every search process (inclusive excellence and human resources; on-going); re-envisioning current faculty development support to include a faculty mentoring program (academic affairs, inclusive excellence, and human resources); and expanding the scope and influence of SSU’s current employee resource groups (inclusive excellence and human resources; on-going).

The continuing diversification of the student body through both effective recruiting and retention efforts necessitates additional, race- and culturally-specific comprehensive professional development for faculty and staff, which would include re-establishing permanent leadership of the Center for Teaching Innovation (provost; fall 2021). Greater integration of a larger plan of faculty development by academic affairs, inclusive excellence, and human resources will mitigate the risk that comes with one-off faculty development, a practice that may not lead to shared, regularized, and systemic change.

SSU will simultaneously focus on deploying instructional technologists to help with online and hybrid course design and technology integration, along with instructional designers for pedagogical support, with the goal of having one full-time equivalent dedicated to each of these activities by spring 2022, pending budgetary availability. Finally, in the late spring and early summer 2021, the provost will convene an advisory group of faculty and administrators to outline a plan for centralizing faculty support so as to provide efficiency and better coordination of effort.

Standard 6.1: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Number of Faculty by category

Full-time	340	325	318	302
Part-time	490	485	439	369
Adjunct	NA	NA	NA	NA
Clinical	NA	NA	NA	NA
Research	NA	NA	NA	NA
Visiting	NA	NA	NA	NA
Other; specify:	NA	NA	NA	NA
Total	830	810	757	671

Percentage of Courses taught by full-time faculty

62.00%	63.00%	64.00%	67.00%
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Number of Faculty by rank, if applicable

Professor	144	140	146	144
Associate	105	106	94	86
Assistant	83	71	68	61
Instructor	8	8	10	11
Other; specify below:				
Total	340	325	318	302

Number of Academic Staff by category

Librarians	11	10	8	11
Advisors	4	4	4	4
Instructional Designers	0	0	3	3
Other; specify below:				
Academic departments	34	33	26	26
Academic services	17	17	16	13
Academic support services	15	15	16	15
Total	81	79	73	72

Please enter any explanatory notes in the box below

Definitions: Academic department staff are assigned to specific programs. Academic services staff are central staff (e.g., Academic Affairs, Center for Creative and Performing Arts) supporting academic areas. Academic support services include (e.g., Center for Academic Excellence) roles supporting students academically. Excluded are administrative assistants, direct student service offices within Academic Affairs, and senior leaders (e.g. deans).

Standard 6.2: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)
Highest Degree Earned: Doctorate					
Faculty	Professor	150	147	140	132
	Associate	81	79	78	69
	Assistant	46	50	46	44
	Instructor	4	1	0	0
	No rank	0	0	0	0
	Other	3	3	3	0
	Total		284	280	267
Academic Staff	Librarians	1	1	1	1
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	1
Other; specify*	Academic Staff	1	1	1	1
Highest Degree Earned: Master's					
Faculty	Professor	19	17	14	12
	Associate	16	18	18	15
	Assistant	15	12	11	15
	Instructor	11	10	11	11
	No rank	0	0	0	0
	Other	1	1	1	0
	Total		62	58	55
Academic Staff	Librarians	10	9	8	10
	Advisors	4	4	4	4
	Inst. Designers	0	0	1	3
Other; specify*	Academic Staff	40	39	34	30
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	2	1	1	2
	Assistant	0	0	1	2
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total		2	1	2
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*	Academic Staff	25	25	23	23
Highest Degree Earned: Professional License					
Faculty	Professor	4	4	4	4
	Associate	6	6	6	6
	Assistant	3	2	3	2
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other	0	0	0	0
	Total		13	12	13
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers	0	0	0	0
Other; specify*		0	0	0	0

* Please insert additional rows as needed

Standard 6.3: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	1	1	0	0	0	0	0
Associate	2	0	0	0	1	1	0	0
Assistant	9	2	8	1	10	10	0	0
Instructor	0	104	0	67	2	2	1	21
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	1	0	0
Total	11	107	9	68	14	14	1	21

Number of Faculty in Tenured Positions

Professor	160	0	155	0	141	0	158	0
Associate	78	0	76	0	73	0	56	0
Assistant	6	0	4	0	2	0	1	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	9		8	0	7	0	10	0
Total	253	0	243	0	223	0	225	0

Number of Faculty Departing

Professor	2	0	0	0	0	0	1	0
Associate	2	0	0	0	1	0	2	0
Assistant	1	0	1	0	6	0	7	0
Instructor	1	0	1	0	3	0	1	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	6	0	2	0	10	0	11	0

Number of Faculty Retiring

Professor	1	0	2	0	8	0	11	0
Associate	2	0	0	0	4	0	4	0
Assistant	2	0	0	0	2	0	0	0
Instructor	0	0	0	0	0	0	2	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	5	0	2	0	14	0	17	0

Fall Teaching Load, in credit hours

Professor	Maximum	24.00	9.00	18.00	9.00	18.00	7.00	21.00	9.00
	Median	9.00	3.00	9.00	6.00	9.00	3.00	9.00	4.00
Associate	Maximum	18.00	9.00	16.00	9.00	16.00	6.00	17.00	9.00
	Median	9.00	6.00	9.00	4.50	9.00	3.50	9.00	6.00
Assistant	Maximum	18.00	9.00	15.00	10.00	19.00	16.00	17.00	9.00
	Median	9.00	3.00	9.00	3.00	9.00	3.00	10.00	3.00
Instructor	Maximum	15.00	15.00	15.00	12.00	15.00	12.00	15.00	12.00
	Median	9.00	6.00	9.00	5.00	9.00	4.00	8.50	3.00
No rank	Maximum	12.00	9.00	15.00	9.00	9.00	6.00	8.00	6.00
	Median	9.00	3.00	9.00	4.00	9.00	5.50	7.00	3.00
Other	Maximum	15.00	6.00	15.00	9.00	15.00	9.00	9.00	6.00
	Median	8.00	3.00	9.00	3.00	12.00	3.00	3.00	3.00

Explanation of teaching load if not measured in credit hours

Standard 6.4: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Accounting & Finance	14	5	14	7	14	10	14	5
Art Department	12	11	11	11	10	7	9	6
Biology	21	10	21	10	20	8	20	2
Chemistry/Physics	12	12	13	13	13	6	16	20
Childhood Education and Care	11	15	11	10	11	27	12	9
Communications	11	10	10	8	11	9	11	3
Computer Science Dept	9	3	9	5	8	4	9	5
Criminal Justice	11	4	11	6	11	6	9	7
Economics	5	6	4	4	4	12	4	3
English	29	31	28	18	28	3	26	4
Geography Department	9	8	11	11	9	6	10	6
Geological Sciences	6	4	5	2	4	11	6	2
Healthcare Studies		5	3	6	5	7	6	14
History	18	10	16	12	17	14	16	30
Interdisciplinary Studies	5	0	5	4	4	36	4	97
Library	11	5	10	4	8	123	11	5
Management	15	7	16	5	15	9	16	3
Marketing & Decision Sciences Dept.	12	4	12	3	13	6	13	4
Mathematics	10	15	11	15	9	6	11	17
Music and Dance	9	26	9	30	7	27	7	46
Nursing BSN	23	101	22	101	18	81	17	4
Occupational Therapy	5	12	5	11	6	6	7	6
Philosophy	5	9	5	2	4	4	5	24
Political Science	6	5	6	7	6	29	6	15
Psychology	19	31	19	23	18	16	21	0
School Of Social Work	19	77	18	80	18	0	19	12
Secondary and Higher Education	13	9	12	3	13	11	14	0
Sociology	9	6	6	5	6	0	7	0
Sport & Movement Science - SOAS	19	27	15	26	17	0	17	0
Theatre & Speech Commun-SAS	11	13	11	16	10	0	9	0
World Languages & Cultures	9	12	8	10	9	0	9	0
Total	368	493	357	468	346	484	361	349

Please enter any explanatory notes in the box below

Multiple faculty are counted as both full and part time in this chart if they teach both day and evening courses

Standard 6.5: Teaching, Learning, and Scholarship

(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY27)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Non Resident Alien Female	2	0	2	2
Hispanic/Latino Female	8	8	16	17
American Indian Female	0	1	1	1
Black or African American Female	6	12	18	20
White Female	125	259	384	378
Asian Female	25	6	31	33
Hawaiian/Pacific Islander Female	0	0	0	0
Two or more races Female	0	0	0	0
Unknown Female	4	19	23	23
Female Total	170	305	475	475

Non Resident Alien Male	2	0	2	2
Hispanic/Latino Male	7	1	8	9
American Indian Male	0	0	0	0
Black or African American Male	14	0	14	15
White Male	108	116	224	220
Asian Male	13	6	19	21
Hawaiian/Pacific Islander Male	0	0	0	0
Two or more races Male	0	0	0	0
Unknown Male	4	11	15	15
Male Total	148	134	282	282

Non Resident Alien Total	4	0	4	4
Hispanic/Latino Total	15	9	24	26
American Indian Total	0	1	1	1
Black or African American Total	20	12	32	35
White Total	233	375	608	599
Asian Total	38	12	50	54
Hawaiian/Pacific Islander Total	0	0	0	0
Two or more races Total	0	0	0	0
Unknown Total	8	30	38	38

Total	318	439	757	757
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Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (FY27)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Hispanic/Latino	3	0	3	4
American Indian	0	0	0	0
Black or African American	4	0	4	5
White	47	7	54	52
Asian	4	0	4	4
Hawaiian/Pacific Islander	0	0	0	0
Unknown	0	0	0	0

Male Total	15	2	17	17
Female Total	43	5	48	48

Please enter any explanatory notes in the box below

Data as of Fall 2019 as reported to IPEDS. The goal is to achieve 30% BIPOC representation among faculty and 22% BIPOC representation among academic staff by FY27.

Standard Seven: Institutional Resources

Human Resources

Description:

SSU is deeply committed to the values of inclusive excellence and equity. It consistently strives to hire faculty and staff who reflect the university's diverse student body, both to fulfill its mission, as well as comply with federal and state laws. Human Resources conducts equity reviews of all searches to promote increased diversity in hiring.

As of Fall 2020, of the 1,283 full time and part time employees, 673 are instructional faculty members. All employees hired must meet the minimum qualifications of the job description. New employees are hired in accordance with the hiring [policies](#), procedures and all federal and state hiring laws. Recruitment resources for search committee chairs list advertising venues by race, ethnicity, gender, and discipline, in addition to general promotional sites. All academic deans actively participate in the equity reviews, leading to better collaboration and communication with HR surrounding the hiring process

The university's human resource policies include an employee handbook, a non-unit professional handbook, four separate collective bargaining agreements, as well as the Equal Opportunity, Diversity and Affirmative Action [Plan](#), all of which are readily available on the university's intranet. Approximately 93% of the SSU workforce is unionized. Policies provide for fair redress of grievances, consistent with each of the employee unit contracts, which are administered by non-unit personnel. Terms of employment are clearly defined, as set forth in the offer letter and [employee handbook](#). Policies are reviewed annually by Human Resources and consistently applied in accordance with each of the collective bargaining agreements, state and federal laws, regarding all aspects of employment, including regular performance evaluations.

Appraisal:

SSU utilizes compensation analysis tools to ensure salary equity internally and to eliminate pay range compression. Compensation is competitive to ensure that the institution can attract and retain qualified administrators, faculty, and staff. The university strives to sustain equitable and competitive employee compensation relative to industry standards, such as CUPA (College and University Professional Association) salary data, and in accordance with the CBAs. SSU contracted Bondcliff Advisors to conduct a thorough analysis of all university salaries for pay equity to ensure compliance with the Massachusetts Equal Pay Act (MEPA). This review will provide the university with thorough information about potential wage differences that should be rectified.

Salem State's 2017 climate assessment report provided baseline data on diversity and inclusion. Generally high levels of comfort with the climate were reported, as 75% of respondents indicated that they were "very comfortable" or "comfortable" with the campus climate. However, 17% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The university implemented several initiatives both in preparation for and in response to the climate study, such as expanding each of the following: staffing, professional development, equity reviews, general education curriculum, faculty development, and student support resources (Standards two, six, and eight).

Training and development efforts span many areas and topics to support institutional needs and protect human and institutional resources. In 2018, two new leadership development programs were launched, the Key Talent Leadership Development program and the Creative Leadership Seminar for faculty. Training in conflict of interest laws, state ethics laws, preventing discrimination and sexual violence (Title IX) are conducted systematically, as required by the Commonwealth. Additionally, safety training is conducted by Facilities; ITS offers training on apps and technology; training is done by the Finance area on purchasing and financial practices; risk management and university police offer training on a variety of topics related to maintaining a safe, secure campus.

Professional development resources are available to faculty and staff through their respective departments. An annual professional development conference is conducted each May for all employees on a topic

selected by a cross-departmental planning committee, and coordinated by [Human Resources](#), [Inclusive Excellence](#), and [Academic Affairs](#). Approximately 15% of employees participated in each of the last two annual professional development days, both of which focused on diversity and inclusion.

The university adopted the Inclusive Excellence model, endorsed by AAC&U. The expansive and transformative vision of the inclusive excellence office, in collaboration with university colleagues, led SSU to become a campus affiliate of NCBI (National Coalition Building Institute); to coordinate racial equity and justice institute members; to develop more accessible methods to report bias incidents; and to be nationally recognized with a HEED (Higher Education Excellence in Diversity) Award for outstanding commitment to diversity and inclusion across the campus by INSIGHT Into Diversity.

SSU's employee resource groups ([ERGs](#)) create a forum for shared interests and concerns among identity and affinity groups to promote a considerate and respectful community. Additionally, ERGs serve as resources for SSU leadership on needs, priorities, and policies. SSU community members created Asian, Black, family/caregiver, Latinx, LGBTQ+, and Women empowerment ERGs. Each of these examples serve as advocates and ally multipliers for equity and inclusion across the university.

Salem State joined the Leading for Change Consortium in 2018. A dozen university leaders formed a campus team and participated in a year-long Racial Equity and Justice Institute. The team completed monthly projects conducting data-informed diversity dialogues and workshops to improve campus climate; obtaining and using actionable data to close achievement gaps; and identifying, implementing, and assessing data-informed strategies and achievement gap interventions that enhance educational outcomes for students of color.

Financial Resources

Description:

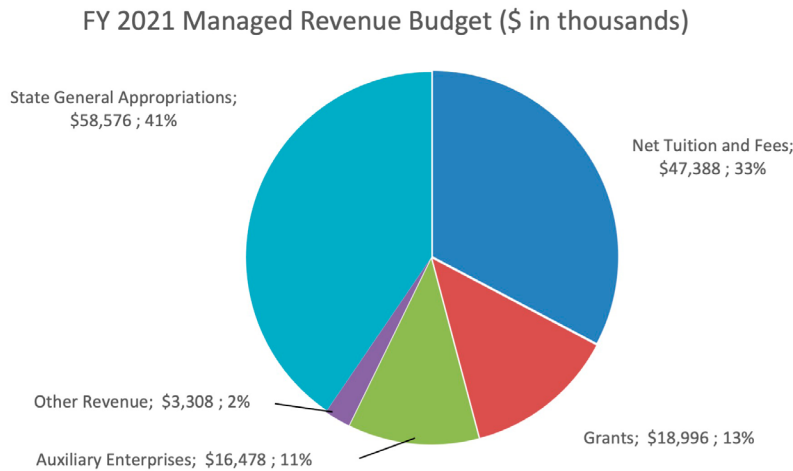
Salem State University is challenged financially. However, through projecting ahead, careful management, and collaborative attention at the leadership level, the university meets the challenges; its bottom line is stable and ratios are improving. At June 30, 2020, the university held cash and investments of almost \$50 million; its FY21 budget is approximately \$145 million. Thus, the university positions itself to carry out its educational activities and ensure that it has the financial capacity for all admitted students to be supported through graduation. As summarized below, excluding the impact of the non-cash GASB 68 and GASB 75 accounting entries for pension and Other Post-Employment Benefits (OPEB), the university has produced an increase in net position in each of the last four years. Although these two accounting standards placed large liabilities on the university's balance sheet which eroded net position, the Commonwealth collects the university's contributions for pension and other benefits only through employee payroll deductions and an annual fringe benefit rate, 38.9% in FY21. Note the table below (Table 1) is presented in the university's management format rather than a GAAP-basis statement of revenues and expenses. The bottom line of the management report ties to that of the GAAP basis statement.

[Table 1: Managed Expenses and Revenues FY16 to FY20](#)

The university employs finance professionals with the necessary knowledge, skills, experience, and education to run a robust finance function. The Vice President for Finance/CFO is a CPA/CGMA with more than 30 years of public higher education experience. There are three other CPA's on the finance team.

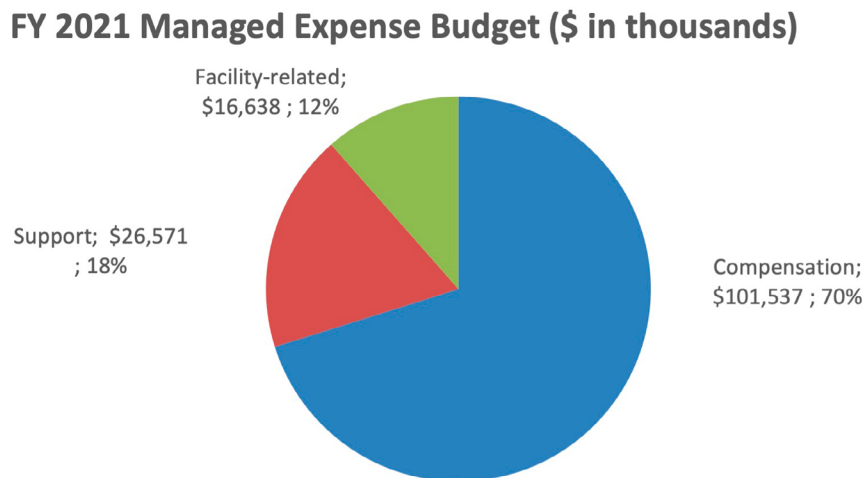
The university relies on tuition and fee revenue and substantial state appropriations as the main revenue sources. These two revenue sources comprise approximately 74% of total revenue to the university (Chart 1). Salem State has not been immune to shifting demographics, a decline in college-age students, and retention concerns. Planning and evaluation efforts have led to pro-active initiatives to address decline and ensure careful stewardship for the strategic plan goal of financial vitality.

[Chart 1: Components of FY21 Revenue Budget](#)



Employee compensation is the largest university expense each year (Chart 2). Labor contracts have significant planning and budgeting implications for the state campuses in Massachusetts. The Commonwealth typically funds the first year of new labor contracts for employees who are paid through the state appropriation and rolls those funds into the base appropriation (General Appropriations Act). Subsequent salary increases over term of the multi-year contracts are funded by the respective campuses. Consequently, universities budget based on the financial bargaining parameters and then the actual contract rates once the contracts are finalized, and campuses must also account for negotiated increases over the remaining years of a contract. Fringe benefits are paid by the Commonwealth for employees who are funded by the state appropriation, and through local (tuition/fee) revenues for the remaining fringe benefit eligible employees.

[Chart 2: Components of FY21 Expense Budget](#)



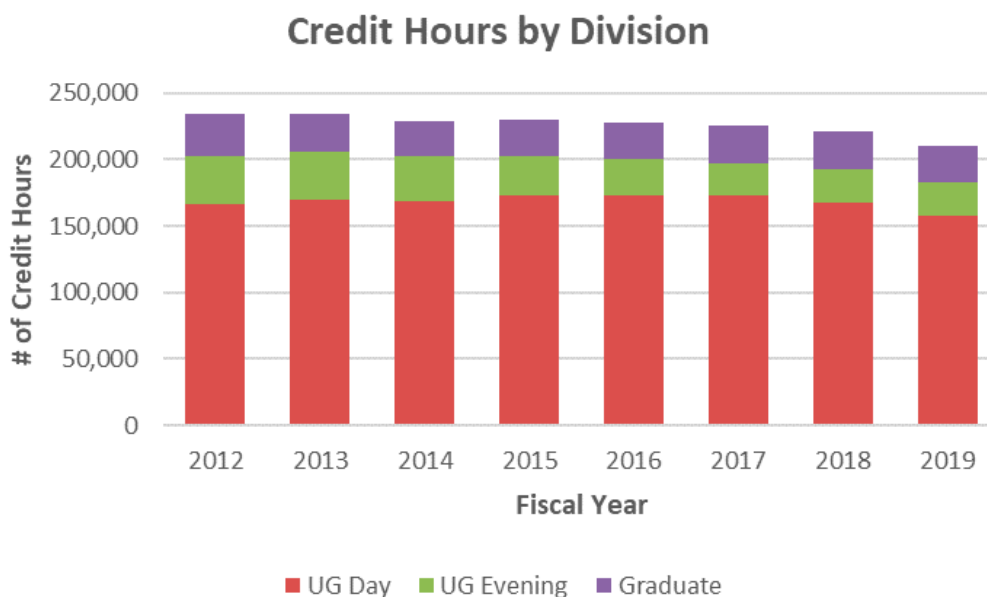
In Massachusetts public higher education, non-appropriated or locally generated funds are known as Trust Funds. Trust fund revenues, which provide the means to accomplish much of the mission of the university, have seen substantial growth over time as the state shifts more of the cost of higher education onto student-generated revenues. In FY17, the Trust Fund Guidelines policy document was updated and approved by the Board of Trustees; it formalized the categorization of over 400 individual funds within the university’s accounting system into ten identified Trust Funds.

The state budgeting process is the outcome of the actions of the legislature and the Commonwealth’s Governor. The Commonwealth’s budget process is not in sync with the university board’s budget cycle, although both entities use a July to June fiscal year. State support, the largest revenue source, is included in the university’s budget for approval by the BOT, usually based on an estimate.

Scenario and contingency planning are essential in the budgeting process. The university’s budget process is based on the next year in its multi-year financial plan (MYFP) based on assumptions which are regularly revisited and approved at the PEC level. Individual vice presidents have broad discretion to reallocate resources within their financial targets. While position vacancies are tightly controlled (presidential approval is required to launch searches), in consultation with the deans, the Provost regularly reallocates faculty lines upon retirement/separation. A pool of funding for strategic initiatives is allocated by the PEC. Enrollment management and their financial aid leveraging partner, EAB, participate in establishing or revisiting enrollment assumptions included in the MYFP. The Vice President for Institutional Advancement provides future fundraising revenue estimates. Salary increases are based on collective bargaining agreements. The CFO persuaded the state comptroller’s office to provide five year forward-looking fringe benefit rate estimates and roll them forward each year, especially important once the GASB 68 and 75 (pension and OPEB) accounting standards resulted in liabilities for those benefits being placed on the university’s books.

As enrollment decreased in recent years, (Chart 3) SSU focused on strict management of vacant positions and a voluntary separation incentive program to reduce staffing levels and expenses. The PEC, in consultation with union executive leadership, offered the VSIP, Voluntary Separation Incentive Program for faculty and staff who had accumulated significant years of service to better align institutional employee and student FTE. Mindful of its potential impact on students, VSIP was instituted intentionally, with the goal of not compromising teaching and learning and student support. While individual staff and faculty decisions to leave were not strategic, VSIP had provisions that allowed university leadership to refill positions deemed critical to academic excellence, student success, or operational needs. VSIP was successful in achieving its intended goal of savings of over \$6 million in annual personnel costs as of FY21.

[Chart 3: Credit Hours Delivered by Student Type – Full Years 2012 – 2019](#)



Financial Resources Appraisal:

Although the BOT works in a committee structure, most do attend the finance and facilities committee (F&F) and Risk Management and Audit meetings regularly. The CFO provides quarterly financial updates to the F&F committee. Other activities of the BOT F&F committee include consultation with the professional investment advisors in accordance with the investment policy and discussions of policies, opportunities, and issues, in addition to recurring annual responsibilities such as adoption of the budget and approval of rates. A financial dashboard was created in FY19; updates are shared with the BOT F&F committee quarterly. To allow for deeper discussion on selected topics, the BOT F&F committee has several “business model” meetings each year where the time is dedicated entirely to one or sometimes two specific topics and there are no action items.

The Risk Management and Audit (RMA) committee also meets regularly. The auditors meet with the committee several times a year, most particularly in October to present the annual audit results and discuss required communications. An annual risk assessment report is discussed with the RMA committee, as the university employs an enterprise risk management approach. The [Clery report](#) is also reviewed with the committee, as well as potential litigation and other relevant matters.

The university’s budget committee is an advisory committee and has active participation from faculty, staff, and student representatives from across the university as well as representatives of the MSCA contract committees that govern academic and curricular policies. The budget committee meets monthly, or more often when needed, focused currently on four priorities: 1) further integration of planning processes with financial planning; 2) enhancing transparency through decision rubrics; 3) assisting with cost containment; and 4) increasing faculty engagement in these subjects. The mission of the committee also includes identifying opportunities for revenue enhancement and operational efficiencies, as well as analyzing specific budget-related issues and developing recommendations to the president.

Each year as part of completion of the independent audit, the finance team calculates metric trends based on Moody’s and PFM methodology as well as traditional type of ratios (primary, viability, return on net assets, net operating revenues and debt burden) used by most of the state universities. A chart of these ratios (Chart 4) is addressed in the Management’s Discussion and Analysis section of the annual financial statement. The recent trends have most been improving. Note these ratios exclude the component units of the SSU Foundation and SSU Assistance Corporation.

[Chart 4: Financial Ratio Analysis](#)

Financial transparency and accountability are important values of the university. Audits are conducted annually by an independent firm, and other audits as scheduled by the state auditor’s office. These audits have consistently yielded clean results for the university financial areas, with only minimal findings related to Financial Aid.

The array of challenges facing public higher education regionally, and SSU in particular (e.g., increased competition for recruitment, declining enrollment locally, increasing compensation and operational expenses, deferred maintenance costs, and unfunded collective bargaining increases) requires leadership able to employ a multi-faceted, creative approach to problem solving and willing to make difficult decisions for the short and long-term health of the institution. Among the on-going approaches employed by SSU are financial analyses of academic programs in which to invest and/or to disinvest; diversifying revenue sources by implementing new level of summer conference operations and financial and operational analyses of administrative activities. Financial analysis of new academic program proposals including MSAT, Master’s in Accountancy, BS in IT, combined degree in Spanish and health care studies, and work on clinical Doctorate in OT, informs institutional decision-making around academic programs and workforce demand opportunities to meet regional needs.

Although the university receives a significant amount of its revenue from state appropriations, Massachusetts ranks 6th lowest in the country in state support of higher education per \$1,000 in personal income according to the [FY20 Grapevine](#) reports; this position is unchanged since FY15. In reviewing 20 years of data, it’s clear that the students are assuming an ever-larger burden of the cost of education. Analyzing this history enables the institution to document trends and advocate with statewide leaders for ways to expand financial support.

The university realized its institutional financial aid practices were not keeping pace with the needs of our students. Beginning in FY18 SSU increased funding and developed a leveraging policy based on econometric analysis to ensure the pricing and aid were optimizing net revenue. The strategic leveraging of financial aid is on-going through the university's enrollment management partnership with EAB and is incorporated into MYFP. An enhanced rate setting process for evening and graduate student programs now includes consultations with a variety of stakeholders. The university recognizes that its three-tier pricing structure for graduate programs does lead to some confusion and will explore ways to streamline the structure and/or the communication in the future.

Using data to support decision-making, the Leverage Enrollment Alignment to Revenue Project provides the capability to support what-if modeling of future revenues, facilitating the process of right-sizing the institution to align with regional educational needs. Thus, despite shortfalls in traditional enrollment, SSU launched new academic programs such as a Master of Science in Accounting, MS in Athletic Training, and BS in IT to increase its offerings to a changing marketplace that includes declines in traditional age students.

Operational advancements were made in automating systems to enhance efficiencies in the finance function. The development and ongoing updating of the Campus Financial Reporting System has enabled users to self-serve with a myriad of useful financial reports, with same-day data. Among these innovations were new automated budget deficit report distributed by email to campus; also available on demand by units.

Integrated institutional planning efforts have been grounded in addressing university challenges to support the long-term financial vitality of the university. For example, the North Campus Precinct Plan, completed in 2017-18, provided a blueprint for potential actions to support academic programs as well as student life; yet depends on the availability of financing. The application for the Science Teaching Lab Addition (2017) allowed decision makers to see a bigger picture and subsequently evolved into SSU BOLD. [SSU BOLD](#) fits into the campus master vision and strategic plan while eliminating major deferred maintenance and delivering much needed state of the art science and simulation labs for nursing and occupational therapy.

Changing conditions in recent years have required direct action to address Salem State's immediate and long-term future. SSU leadership have demonstrated their willingness to make difficult decisions. For example, the drop-in enrollment from the 2018-19 academic year necessitated a financial adjustment. In May 2018, a hiring freeze was implemented to address the anticipated \$5M shortfall resulting from a 5% drop in enrollment. Subsequently, as employees retired or left the institution, the budgeted position funds available were available to fill selected vacancies. A rubric was developed to guide hiring decision-making by PEC based on strategic plan goals and operational needs. Grant-funded and student employee positions were exempted from the hiring freeze. Swift action enabled the balancing of the FY19 budget and better positioned the university.

The rubric was applied to determine hiring exceptions through much of the next fiscal year. Most administrative divisions re-organized responsibilities to manage on-going priorities given the freeze. Although the rubric was created to provide transparency in addressing on-going staffing and hiring needs, dissension appeared to grow as absorbing a vacancy became more commonplace. Position announcements were often subject to more questions and greater scrutiny across campus due to the freeze. In order to clarify whether a posting was a re-structured or replacement position, new language was applied to internal announcements to provide even greater transparency.

In order to further address the impact of the university's enrollment challenges, the budget plan developed and operationalized for FY20 included a Voluntary Separation Incentive Program (VSIP), which reduced positions by 50 net (82 separated due to VSIP) and achieved recurring annual savings of \$6.6 million. The financial model for the VSIP originally relied on \$2.5M in one-time funding from reserves, but this was not needed. In fact, FY20 financial performance beat the budget, despite enrollment-related revenue shortfalls and Covid pandemic related disruptions and costs. The VSIP reduced the size of the workforce by FY21 to address a structural budget deficit.

In addition to reducing payroll expenditures, the university reviewed non-compensation expenses to identify and reduce costs that do not add directly to the university's educational mission. Some examples of these accomplishments include the following: savings from re-aligning of ITS contracts; a financial award for fossil

fuel divestment; contracting with a new dining vendor; restructuring fitness center equipment leasing; and development of a summer conference initiative. Each of these revenue-generating and/or cost-savings efforts contributed to the strategic goal of financial vitality. For example, in FY19, ITS modified contracts, creating a savings of \$36K while lowering future costs. Shifting to leasing technology equipment to lower costs while making endpoint review and replacement plans possible enhanced savings, flexibility, and outcomes.

SSU evaluated a variety of potential reasons for the decline in retention and housing occupancy. A traditional dining program with lackluster food choice and quality emerged as a factor, through a consultation and study, as a significant reason some students did not want to live on campus. In June 2019, SSU welcomed a new dining vendor and implemented a 24/7 dining program with an emphasis on fresh food, expanded choice, and numerous options to address changing dining preferences. This resulted in a \$7.6M increase to both the FY20 budgeted managed revenue and managed expenses based on the new form of contract and a change in the accounting methodology to better reflect this sizable financial activity.

Finance and Facilities implemented a summer conference revenue initiative in 2018 to maximize the use of facilities, diversify revenue streams, and strengthen the university's financial foundation. An outside vendor, Capstone, was hired and they generated \$341K and \$584K in summer 2018 and summer 2019. With the shut-down caused by the pandemic, the university terminated the contract to avoid the fixed costs and will re-visit how to maximize summer conference revenue in the future.

Working with EAB, the university developed a financial aid leveraging strategy, as well as implementing the student success tool, Navigate. The goal of this work is to optimize the financial aid funds going to students and to be able to better track and manage student success outcomes. This effort has led to an increase in unrestricted financial aid to students from \$3.1 million in FY18 to \$6.3 million in FY21.

The Finance and Business area created a continual improvement unit within their division to enhance day-to-day operations. Among the outcomes from these efforts are continuing advancements made in reporting management revenue and expenses to enable real-time financial decision-making by campus managers. Managing budgets for employee positions were also enhanced, capturing new position number scheme and vacant positions with BCI and HR departments.

Thus, the university has adopted the following tools and systems to manage its financial resources and fiduciary obligations:

1. **Multi-year financial plan (MYFP):** An excel based MYFP has been used by the university from FY17–FY20. Starting in FY19, the university began implementation of Synario, a cloud based MYFP solution, translating a home-grown spreadsheet driven model into a more powerful tool. The assumptions contained in the MYFP for the upcoming fiscal year is used to inform and develop the annual budget.
2. **Annual Budget:** An updated process that relies on input from subject matter experts across the campus community. This budget also allows divisions to reallocate resources based on university priorities.
3. **Position management and control:** updated policies and procedures have been introduced to assess vacant positions and new position requests prior to their approval. This review and approval process enables the university to prioritize the filling of vacant positions on mission critical functions.
4. **Campus Financial Reporting System (CFRS):** campus ability to access real time information on budget vs. actuals leads to continued transparency. CFRS uses an open book model, in which everyone can see budget and actual reports. Expanded reports available include 15 internal reports for effective and efficient management of payroll, personnel, vacancy, and other position-related information.

These tools and systems enable the university to achieve greater control and transparency over financial resources, allowing continued prioritization of educational programs of quality. The effectiveness of this approach is demonstrated by the fact that instruction, academic services, and student support expenses have remained at almost 60% for the past 6 years as a percentage of total operating expenses. The MYFP process has given the university adequate insight to be able to plan and make decisions for the future. In FY19, the results of the MYFP showed continuing enrollment declines for FY20–FY23. As a result, the

university implemented a voluntary separation agreement in order to right-size staffing levels based on the projected reduction in students. In February of FY20, the university completed its MYFP for FY21 – FY24, producing a balanced result for FY21. When the COVID-19 pandemic began in March of 2020, the university was able to quickly undertake a mini-strategic planning process, including an updated MYFP for FY21. Working with subject matter experts from across campus, the university was able to quantify the most likely financial impact of the pandemic on FY21. This analysis resulted in identifying an estimated \$26.2 million shortfall in projected revenue for FY21. In order to balance the FY21 budget, work was then undertaken to identify cost-cutting actions or measures to defer expenses. Among the initiatives implemented were cost savings from a furlough program (\$8.5 million), estimated savings from debt restructuring (\$9.3 million), and freezing of specific vacant positions (\$1.4 million). The university’s budget committee, subject matter experts, and campus leadership participated in this process to ensure the integrity and transparency in making these difficult decisions. In June 2020, the BOT approved the newly revised balanced budget for FY21. The university built-in a significant amount of contingency measures into the budget (specifically \$1.6M in FY21 and \$1.9M in FY20) to respond to emergencies, unforeseen circumstances, and evolving conditions, to preserve mission critical expenditures.

Prudent financial planning and two favorable revenue developments resulted in a better than expected financial picture in FY21. A level appropriation from the Commonwealth and \$10.7M in federal relief from CRRSAA (Coronavirus Response and Relief Supplemental Appropriations Act) both became law in December 2020. These developments enabled the university to freeze tuition and fees for students in FY22 and to reduce the length of the employee furloughs. However, despite these positive short-term developments, SSU needs to continue to right size its staffing, facilities, and budget to align with the enrollment decreases.

Information, Physical, and Technological Resources

Description:

Salem State’s physical plant consists of 42 buildings containing approximately 1.36 million gross square feet of space located in five locations, all within a one-mile radius in south Salem. In addition, the Cat Cove Marine Lab, which houses a marine laboratory, is situated two miles away on Salem Harbor. Among SSU’s 145 classrooms, 92% (134) are equipped with technology at one of [six levels](#), placing the institution in a strong position to support teaching and learning. Since 2016, ITS and Facilities upgraded technology in 73% (106) classrooms, with additional features, including a lectern with resident computer, document camera, smart board, HDMI, or video conferencing. Efforts continue to advance technology in general purpose classrooms. The university manages facilities requests through an online program that processes maintenance work orders.

During FY17, the Commonwealth’s Division of Capital Asset Management and Maintenance (DCAMM) undertook a strategic framework study to develop a regional, workforce aligned, and data-driven approach to prioritizing future capital investments. This project had a strong emphasis on addressing deferred maintenance, expressed as “fix it first.” Concurrently, the university undertook the North campus precinct study to develop a road map for future facility projects that support academic and student life priorities, primarily on North campus.

The SSU strategic plan was subsequently approved by the BHE in fall 2017. Several other on-going planning efforts were also initiated, including enrollment and marketing planning, financial aid leveraging study, academic program net revenue analysis, and evaluation of opportunities to expand on-line or hybrid delivery options. These studies drove purposeful action steps to ensure the quality of programs, success of students, and vitality of the university’s finances in the long run. One of the highest priorities to emerge from this planning was the proposal to construct a science teaching lab addition (STLA).

Nursing is one of Salem State’s highest demand programs, while other health and science majors reflect important needs for regional workforce growth and attract significant student interest. Moreover, general education science courses compound the urgent need for increased lab capacity, while lab support illustrates the benefit of bringing academic departments into closer proximity, closing the physical distance

between collaborative programs. Yet, the university lacks the laboratory facilities to satisfy current industry standards and accommodate this growth potential.

In 2017, the university submitted a strategic plan for the STLA to DCAMM. However, this project was not funded by the Commonwealth. While this outcome was disappointing, it led to the development of SSU BOLD: a campus unification and modernization project, and the Readiness Study undertaken in support of this plan. Similar to the Campus [Master Vision](#) (Sasaki, 2013) plan, the Readiness Study process helped the university focus on consolidating its campus footprint to establish a compact and efficient campus core, maximizing programmatic synergies and streamlining operations while providing new lab spaces to address the science and healthcare program needs.

SSU BOLD takes a multipronged approach to achieving SSU's capital goals in a way that is most efficient in both time and budget. It includes the sale of South Campus (SC) property; the renovation of the Horace Mann Building (HMB) on North Campus; the construction of the Meier Hall Addition (MHA); and the repurposing of space in the Berry Library (BL) for instruction. The sale of SC allows SSU to unify its academic programs, physically bringing the community closer together and allowing for increased multidisciplinary collaboration that will improve the student experience and retention. The move will also reduce operational costs and eliminate nearly one-third of the \$253M in the deferred maintenance catalogued as of fall 2017, and the need for future investments in buildings that have outlived their purpose; all while supporting the bottom line of BOLD through sale proceeds. Renovating HMB takes a vacant building and addresses the major upgrades needed to open it for university use, while providing an opportunity to build new healthcare SIM labs, which require critical repairs and upgrades in their existing locations. MHA contains seven much-needed, idealized wet labs for biology and chemistry that are far overdue and support high-demand programs. In the BL, the university proposes to convert under-utilized space into four flexible learning areas that can be used as swing space during construction and as permanent locations for academic programming and faculty professional development upon project completion.

Information technology (ITS) is a service-orientated entity responsible for infrastructure and core information technology services. ITS transformed its structure, adding Service Transition and Business Intelligence to the main divisions of Technology Services, Applications, and Client Service. Technology Services oversees all design, operation and maintenance of the technology services on campus, including webserver infrastructure, content management system support, backups and disaster recovery. In some offices there are specialized staff members providing local support (e.g., enrollment operations using Salesforce; retention services using EAB Navigate) with ITS operating as partners for the over 160 software applications used at the university.

ITS client service team support operates and maintains eight computer labs, classroom AV and classroom technology for the five open computer classrooms and 51 department specific classroom labs for a total of 510 computers. ITS offers a wide variety of software for student use that can be used on and off campus, as the majority of students are commuters. Testing is in progress to expand the mobile network printing and new network design to increase performance.

The ITS Academic Technology and Faculty Support sustains the university's utilization of Canvas for traditional, online and hybrid courses. The area ensures support and training for staff, faculty and students on Canvas (LMS), core technologies, and other educational technologies through consultation, training and supplemental workshops throughout the year. Optimizing resources, course creation and upload is automated in advance of the course semester. There are eight departments with specialized staff who provide local support and manage specialized instructional system such as GIS capabilities. ITS offers 24-hour support for the LMS and business support for administrative core applications.

Berry Library's mission is to provide research collections and instructional services in a welcoming, comfortable, and vibrant physical environment that encourages diversity, excellence, and continued growth. Through a commitment to developing a broad range of collections and partnerships, the library facilitates access to information and preserves local and regional history that promotes lifelong learning for students, faculty, staff, and the general public. Additionally, the 120,000 square foot Learning Commons is located within the facility, housing the collections, spaces, and instructional services of the Berry Library along with

academic support services such as the Writing Center, the Honors Program, TRIO, Disability Services, and the Center for Academic Excellence.

The dean of the library oversees ten professionally qualified full-time librarians, eight and half FTE library assistants, and two full-time staff associate administrators. The library also depends on roughly six FTE of part-time student and contracted non-student staff (15-20 individuals). In developing the policies and strategic plans for the library, the dean is advised by the librarians and staff, as well as by the standing committee on the library, which provides a formal mechanism for input from faculty, staff, administrators, and students on library collections and instructional services.

Librarians provide instruction, research assistance, and collection development and support all academic departments. All librarians, including the dean, hold master's degrees in library and information science or the equivalent, and all have 30 or more credits of additional graduate study in another discipline. Four librarians hold a second master's degree in disciplines such as english and early childhood education. The breadth of information resources and qualified staff help make the Berry Library a hub for intellectual exploration, knowledge creation, and community engagement at SSU.

The [Berry Library's](#) physical space includes access to more than 150 computers, as well as an adaptive technology workstation, a specialized group study room on the first floor, and more than 1,000 study seats. These study seats vary in form to include collaborative workstations, lounge seating, study carrels, laptop tables, and individual and group study tables. The library has 12 group study rooms where students collaborate on class projects, gather in study groups, and meet for scholarly purposes. The library is open over 95 hours a week, including until midnight from Sunday to Thursday.

As a member of the NOBLE consortium of libraries, Berry Library utilizes a robust online system for the cataloging, tracking, management, and assessment of its collections. All data is warehoused, secured, and backed-up by the NOBLE organization on their servers located in another town in Essex County. The library maintains the privacy of all library users through training of all of its staff, including its part-time student employees, in the American Library Association's Code of Ethics. Remote access to the library's electronic resources requires a Salem State network ID and password. Only students, staff, and faculty who have been approved for network access and granted a University ID have remote access to the library's online resources.

Berry Library regularly evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology to improve the effectiveness of these services. Evaluation of the effectiveness of its library services, instructional content, and information technology capabilities is accomplished through tracking collection use, measuring foot traffic, and conducting focus groups and user surveys. These data sets are used as the basis to make appropriate changes.

Information, Physical, and Technological Resources Appraisal:

The university partnered with DCAMM and Sightlines in 2017 to conduct a facilities condition assessment. This analysis enables DCAMM, MSCBA, and the university to identify strategies to address the deferred maintenance backlog on campus; a ten year need of \$253M was catalogued. The university was awarded \$1.27M in deferred maintenance funds in FY18 from DCAMM, including \$753K to renovate the roof of the largest academic building, Meier Hall. As of FY19, the university qualified to receive \$8.2M of DCAMM funding over 5 years to address these deferred maintenance needs. In order to receive the state funds, the university was required to provide \$4.8M for approved projects over the same five-year period. In FY19 and FY20, project studies were performed to enable the university to advance the maintenance priorities identified. In FY20, SSU spent \$2.3M of its own funds on projects approved and partially funded by DCAMM, while in FY21, the university expected to receive \$5.3M in DCAMM funds.

SSU BOLD is the university's most important project partnership with DCAMM. This project significantly improves the life science and healthcare offerings by providing students with the opportunity to study in seven modernized wet labs in an addition to Meier Hall and updated nursing simulation and occupational therapy labs in the renovated Horace Mann Building, which currently sits vacant. These facilities will provide an environment that will correspond to those of the regional businesses within the biotech, life

science and healthcare sectors, who are predicted to have increased needs for an educated and skilled workforce across the North Shore. These facilities will also provide authentic lab experiences that match what students will find in the current and future workforce in these sectors, while also addressing an equity issue our diverse student body faces by studying in labs that are cramped, outdated and beyond repair. This innovative project also right-sizes the institution's physical footprint through the sale of South Campus and unifies the campus community, literally and figuratively. The sale supports the bottom line of the project while unifying academic programs on fewer campuses, creating greater opportunity for interdepartmental collaboration.

The Board of Trustees enthusiastically supports SSU BOLD as it is both transformative for the University and beneficial to the Commonwealth. The Commonwealth's funding application process required applicants to demonstrate the ability to provide supplemental funding to complete the project, assuming a cap of Commonwealth funds of approximately \$25M. In December 2019, the BOT voted unanimously to commit up to \$20M in a combination of cash and/or debt for SSU BOLD, subject to project funding of at least \$25M from the Commonwealth and additional funds from the sale of South Campus and fundraising and grant contributions.

The pandemic amplified the need for more skilled professionals in the STEM and health care fields regionally. In August 2020, the Massachusetts Governor signed the legislation to permit DCAMM, as the state entity which owns the South Campus parcel, to sell that property and return the proceeds to Salem State to support campus infrastructure. However, the resulting uncertainty in state funding caused by the COVID-19 crisis also led the Commonwealth's Executive Office of Education to delay decisions about funding new capital projects until the FY21 budget is resolved. University leadership and BOT remain steadfastly committed to this multi-stage, long term investment.

SSU BOLD is opposed by some faculty who have advocated for using the reserve funds set aside for this project by the BOT to mitigate the financial impact of the pandemic, specifically by eliminating the need for a furlough program. The President and BOT have expressed that it would be imprudent to spend reserves to fund unsustainable operating expenses, including employee compensation. Critiques of the project have also cited the expansion of campus facilities in prior years and the accompanying debt as exacerbating the institution's financial challenges, as enrollment has subsequently declined. Some have expressed the view that additional capital investments are symptomatic rather than a solution.

However, the gains from investing in BOLD are expected to generate \$1.8 million annually, and to pay dividends in improving student access, equity, and success; yielding high-quality outcomes for students, the workforce, and the state. In addition, the project dramatically reduces the university's deferred maintenance, while maximizing recruitment, retention, and completion rates. According to the 2018 Northeast Labor Market Blueprint, healthcare is the facing significant workforce development challenges. The Northeast region has seen a growth in healthcare related occupations since 2012, and projections suggest there will continue to be a demand for healthcare professionals in the years ahead with a projected growth of 12%, or roughly 10,770 jobs, by 2022. With 20.5 percent of the 200 largest employers in Essex County as part of the healthcare and social assistance industry, long term occupational projections for the North Shore see significant increases to 2026 for nurse practitioners (28.6 percent), occupational therapists (16.7 percent), and registered nurses (15 percent). Additionally, the Massachusetts Biotechnology Council estimates that by 2023, there will be an additional 12,000 jobs in the biotech industry in Massachusetts.

The university's regional commitment also includes effective collaborations with local community colleges. In 2019, Salem State and North Shore Community College (NSCC) developed the Seamless Pathways Partnership (SPP), strengthening the long-standing affiliation between the institutions. The SPP includes removing transfer credit barriers; offering deferred admission to Salem State; allows NSCC students to live on campus at Salem State; facilitates collaboration on student activities, clubs, and sports; and connects NSCC students to the Salem State honors program. To maximize financial resources, the institutions share the cost of two full-time positions (Environmental Health and Safety Officer and Energy Manager) and moving forward there is an active discussion with NSCC and two other regional community colleges aided by a state contract with EY Parthenon, to identify additional areas for shared costs and collaboration.

Since 2012, there have been several new construction and renovation projects on the campus. Facility improvements include construction of the library in 2013 (state funded), the [Gassett Fitness Center](#) in 2013, a new residence hall, a parking garage, and relocation of the School of Social Work to renovated leased space in 2015. Furthermore, a \$23 million complete renovation of the Mainstage Theatre, now known as the Sophia Gordon Center, was completed in 2016. Recent construction projects have achieved varying degrees of LEED sustainability standards certification, including Marsh Hall (gold), Viking Hall (gold) and Berry Library and Learning Commons (silver).

The Frederick E. Berry Library collection includes more than 235,000 physical scholarly books, periodicals, and media. Additionally, the library's online resources include 793,639 books, periodicals, and media, as well as 295 databases. Over 77% of the collection is now available online, allowing broader access to library resources 24/7, 365 days a year. Online access is expected to exceed 80% again by FY22. An audit of the method used for calculating collections statistics was conducted in FY19, which resulted in a major correction to reporting from prior years.

Its collection of databases and e-journals includes core academic resources such as Academic Search Premier, JSTOR, ProjectMUSE, Oxford Journals Online, Oxford Scholarship Online, SpringerLink, Wiley Blackwell journals, Sage Premier and Backfiles, Sage eReference, ScienceDirect College Edition, ScienceDirect ebooks, health sciences/nursing backfile, EBSCO Discovery, and e-journal backfiles.

Berry Library's collections are supplemented by the library's membership in the NOBLE (North of Boston Library Exchange) library consortium. Through its participation in NOBLE's shared online catalog, the Berry Library offers ease of access to more than 3 million books and e-books in a network of over 20 public and academic libraries. The library uses Association of College and Research Library's (ACRL) Guidelines for University Library Services to benchmark services. However, there is no standard in these guidelines that defines optimal staffing for academic libraries. Therefore, the library monitors comparable universities to assess staffing levels. While the ration of library staff per student is typical of public academic libraries, SSU has the lowest ratio of staff per student of its four most comparable sister universities in the state system. However, Salem State's spending on library collections is about 30% higher than the average spending of the nine sister universities. As of FY19, Salem State spends \$148 per student on library collections while a comparable sister institution spends \$115 per student.

In three technology-rich classroom/labs, librarians teach course-integrated sessions on how to locate and use print and digital information, instructing students in methods of conducting subject-specific research. Librarians also consult individually with students to advise on conducting research. In 2019-20, librarians taught 230 information literacy classes, reaching over 3,700 students, faculty, and staff, plus provided 1,000 individual research consultation appointments. Students' information literacy skills also emerged on the 2019 NSSE, as FY students (+5%) were more likely to combine ideas from different courses when completing assignments; while SR's (+9%) reported that their coursework emphasized evaluating a point of view, decision, or information source more than peers at aspirational institutions regionally.

Furthermore, the student satisfaction index ([SSI](#)) was administered five times since 2012. Across nearly 100 survey items, students were consistently very satisfied with the Library staff and resources. Using a 7-point scale, students' ratings of 'Library resources and services are adequate' averaged at 5.91; and the ratings of 'Library staff are helpful and approachable' averaged at 5.90, which was up slightly from the last administration. These items were the two highest rated individual items in January 2020.

ITS evaluates the adequacy, utilization and impact of the services through surveys, forums and data metrics, using this information to improve the effectiveness of these services. Customer satisfaction surveys are now part of every helpdesk call and annual customer service surveys provide a measure of the department's effectiveness. For 2019 the satisfaction, participants express a level of satisfaction over 97 percent with customer support, problem resolutions, and general communications.

The pandemic tested the nimbleness of the ITS team to pivot to remote access, demonstrating the successful balance of cloud and on-premises applications available to meet the campus community's needs. Systems proved to be very robust and proficient. Approximately 65% of software applications

are cloud-based, with 35% of them on the premises. The size of the ITS staff contracted by over one-third due to VSIP and turnover. The digital conversion will continue as the university invests further in enabling in-person and remote courses simultaneously. Developing this type of flexibility in delivering course content creates more opportunities to promote online course enrollments in the future. Out of necessity, the staff adapted, re-organizing and utilizing contractors to meet the most critical needs and augment the ranks. The use of hy-flex carts in campus-based classrooms was expanded due to the pandemic. Using cameras combined with the current LMS (Canvas) platform, the university can offer in-seat instruction and the ability to live stream instruction. Sessions can also be captured for on-demand playback.

Since the last NEASC self-study in 2016, all open computer labs have been upgraded and all classrooms moved to digital format with large displays, whiteboard, or interactive projection. SSU spends approximately \$100,000 per year to replace student-used computers. All computers in laboratories, and general-purpose classrooms are now on a four-year replacement cycle.

The daily average student wireless connections of 3,500 bolsters the essential requirement of seamless access to computing, printing and network capabilities.

The university's utilization of Canvas is extensive. About 13% were delivered by hybrid or online [modalities](#) prior to the pandemic, but is now over 80% for day and 90% for evening courses. Instructional design services are also available through Faculty support teams.

The use of [business intelligence](#) data is becoming more commonplace by many departments. Access to this data provides decision-makers with timely analytics across a range of factors. In addition to the net financial impact analysis, a package of department level reports was produced with metrics such as class size, cost per credit hour, facilities bottlenecks, and course level DFW rates. These reports, combined with an [enrollment](#) trend and admissions trend report, became the initial data package generally available in Power BI. Currently, over 250 community members access reports on academic department metrics; admissions cumulative data; enrollment trends by session and course; net financial contribution by program matrix; retention and graduation rates; student academic plan counts; and student degree completion. More than 70 graduate program coordinators and staff access data on program coordinator applicants, class, and student listings. Additionally, over 30 community members access admissions cumulative data; admissions funnel status; admissions melt; enrollment trends by session and course; event conversion; FAFSA trends; program coordinator applicant listing; and returning students not registered. Furthermore, reports are tailored to different audiences, including deans' reports, nav center, student accounts, international students, and first-year experience.

Projection

The two most significant risks the university is facing in the coming years are declining enrollment and anticipated insufficient appropriation by the Commonwealth, both of which have been exacerbated by the COVID-19 crisis. In response, SSU will work toward shoring up enrollments by implementing a revised, more holistic student-success initiative that includes student-specific coaching, to be undertaken collaboratively by Academic Affairs, Student Life, Inclusive Excellence (projected implementation for fall 2022); improving first-to-second year retention from the current 73.5% to 74.5% by fall 2023; and instituting up to five (5) revised or new revenue-generating opportunities by spring 2022, thereby helping to reduce the university's reliance on enrollment related revenue and state appropriation revenue.

As noted in Standard Four and Five, the President's Sustainable Path Forward Task Force (SPFTF) presented "lines of inquiry" intended to offer the leadership direction regarding the difficult decisions needed to address the structural budget deficit resulting from declining enrollment, deferred maintenance, and the impact of the pandemic. The next milestone in this process is the public presentation of a report by the President, one that incorporates appropriate ideas from the SPFTF; scheduled for released in February 2021 for discussion with the campus.

Further initiatives to improve the fiscal health of the institution include SSU BOLD, which will attract more STEM majors to the university and address deferred maintenance challenges on the campus; resuming activities (post-COVID) to increase summer revenue through hosting conferences and visitors (managed by Finance and Facilities, with a tentative reactivation date of summer 2022); and exploring the use of income share agreements (ISA) as an additional type of financial aid to offer students. On this matter, Finance and Facilities, Enrollment Management, Institutional Advancement, and Academic Affairs are making two determinations regarding this new higher education financing model: (1) which students would benefit most from such an opportunity and (2) the likelihood that those students would be willing to enter into a contract to pay a percentage of their future earnings in lieu of tuition/fees. A determination as to whether SSU will actively develop and deploy ISAs is expected by fall 2021.

As concerns information technology infrastructure, much of which is old and at end-of-life, the university is in the process of making a \$2.4M network investment over the next five years. The first phase of the campus network upgrade began in summer 2020; a new state of the art network with the most up-to-date wireless coverage available will be completed by summer 2021. In addition, ITS plans to migrate the student information system either to the cloud or join in a shared system with sister institutions (a plan to be finalized by spring 2022) and to further reduce costs and minimize system complexity by culling the current list of 160 software applications in use today by 10%, with a target completion of summer 2022.

Standard 7.1: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FALL 2017)			(FALL 2018)			(FALL 2019)			(FALL 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	340	490	830	325	485	810	318	439	757	293	380	673
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	10	0	10	8	0	8	9	0	9	9	2	11
Library Technicians	9	4	13	8	2	10	7	5	12	8	1	9
Archivists, Curators, Museum staff	0	0	0	0	2	2	0	1	1	0	1	1
Student and Academic Affairs	97	57	154	96	54	150	97	52	149	93	51	144
Management Occupations	41	0	41	37	0	37	35	0	35	35	0	35
Business and Financial Operations	98	6	104	90	7	97	86	10	96	84	3	87
Computer, Engineering and Science	46	1	47	50	3	53	47	3	50	43	5	48
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	42	30	72	43	31	74	38	36	74	40	34	74
Healthcare Practitioners and Technical	6	4	10	8	12	20	7	12	19	6	17	23
Service Occupations	100	10	110	91	9	100	93	9	102	87	7	94
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	70	5	75	61	7	68	56	7	63	48	7	55
Natural Resources, Construction, Maintenance	19	0	19	18	0	18	18	0	18	15	1	16
Production, Transportation, Material Moving	6	0	6	7	0	7	6	0	6	6	0	6

Total	884	607	1,491	842	612	1,454	817	574	1,391	767	509	1,276
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Please enter any explanatory notes in the box below

Source - IPEDS HR			
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Standard 7.2: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year Ends - month & day: (06/30)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS (in 000s)					
Cash and Short Term Investments	\$35,672	\$46,054	\$47,987	29.1%	4.2%
Cash held by State Treasurer	\$1,106	\$2,773	\$3	150.7%	-99.9%
Deposits held by State Treasurer	\$2,851	\$603	\$3,355	-78.8%	456.4%
Accounts Receivable, Net	\$6,532	\$6,199	\$8,098	-5.1%	30.6%
Contributions Receivable, Net	\$4,529	\$4,043	\$4,458	-10.7%	10.3%
Inventory and Prepaid Expenses	\$44	\$1,105	\$116	2411.4%	-89.5%
Long-Term Investments	\$32,124	\$33,151	\$34,242	3.2%	3.3%
Loans to Students	\$1,953	\$1,863	\$1,589	-4.6%	-14.7%
Funds held under bond agreement	\$2,444	\$2,411	\$2,411	-1.4%	0.0%
Property, plants, and equipment, net	\$181,309	\$175,845	\$170,717	-3.0%	-2.9%
Other Assets	\$25,666	\$30,955	\$22,071	20.6%	-28.7%
Total Assets	\$294,230	\$305,002	\$295,047	3.7%	-3.3%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	\$23,474	\$26,332	\$24,872	12.2%	-5.5%
Deferred revenue & refundable advances	\$4,182	\$7,814	\$3,835	86.8%	-50.9%
Due to state	\$0	\$0		-	-
Due to affiliates	\$0	\$0		-	-
Annuity and life income obligations	\$0	\$0		-	-
Amounts held on behalf of others	\$0	\$0		-	-
Long-term debt	\$47,696	\$45,209	\$42,316	-5.2%	-6.4%
Refundable government advances	\$0	\$0		-	-
Other liabilities	\$146,164	\$157,729	\$156,550	7.9%	-0.7%
Total Liabilities	\$221,516	\$237,084	\$227,573	7.0%	-4.0%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	(\$112,027)	(\$116,653)	(\$115,933)	4.1%	-0.6%
Foundation	\$2,003	\$2,225	\$2,385	11.1%	7.2%
Assistance Corporation	\$402	\$289	\$258		
Total	(\$109,622)	(\$114,139)	(\$113,290)	4.1%	-0.7%
Temporarily restricted net assets					
Institutional	\$5,737	\$5,660	\$6,729	-1.3%	18.9%
Foundation	\$12,772	\$12,335	\$13,334	-3.4%	8.1%
Total	\$18,509	\$17,995	\$20,063	-2.8%	11.5%
Permanently restricted net assets					
Institutional	\$131,086	\$129,974	\$126,140	-0.8%	-2.9%
Foundation	\$23,619	\$24,360	\$24,698	3.1%	1.4%
Assistance Corporation	\$9,122	\$9,728	\$9,863	6.6%	1.4%
Total	\$163,827	\$164,062	\$160,701	0.1%	-2.0%
Total Net Assets	\$72,714	\$67,918	\$67,474	-6.6%	-0.7%
TOTAL LIABILITIES and NET ASSETS	\$294,230	\$305,002	\$295,047	3.7%	-3.3%

Changed from
Long-term investments

Changed from Other
long-term liabilities

Please enter any explanatory notes in the box below

Other Liabilities includes the Net Pension and OPEB amounts.

Standard 7.3: Institutional Resources

(Statement of Revenues and Expenses)

Fiscal Year Ends - month& day: (06/30)	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021 Budget)	Current Year (FY 2021 Forecast)
OPERATING REVENUES (in 000s)					
Tuition and fees	\$88,009	\$87,523	\$84,392	\$71,974	\$78,360
Room and board	\$20,004	\$19,284	\$19,428	\$15,366	\$11,061
Less: Financial aid	-\$18,443	-\$19,331	-\$18,637	-\$16,112	-\$18,868
Net student fees	\$89,570	\$87,476	\$85,183	\$71,228	\$70,553
Government grants and contracts	\$19,185	\$19,742	\$18,013	\$18,839	\$28,800
Private gifts, grants and contracts	\$288	\$159	\$95	\$156	\$156
Other auxiliary enterprises	\$5,351	\$5,358	\$6,724	\$3,269	\$2,954
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
Sales and Services of Educational Departments	\$1,296	\$1,054	\$660	\$755	\$220
Miscellaneous	\$521	\$197	\$598	\$367	\$369
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
Total Operating Revenues	\$116,211	\$113,986	\$111,273	\$94,613	\$103,051
OPERATING EXPENSES (in 000s)					
Instruction	\$66,193	\$67,646	\$64,673	\$47,233	\$49,074
Research	\$0	\$0	\$0	\$0	\$0
Public Service	\$3,163	\$3,111	\$3,093	\$2,239	\$2,323
Academic Support	\$17,560	\$18,435	\$17,728	\$26,137	\$26,494
Student Services	\$19,189	\$20,448	\$20,138	\$19,305	\$19,663
Institutional Support	\$27,462	\$23,328	\$20,263	\$16,215	\$16,918
Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0
Operation, maintenance of plant (if not allocated)	\$17,667	\$22,316	\$21,977	\$22,234	\$21,446
Scholarships and fellowships (cash refunded by public institution)	\$6,845	\$7,670	\$10,915	\$9,240	\$10,212
Auxiliary enterprises	\$19,638	\$20,958	\$26,156	\$11,842	\$11,877
Depreciation (if not allocated)	\$10,505	\$9,369	\$9,421	\$11,242	\$11,242
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
Total operating expenditures	\$188,222	\$193,281	\$194,364	\$165,687	\$169,249
Change in net assets from operations	-\$72,011	-\$79,295	-\$83,091	-\$71,074	-\$66,198
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	\$60,466	\$66,068	\$67,047	\$58,922	\$67,780
Investment return	\$3,774	\$3,885	\$3,877	\$1,497	\$1,497
Interest expense (public institutions)	-\$1,850	-\$1,725	-\$1,459	-\$1,798	-\$696
Gifts, bequests and contributions not used in operations	\$3,864	\$4,206	\$4,652	\$3,313	\$3,313
Other (specify): non operating revenue	\$0	\$0	\$88	\$3	\$2
Other (specify): CARES funds	\$0	\$0	\$6,234	\$0	\$0
Other (specify): MSCBA	\$0	\$0	\$648	\$0	\$0
Net non-operating revenues	\$66,254	\$72,434	\$81,087	\$61,937	\$71,896
Income before other revenues, expenses, gains, or losses	-\$5,757	-\$6,861	-\$2,004	-\$9,137	\$5,698
Capital appropriations (public institutions)	\$2,950	\$2,067	\$1,560	\$5,323	\$5,323
Other (specify):	\$0	\$0	\$0	\$0	\$0
TOTAL INCREASE/DECREASE IN NET ASSETS	-\$2,807	-\$4,794	-\$444	-\$3,814	\$11,021

Standard 7.4: Institutional Resources

(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021 Budget)	Current Year (FY 2021 Forecast)
	Long-term Debt					
	Beginning balance	\$50,583,650	\$47,718,217	\$45,395,983	\$42,547,456	\$42,547,456
	Additions	\$970	\$641,537	\$475,318	\$0	\$0
	Reductions	(\$2,866,403)	(\$2,963,771)	(\$3,323,845)	\$2,970,830	(\$2,820,102)
	Ending balance	\$47,718,217	\$45,395,983	\$42,547,456	\$45,518,286	\$39,727,354
	Interest paid during fiscal year	\$2,000,735	\$1,914,133	\$1,679,424	\$1,798,393	\$1,798,393
	Current Portion	\$2,621,755	\$2,943,858	\$2,970,830	\$2,820,102	\$2,820,102
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	25.14	23.46	23.93	20.49	21.34
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	1.31	1.31	1.46	0.65	0.65
	Debt to Assets Ratio Long-term Debt / Total Assets	0.18	0.16	0.16	0.14	0.14
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
Debt covenants existed in Fiscal Years prior to June 30, 2020.						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
Future borrowing plans (please describe).						
SSU is in the process/has obtained a Line of Credit from a local bank to provide working capital for necessary operations if the need arises in the future.						

**Standard 7.5: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021 Budget)	Next Year Forward (FY 2021 Forecast)
NET ASSETS					
Net assets beginning of year	\$29,269,873	\$24,796,025	\$18,980,413	\$16,935,989	\$16,935,989
Total increase/decrease in net assets	(\$4,473,848)	(\$5,815,612)	(\$2,044,424)	(\$3,814,083)	\$11,020,917
Net assets end of year	\$24,796,025	\$18,980,413	\$16,935,989	\$13,121,906	\$27,956,906
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$7,032,024	\$8,201,736	\$9,510,284	\$9,256,798	\$9,750,749
Federal, state and private grants	\$17,073,742	\$17,682,132	\$18,598,964	\$14,656,179	\$17,889,588
Restricted funds	\$522,521	\$582,973	\$832,933	\$672,599	\$672,599
Total	\$24,628,287	\$26,466,840	\$28,942,181	\$24,585,575	\$28,312,936
% Discount of tuition and fees	30.1%	30.2%	34.3%	34.2%	36.1%
% Unrestricted discount	8.0%	9.4%	11.3%	12.9%	12.4%
Net Tuition Revenue per FTE	\$11,489	\$10,077	\$10,504	\$9,613	\$10,077
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A	N/A	N/A	N/A	
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below.					
Net Assets above only represent the University, they do not include the Foundation or the Assistance Corporation.					

**Standard 7.5a: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)
CASH FLOW				
Cash and Cash Equivalents beginning of year	\$23,157,448	\$26,477,225	\$34,745,458	\$35,686,927
Cash Flow from Operating Activities	(\$36,838,046)	(\$39,172,835)	(\$52,570,632)	\$7,100,000
Cash Flow from Investing Activities	(\$141,538)	\$779,396	\$1,924,836	\$0
Cash Flow from Financing Activities	\$40,299,361	\$46,661,672	\$51,587,265	\$0
Cash and Cash Equivalents end of year	\$26,477,225	\$34,745,458	\$35,686,927	\$42,786,927
LIQUIDITY RATIOS				
Current Assets	\$48,145,212	\$60,639,037	\$64,352,909	\$60,768,000
Current Liabilities	\$24,837,148	\$27,800,563	\$26,639,653	\$30,149,000
Current Ratio	1.94	2.18	2.42	2.02
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365				
Please enter any explanatory notes in the box below that may impact the institution's cash flow.				
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.				
Please enter any explanatory notes in the box below.				

Standard 7.6: Institutional Resources

(Information Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Total Expenditures

Materials	\$1,154,930	\$1,164,143	\$1,147,140	\$1,161,499	\$1,161,499
Salaries & wages (permanent staff)	\$1,862,044	\$1,752,831	\$1,978,150	\$1,616,132	\$1,616,132
Salaries & wages (student employees)	\$103,098	\$91,380	\$85,330	\$109,000	\$109,000
Other operating expenses	\$763,139	\$761,330	\$705,826	\$716,140	\$716,140

Expenditures/FTE student

Materials	\$162	\$172	\$183	\$200	\$200
Salaries & wages (permanent staff)	\$261	\$259	\$316	\$278	\$278
Salaries & wages (student employees)	\$14	\$14	\$14	\$19	\$19
Other operating expenses	\$107	\$113	\$113	\$123	\$123

Collections

Percent available physically	16%	24%	23%	22%	20%
Percent available electronically	84%	76%	77%	78%	80%
Number of digital repositories	1	1	1	1	1

Personnel (FTE)

Librarians - main campus	12	10	10	10	10
Librarians - branch /other locations	n/a	n/a	n/a	n/a	n/a
Other library personnel - main campus	17	13	10	10	10
Other library personnel - branch/other locations	n/a	n/a	n/a	n/a	n/a

Availability/attendance

Hours of operation/week main campus	97	95	95	63	95
Hours of operation/week branch/other locations	n/a	n/a	n/a	n/a	n/a

Consortia/Partnerships

NOBLE: North of Boston Library Exchange
MCCLPHEI: Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions, Inc.
FLO: Fenway Library Organization
WALDO: Westchester Academic Library Directors Organization

URL of most recent library annual report:

<https://libguides.salemstate.edu/reports>

Please enter any explanatory notes in the box below

Expenditures per FTE for FY 19 uses the Fall 2018 number of 8,338; FY 18 uses the Fall 2017 number of 8,702. Librarian counts include all positions, including vacant ones. The library dean/director is counted in the other library personnel number, not the librarian number, although the director/dean is a librarian. Collections: The percentages are derived from the numbers reported to IPEDS for FY 18 (Total: 1,800,268 with 241,071 physical items). Calculations for IPEDS data for FY 19 is in progress.

See Form 4.5 for data about Information Literacy

Standard 7.7: Institutional Resources
(Technological Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Course management system

Canvas Learning Management by Instructure most current version
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Number of classes using the system	3,796	3,673	NA	NA	NA
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Bandwidth

On-campus network	20 Gbps	20 Gbps	20 Gbps	20 Gbps	20 Gbps
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Off-campus access

commodity internet (Mbps)	2 Gbps	3 Gbps	3 Gbps	3 Gbps	3 Gbps
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high-performance networks (Mbps)					
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Wireless protocol(s)	802.11a,g,n,ac	802.11a,g,n,ac	802.11a,g,n,ac	802.11a,g,n,ac	802.11a,g,n,ac
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Typical classroom technology

Main campus

Extron controller, PC, Projector, DVD, laptop connection, USB input

Branch/other locations

N/A

Software systems and versions

Students	People Soft Student 9.2
Finances	People Soft Financials 9.2
Human Resources	ICMS
Advancement	Blackbaud
Library	Libguides
Website Management	Drupal
Portfolio Management	Campus wide: eportfolio in Canvas Departmentally: Chalk and Wire, Taskstream
Interactive Video Conferencing	Campus wide: Zoom.
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	records.salemstate.edu/policies/information-security-policy
Privacy of individuals	records.salemstate.edu/policies/web-privacy-statement
Appropriate use	records.salemstate.edu/policies/acceptable-use-policy
Disaster and recovery plan	https://salemstate.boldplanning.com/
Technology replacement	records.salemstate.edu/policies

Please enter any explanatory notes in the box below

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Standard 7.8: Institutional Resources

(Physical Resources)

Campus Location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	29	1,359,135
Other U.S. locations		
International locations		

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)
Revenue (\$000)				
Capital appropriations (public institutions)	\$2,950	\$2,067	\$1,560	\$5,323
Operating budget	\$2,995	\$1,360	\$2,777	\$2,537
Gifts and grants	\$0	\$0	\$0	\$0
Debt	\$0	\$473	\$325	\$82
Total	\$5,945	\$3,900	\$4,662	\$7,942
Expenditures (\$000)				
New Construction	\$0	\$0	\$0	\$0
Renovations, maintenance and equipment	\$5,867	\$3,182	\$3,469	\$7,160
Technology	\$78	\$718	\$1,193	\$782
Total	\$5,945	\$3,900	\$4,662	\$7,942

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	97,051	3,023	100,074
Laboratory	83,419	18,160	101,579
Office	154,857		154,857
Study	25,739		25,739
Special	14,096		14,096
General	107,773		107,773
Support	55,883		55,883
Residential	527,994		527,994
Other	271,140		271,140

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)
Frederick Berry Library	Library	122,000.00	\$67,605,817
Viking Hall	Dormitory	109,409.00	\$53,979,652
Parking Garage	Parking	222,106.00	\$19,907,007
Gassett Center	Fitness Center	45,500.00	\$17,623,411

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)
Science teaching lab addition	science labs	49,145.00	\$66,351,698

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)
Sophia Gordon Center	Theatre	33,072.00	\$24,715,751
Meier Hall Roof Phase I & II	Roof Replacement	N/A	\$3,394,531

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)
Administration Building	Roof Replacement	N/A	\$2,898,217
O'Keefe Center	Rocket Arena & Admin. Wing Roof Replace	N/A	\$4,105,957

Please enter any explanatory notes in the box below

Standard Eight: Educational Effectiveness

Educational Effectiveness

Description

Salem State's undergraduate academic curriculum is composed of three dynamic educational experiences common to all students: (1) general education; 2) major field of study; and 3) student life learning co-curriculum. Each curricular area offers diverse choices and extensive opportunities with distinct learning outcomes for students to pursue. Through their learning and involvement, students gain proficiencies, ensuring a holistic undergraduate educational experience. These elements define and distinguish the depth and breadth of the SSU undergraduate education. Graduate program learning objectives are individually defined by disciplinary professional standards.

Disciplinary learning outcomes have been established for all undergraduate and graduate degree programs. Academic departments have multiple assessment mechanisms in place to gather data about student outcomes. Each academic department contributes to SSU's Student Learning Outcomes Scorecard, which summarizes the means by which students demonstrate their achievement of the discipline's learning outcomes. In addition, each department regularly participates in an external accreditation and/or program review process on a five-year cycle. Results from these reviews (Standard Two) are shared with university leadership, academic deans, and disciplinary faculty to promote and apply continuous improvement efforts, while the impact on students is shared in this standard.

Following the 2011 NEASC report, SSU greatly expanded systematic assessment of the undergraduate and graduate student experience over the last decade, establishing a schedule of on-going assessment plans. A series of national surveys were administered over multiple years to establish baseline results before strategically staggering periodic assessments to promote continual improvement. Among these instruments were the National Survey of Student Engagement ([NSSE](#) in 2010-11, 2013-16, 2019); [Student Satisfaction Index](#) (SSI in 2011-13, 2015, 2017, 2020); Cooperative Institutional Research Project Freshman Survey (CIRP in 2010, 2012); Beginning College Survey of Student Engagement (BCSSE 2014-15); and [Faculty Survey of Student Engagement](#) (2010-11, 2013-15, 2019). Each of these tools provided data on students over time, compared to national results. The [graduate school](#) also initiated an annual student exit survey in 2016, while academic affairs implemented a [senior survey](#) of graduating students in 2018, providing indirect evidence of student outcomes. In addition, the university gathers data about students, student learning, and the student experience from a variety of sources, including [Mapworks](#) surveys and [Navigate](#) (as of 2019), SSU's early intervention systems.

SSU has been active in state and national organizations on the assessment of learning, including AMCOA (Advancing Massachusetts Culture of Assessment, since 2013-14), the Multistate Collaborative (MSC, since 2016), and now the VALUE Institute. In addition, SSU participates in the Massachusetts Task Force for Statewide Assessment, to inform policy and best practices. At a 2019 Task Force meeting, the SSU Occupational Therapy department's assessment of student learning was highlighted for its use of high-impact practices (HIPs), including the use of the Canvas e-portfolio for on-going formative and summative course and program evaluation.

The institution has considerable assessment tools in place (e.g., program student learning outcomes, program reviews, accreditations, student learning outcome scorecard) to assure academic quality at the program and disciplinary level. However, the university is working to establish institutional learning outcomes (ILO). The most recent effort to establish ILO's was led by the university-wide assessment advisory committee (UWAAC) in 2017-18. The progress being made in this faculty and staff committee, though, ceased as work-to-rule began. When work-to-rule ended in 2020, the opportunity to re-start these efforts was realized. A [draft proposal](#) developed by academic affairs was reviewed and revised by department chairs at two meetings in summer 2020. In fall 2020, the provost charged governance committees to take up this proposal with the goal of developing a consensus around the set of institutional learning outcomes now under review.

The university supports the assessment of student learning through collaborations between academic departments, the office of strategic planning and decision support, and academic affairs to synergize the collection, analysis and dissemination of student experience and academic data. Assessment is ubiquitous; access to data is greatly expanded, and results are shared more frequently and applied more effectively. There are highly productive pockets of assessment activity, efforts, and resources (e.g., Power BI, Navigate, VALUE, etc.). Assessment is taking root but could be more deeply embedded throughout the institution. Furthermore, the university lacks a unifying individual or office with the directive to coordinate assessment efforts across units. One example of the accomplishments that could be achieved through such a mandate is the adoption of institutional learning outcomes (Standard Four).

SSU students succeed at comparable or higher levels than their peers in licensure pass rates. For example, [occupational therapy](#) candidates achieved a 100% pass rate for the past eight years on the NBCOT Performance Exam Results. By comparison, the national pass rate average is 86.7%. In addition, [social work](#) candidates must pass the licensure exam administered by the Association of Social Work Boards. During 2018, 28 BSW candidates took the exam for the first time and 18 (or 64%) passed, compared with the initial pass rate of 69% in North America. Among MSW candidates in 2018, 112 Salem State students took the exam and 97 (or 87%) passed, compared with 76% overall.

The [nursing](#) program requires that students pass all courses offered by nursing by earning a C+ or better. The program has strict rules regarding withdrawal from courses, and an academic progression policy based upon grades, attendance and withdrawal allowances. After many years of consistent rigor and licensure success, the nursing program experienced a setback in 2017. The nursing candidates' pass rate for first time NCLEX exam takers dipped to 79.27%, below the required minimum rate of 80%. After receiving a full approval with warning from the Board of Registration in Nursing (BORN) in 2018, the School of Nursing responded transparently and effectively.

Nursing faculty implemented ten specific [measures](#) each semester in 2018-19 to prepare, support, monitor, and intervene to ensure students' [success](#). These [initiatives](#) included supplemental instruction, peer tutoring, test taking workshops, and exam reviews. When faced with challenges, the university's teaching and learning practices have led to improvement and [success](#) in sustaining academic excellence. Moreover, Admissions now requires all transfer, LPN/BSN applicants to successfully pass the Test of Essential Academic Skills (TEAS) to assess academic preparedness before entering the Nursing program. Implementing this Admissions best practice also contributed to increasing National Council of Licensing Examination (NCLEX) results. As a result, the School of Nursing's scores on the NCLEX rose from 79.27% in 2017 to rebound in 2018 with 88.5% pass rate; while in 2019, the program achieved a 90.5% pass rate. The Commonwealth's Board of Registration in Nursing (BORN) voted unanimously to reinstate full approval status for Salem State's program in [summer 2019](#).

Without a 100% pass rate on the required Massachusetts Tests of Educator Licensure ([MTEL](#)), Education licensure candidates cannot complete their programs and receive Commonwealth endorsement. Students must pass as many as four MTEL tests, depending on the license sought. Many candidates must re-take one or more of the tests to complete all requirements. The re-take rate for SSU students on the Communication and Literacy test is 33%, while the statewide percentage is 20%.

The School of Education ([SoE](#)) implemented an overall policy that assesses students' progression on the stated learning outcomes at multiple gateways. In initial licensure programs, students must successfully progress through three gateway assessments before their summative assessment and program completion. The results of these formative assessments are provided to students in the immediate weeks after they are concluded and assist in individual student interventions, as needed; the aggregated assessments are provided to the faculty in each licensure program to use for program-, course- and assignment-level continuous improvement. Based on evidence from assessment cycles, the SoE has revised course syllabi to clarify expected learning outcomes; adjusted course sequences; added 1.5 credit additional coursework to provide additional supports; developed an intervention system for struggling students; and developed a program-level "syllabus" for students integrating requirements and due dates from all course/field work into one go-to document.

Academic programs implement many measures to enable students to succeed and achieve such strong licensure testing results. For example, to remain in good standing in education licensure programs, undergraduate students are required to maintain a GPA of 3.0 and graduate students cannot receive a grade less than B- in any course. Similarly, to maintain good standing in occupational therapy, undergraduate students cannot receive less than a B- in any major course, while graduate students must maintain a 3.0, without any individual grade below a B-. In the Bachelor of Social Work (BSW) program, students qualify for advanced coursework, called Professional Readiness, by maintaining a 2.7 GPA in 100 and 200-level social work coursework. Once admitted to upper-level courses, BSW students must maintain B- or better in core social work coursework; they may repeat a social work course once, but a second grade below the required grade mandates withdrawal from the major. In the Master of Social Work (MSW) program, students must maintain at least a 3.0 GPA or be placed on probation. If placed on probation, students must develop an "Academic Improvement Plan" and return to a GPA of 3.0 within two terms. Both the undergraduate and graduate social work programs employ a three-tiered intervention process for students who have been "flagged" for issues of academic or professional performance. Furthermore, students who enter as first-year, first-time students in education and social work have first-year retention rates that consistently exceeded those of the institution as a whole. Ninety percent or more of nursing students are retained in the first year. Six-year graduation rates mirror a similar pattern, with nursing consistently graduating between 75% - 85% of students in the major.

Examples of more SSU academic programs that use assessment systematically to improve student learning, yet do not require licensure, include Business, Marketing, Media and Communication, Criminal Justice, and Theatre and Speech Communication. For example, business uses a capstone course, portfolio review, and a standardized major field test to gather evidence about student success in the discipline. Marketing developed a service-learning course to promote greater community engagement based on student assessments. Media and communication uses a capstone course, portfolio review, internship site supervisor feedback, and client feedback from the EXPECT course to assess student engagement with the community. Internship site feedback and a capstone course are also employed by criminal justice in assessing curricular engagement.

Theatre and speech is a National Association of Schools of Theatre (NAST) accredited program. The BFA degree requires students to present creative work each semester to be juried by a faculty panel. After examining jury results from student work, compared to NAST standards, the department re-formatted its rubrics and taught those rubric standards to students in jury preparation workshops. As a result, the department saw a 7-10% increase in retention and student success over succeeding years.

Assessment of academic student learning at Salem State focuses on both general education outcomes and learning outcomes within the academic disciplines. Several of the [general education outcomes](#) have been assessed systematically. In [2015-17](#), and [2018-19](#), the VALUE rubrics for critical thinking, written communication, and quantitative literacy were applied to student artifacts for systematic analysis.

Over the first two years of the project, 53 Salem State faculty participated and contributed 670 student artifacts, which accounted for 39% of all artifacts submitted by Massachusetts 4-year institutions. In the third year, 104 Salem State students' artifacts were collected for the VALUE assessments. Findings indicated that the [VALUE](#) rubrics and the methods used were appropriate, yet, there were some limitations. Specifically, assignment prompts did not always clearly match the rubric used; and the number of artifacts used to weigh quantitative literacy was relatively low (25 in 2015-16; and 38 in 2016-17). While faculty participation has been consistent, other than during work-to-rule, through both the [MSC](#) and [VALUE](#) Institute, widespread implementation of curricular changes based on VALUE scoring have not been implemented due to the absence of more definitive results and the need for more dedicated assessment support.

Salem State's results were similar to those of state and national peers. For all three learning outcomes assessed (written communication, quantitative literacy, and critical thinking), ratings tended to cluster in the middle of each dimension, i.e., students achieving milestone 2 and 3 on the respective rubrics that used a 4-point scoring range. These results raised speculation about the methodology, and whether that level of achievement is appropriate as the project continues. Student artifacts will be scored for both written communication and critical thinking with results returned to faculty in spring 2021. As a result of the

pandemic, AAC&U expanded the data collection period allowing SSU the opportunity to gather more data during fall 2020.

Educational Effectiveness Appraisal

SSU's [NSSE](#) results provide strong evidence of student learning aligned with the [general education curriculum outcomes](#) and the emerging student life [co-curriculum](#) on several items directly related to the values articulated in Salem State's mission. When asked how much your university contributed to your knowledge, skills, and personal development, SSU seniors achieved gains of 2%-7% greater than peers from an aspirational group of New England public universities. Among the seven academic categories in which SSU students described greater gains were thinking critically, writing and speaking clearly and effectively, understanding people of other backgrounds, solving complex real-world problems, and being an informed and active citizen. In two categories, the differences between SSU and peers were negligible, while the only category in which NE peers attained greater gains was in analyzing numerical and statistical information.

Chart 5 (below) illustrates consistent gains reported by SSU senior (SR) students from 2016 and 2019 on these measures that align with the general education curriculum outcomes, which also compare favorably to an aspirational group of NE public peers.

[Chart 5: SSU Seniors' Perceived Gains in 2016 and 2019](#)

These results indicate contributions students reported on their knowledge, skills, and personal development on the same LEAP-aligned, general education curriculum outcomes (Chart 6).

[Chart 6: Benchmarks for SSU First-Year students' Perceived Gains in 2019](#)

2019 SSU SRs compared favorably to SSU FY and NE public FY peers, as expected. The differences between SSU SRs and SSU FYs seem to indicate relative gains for seniors compared to first-year students. When comparing SSU FYs and NE Public FYs, the differences between those groups seem to indicate greater gains made by SSU FY students' compared to NE public FY students. In addition, where NE Public peers report greater gains as first-year students than SSU FYs, these gains appear to be able to be made up over time when compared with the senior peers, as in Chart 5. These results indicate evidence of student learning and gains across these LEAP aligned outcomes.

Disaggregating 2019 NSSE results further by academic discipline provided SSU with measures of learning across the schools and colleges, as well as comparative results between SSU and New England public university peers. SSU students outperformed peers at other public universities on many engagement indicators. This peer comparison group included students from multiple flagship public institutions in New England.

[NSSE](#) measures student engagement across ten indicators with differences between means reported here. Each [engagement indicator](#) (EI) aggregates multiple questions into one data point for first-year students (FY) and one for seniors (SR). When compared with this aspirational peer group, SSU arts and humanities FYs ranked higher than New England public university FYs in seven of ten engagement indicators (EI); while SSU STEM and computer science FYs ranked better than NE public peers in six of ten EI's. Both SSU social science and health profession FYs were higher in three EI's, respectively; SSU social service profession FYs scored above in two EI's; while SSU Business and Education FYs ranked higher than NE peers in one EI each.

Among STEM and computer science majors, SSU SRs ranked higher than NE public university peers in all ten engagement indicators; social service profession SRs showed greater gains in seven of ten EI's; SSU arts and humanities SRs ranked higher in five EI's; SSU health profession SRs ranked best in three EI's; SSU Business SRs ranked higher in two EI's; and social service SRs were higher in one Engagement Indicator

These results establish baseline data across disciplines, providing some comparative feedback for majors within SSU and between public universities. Higher response rates are needed in the future to yield more

robust results by discipline, as response rates for major groups were smaller due to sub-dividing the overall pool of respondents into seven academic disciplines. While it is encouraging for SSU first-year students to compare so positively with peers on several student engagement measures, it is more gratifying to see gains demonstrated among seniors, illustrating the relative positive impact of their SSU experience across most disciplines when compared to students at NE publics.

SSU emphasizes high-impact practices (HIP's) as defined by AAC&U, through curricular and programmatic initiatives. The general education curriculum is SSU's primary common intellectual experience among undergraduates (Standard Four). As a teaching university, student research has been promoted and celebrated for decades. (Standard Six). As many as 100 students participate in CIE's [study abroad](#) annually, traveling to dozens of countries across six continents. Programs of varying lengths are available for a year, semester, summers, and during spring and semester breaks. From 2018-20, the profile of students who study abroad included, 80% were women; 78% earned a 3.0 GPA or higher; 35% were Pell-eligible; and 33% were students of color. Additionally, the university participates in the [National Student Exchange](#), allowing students to study at another institution for one semester or a year in Canadian and U.S. states and territories.

An increased emphasis on high-impact practices across the curriculum, as well as integration of career development and experiential learning in many majors, contributes further to student learning and engagement. In a recent review of the last two years among graduating students, over 60% of seniors and nearly 25% of graduate students were enrolled in an experiential learning course in their final year. In the chart below, experiential learning was defined as clinical, field studies, internship, practicum, student teaching, and study abroad courses.

Table 2: Experiential Learning among Graduating Students 2018-19

Enrolled in Experiential Learning Course(s)	Degree Conferred AY 2018-19			Degree Conferred AY 2019-20		
	Bachelor's Degree	Master's Degree	Total*	Bachelor's Degree	Master's Degree	Total*
Yes	1,016	132	1,169	956	127	1,093
No	579	437	1,115	590	399	1,059
Total	1,595	569	2,284	1,546	526	2,152
% of Yes	64%	23%	51%	62%	24%	51%

*Includes post-grad certificates

Furthermore, every SSU academic department offers a career exploration opportunity. SSU offers academic internship opportunities in 80% (24 of 30) of departments. In addition to traditional internships, the university also offers career exploration to students through fieldwork, and pre-practicum and practicum experiences at the undergraduate and graduate levels in 13% (4) of departments which include: Nursing, Occupational Therapy, Secondary and Higher Education, and Social Work. Lastly, departments like Chemistry & Physics and Theatre & Speech Communication offer career exploration opportunities through courses like special projects, acting recitals, and advanced-level research projects in these fields. During the 2017-18 academic year, 452 SSU students completed credit-bearing internships, and review of placements shows that 153 worked with non-profit agencies (n=77), government offices (n=42), K-12 public schools (n=13), hospitals (n=9) and community-facing campus programs (n=12).

There are 13 graduate programs at Salem State that incorporate experiential community engagement into their curricula, which include: Art + Design, Business, Early Education, English, Geography, History, Mathematics, Nursing, Occupational Therapy, Psychology, Secondary Education, Social Work, and World Languages and Cultures. Field placements, internships, clinical assignments, practica, classroom observation, student teaching, and graduate research are among the experiential learning opportunities embedded in advanced degree programs.

The [FYE](#) office oversees multiple HIP's as learning opportunities for shared first-year experiences, including learning communities, academic convocation, FYRE, FY day of service, and FY seminars. Since 2009, FY students discuss a common book with faculty, staff, and student leaders at First Year Reading Experience

(FYRE). Assessment of FYRE shows that FY students benefit from engaging in academic discourse around diversity issues raised in the program and upper-class students report the program having a positive impact on their career approaches and diversity awareness. The FY day of service, coordinated by CCE and FYE, enables 200 first-year students move onto campus early to join in a day-long community service activity with faculty, staff, and student leaders at one of over 30 sites across the North Shore. New students who participate in the First Year [Day of Service](#) program have shown higher one-year and longitudinal retention rates compared to peers who did not participate in this experiential learning opportunity. The first to second year retention rate was +10.2% in 2017; +1.5% in 2018; +10.4% in 2019 for students who participated. Longitudinal tracking results indicate that as of fall 2019, participating students were retained +13% since 2016; +1.2% since 2017; +10.4% since 2018.

[First Year Seminars](#) are specifically designed to enhance students' transition to the university, to introduce academic support initiatives, and to foster a sense of competency within their new learning environment. While learning communities are a highly successful high-impact practice, it is SSU's least well-established HIP. SSU has experimented with a variety of models including those bringing students together around shared residential, experiential learning, and major field of study interests, with mixed results. Those learning communities that have proven to be the most sustainable models at SSU were designed for Veteran students and women of color. Learning communities appear to offer unrealized potential that SSU continues to explore.

Participating in HIP's were shown to be beneficial for all students, but historically underserved students tend to benefit more from these opportunities, according to AAC&U. SSU students of color take part in most of these practices at similar or higher levels than White students. Among the six HIP's assessed by [NSSE](#), research with faculty was the only HIP, in which White students participated at greater levels than Asian, Black/African-American, and Latinx students. Additionally, a similar finding emerged when comparing HIP participation levels between first generation and not first-generation college students. Again, in all six HIP's other than research with faculty, first generation students participated at consistent or higher levels than other students. Providing HIP opportunities for all students is an institutional goal, while ensuring access for first generation and students of color also affirms SSU's social justice values.

SGS implemented an annual [exit survey](#) for graduate students to assess their experiences and outcomes. Most respondents were already employed in a field related to their field of study (59%) when they came to SSU. 15% indicated that they sought a master's degree in order to change careers. Key motivations for pursuing graduate work included personal development (63%), intellectual development (50%), and an increase in salary (55%). The overwhelming majority (85%) believed their degree will help them get a better job.

The majority of respondents expected to complete their degree in two years (48%) and most of those students (43%) succeeded in that time frame. A significant number of graduate students (33%) expected to earn their degree in three years, and most of them (29%) were successful. Work, financial commitment, and family obligations were cited as the main obstacles to completing their studies. SSU strives to prepare students to contribute to a global society in its mission. The vast majority of graduate students (87%) agreed that SSU had indeed prepared them to do so.

The [senior](#) and [graduate](#) surveys reflect the accomplishments of those students who earn a degree. In order to enable more students to reach that goal, faculty and student service professionals use Navigate to identify and intervene with any student who may be struggling. Navigate enables the university to focus limited resources on efforts to drive toward greater impact. Analytics are used to assess the health of the student population, identify students who need assistance, and evaluate the effectiveness of interventions by student advisors and coaches, enabling continual assessment and learning.

Navigate incorporates multiple analyses to inform the risk model and to provide the university with actionable data in real-time to support students. For example, historical trends for first term GPAs and persistence rates of FTFT students were examined. This analysis showed that 84% of fall 2018 FTFT undergraduates earning over 3.01 GPA persisted to fall 2019. More importantly, however, the analysis revealed that 65% of students with a GPA of 2.0 or less did not persist, quantifying the scope of the murky

middle between 2.0 and 3.0, where targeting SSU resources are more likely to improve retention. In addition, the investigation further applied historical SSU data to project persistence rates to fall 2020 and graduation for this cohort.

The predictive model for student success brings together all of the data points available to enable SSU to scale services and resources accordingly to maximize impact. The model for SSU students emerged from evaluating 15 demographic, pre-enrollment traits along with 27 data points related to academic characteristics and performance. This data analysis yielded a risk model predicting the percentage of persisting and graduating students. Students were grouped into three categories: high, moderate, or low risk to persist and/or graduate. While EAB calculated the amount for each category, SSU priorities determine the parameters, outcomes, and future resource allocations to meet these needs. Following the implementation of Navigate to replace Mapworks, the one-year retention rate climbed by one percent in the first year, even as the pandemic disrupted the second half of the spring semester in 2020. This increase was the first positive gain in one-year retention rate in six years, since the peak of 81.2% in 2013.

SSU studies and monitors the graduation and retention data to inform future institutional decision-making and to ensure that the programs and curricula are meeting student needs and supporting student success. Graduation rates have climbed steadily over the last decade. In 2015, graduation rates reached 50% for first-time, full-time (FTFT) students for the first time. SSU has increased its six-year graduation rate by 17.7% and increased the 4-year graduation rate by 25.4% since 2011, with intentional efforts to ensure higher completion levels.

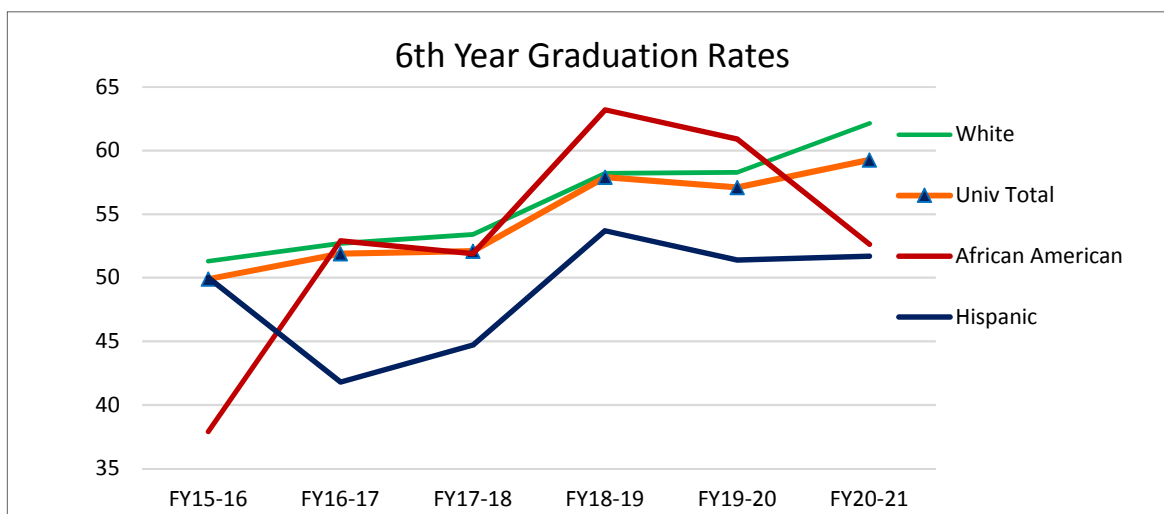
Some of these efforts included strengthening the student academic progress policy (SAP) to intervene sooner and with greater consequences to re-direct students; centralizing student services, such as the Registrar, Financial Aid, and Student Accounts into the Student Navigation Center as a one-stop office; and investing in online case management strategies, initially Mapworks and now Navigate. Some SSU sub-populations, most of whom appear to access supportive networks, also historically graduate at higher levels. Among the students completing at higher rates than the 59.3% average in 2020 are honors program (79.4%); student-athletes (73.0%); Pell ineligible (62.7%); and resident students (61.3%). Additional groups whose success rates are monitored consistently include STEP (58.1%); Summer Bridge Academy (56.4%); Commuters (55.2%); TRIO (55.0%); and Pell eligible students (54.4%).

A decade ago, former President Meservey set “ambitious but attainable” completion goals for [SSU graduation rates](#) to reach 62% by 2021. Furthermore, in response to existing gaps in achievement across gender and racial/ethnic groups, the university’s goal for graduation rate differences between Hispanics and Whites (from 9% in 2011), Blacks and Whites (from 7% in 2011), and between men and women (from 6% in 2011) for SSU was set at zero. These goals mirrored the DHE goal for overall graduation rates, while exceeding the goals set by the other state universities for equity gaps. With the six-year graduation rate reaching 59.3% in 2020, the university is close to its ambitious goal set for 2021. During this period, the four-year graduation rate also rose from 22% in 2011 to 42.3% in 2020, a fraction above SSU’s six-year graduation rate of 41.8% in 2011.

The university takes pride in its efforts to advance the Massachusetts Board of Higher Education (BHE) system goals of college participation, college completion and closing gaps in student achievement. Since 2012, the university has made incremental progress shrinking disparities to ensure greater equity among students of color and males in recent years. The university’s [current six-year](#) graduation rate rounds to 59%, while among underserved groups the SSU graduation rates were: for students who identify as Latinx, 52%; Black/African-American, 53%; Asian-American, 53%; and male, 56%. By comparison, students who graduated at higher rates were women (61%); and White students (62%), respectively. Although the SSU graduation rates across all groups have increased substantially, gaps in equity still persist.

Table 3: Graduation Rates and Equity Gaps in Achievement

Cohort Years	F09	F10	F11	F12	F13	F14
6 Yr Graduation Rates	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21
African American	37.9	52.9	51.9	63.2	60.9	52.63
Hispanic	50.0	41.8	44.7	53.7	51.4	51.70
White	51.3	52.7	53.4	58.2	58.3	62.14
Univ Total	49.9	51.9	52.1	57.9	57.1	59.27



The gaps in achievement among groups identified by the BHE metrics in 2020, were 5% between male-female students; 9% among African-American/Black-White students; and 10% between Latinx-White students. While there was marginal improvement on the male-female gap, the race/ethnicity gaps are two percent higher for African-American students and one percent more for Latinx students than the baseline year of 2012. These results are a substantial change for Black/African-American students who had made gains in recent cohorts, graduating at rates comparable or higher than White students since 2016. Overall Latinx graduation rates have been relatively flat in recent years, but a gender disparity is clear, as Latinas are completing at a 13% higher rate than Latino students.

SSU has also seen considerable gains in our six-year graduation rate from 51.9% in 2016 to 59.3% in [2020](#). There are many reasons for this significant increase including the creation of intentional program development to intervene and provide support to increase student success. However, amid the increase in the six-year graduation rate for the entire student body is the dramatic increase from [2015-19](#) in the graduation rates of African American students at the university from 37.9% in 2016 to 52.6% in 2020.

SSU conducted a qualitative study to explore these students' success and "to understand, from an asset-based perspective, how students of color at Salem State describe and perceive the University's resources in relation to their academic achievement" (Neville, 2020). In these focus groups students spoke of their achievements and success in spite of challenges they face. Four overall themes emerged from the study in which students the need to; 1) Believe in yourself (all participants had very detailed career goals that required a college degree and they were highly motivated to be successful and reach their goals); 2) Build connections (they mentioned that their success was a direct result of making connections with faculty, staff, and peers to build a support network); 3) Leave your comfort zone (students discussed the benefits of joining clubs and getting involved in campus life as important); and, 4) Write their own ticket (all understood the importance of real-world experiences and participated in internships and/or graduate school preparation programs to be ready to move to the next level after graduation).

Consistent with these findings, among the changes made as a result of analyzing students success data include:

- To ensure graduation is possible in four years, SSU initiated Degree Maps so students can see what they need to do to graduate and mandated that all departments publish a 2-4 year rotation of electives, so students know when electives are offered.
- SSU initiated two Living/Learning communities for business and Latinx students; seeing that retention in these groups was lower than the university as a whole.
- SSU focused more effort on the transition of undeclared students to a major by creating the Explorers program to provide programming and curriculum (First Year Seminars) focused on the success of these students.

Retention from 1st to 2nd year has also been a focus of resources and efforts. Students of color comprise 40% or more of recent, incoming first-year classes, representing an increase of over 5% since fall 2016. SSU retention rates peaked at 80% or more in 2013 and 2014. However, since then the rates have dipped each year until 2020, when the first to second year retention rate increased to 73.5%.

As students of color are a larger percentage of the student population, SSU has been able to retain first-year students who identify as Asian-American at a higher rate (89%) and African-American students at a comparable rate (73%) to the overall retention rate. Similarly, males and Pell eligible students were retained at 72% respectively, nearly at the mean retention rate. However, students who identify as Latinx were retained at 66%, a lower percentage than all other sub-groups. The university is actively working to identify effective ways to narrow gaps in attainment and achieve more equitable outcomes. These efforts particularly need to better enable Black/African-American and Latinx students to complete at comparable rates.

While many new initiatives and efforts have contributed to the overall growing completion rates for students, four broad areas stand out. First, curriculum initiatives (e.g., general education curriculum, and 4+1 programs) have created new incentives, reduced barriers, and facilitated student progress. Second, the creation of new offices tailored to meet the needs of emerging sub-populations or students more broadly (e.g., [FYE](#), [LEAD](#), [veterans' affairs](#), [retention services](#), [student navigation center](#), student life clusters, [center for civic engagement](#), [STEP](#), etc.) and their accompanying initiatives (e.g., FYRE, academic convocation, [BEES](#), the Brotherhood, EAB Navigate, FY day of service etc.) have contributed to supporting students. Third, new systems and forums (e.g., degree tracker, Mapworks, [EAB Navigate](#), [Business Intelligence](#), academic department strategic planning and enrollment management consultations) promote early intervention, case management, collaborative work across departments, and data driven decision-making. Fourth, increasing outreach to students and families (e.g., [1+2=Key](#) initiative, financial aid leveraging, cohort work with students close to completion to ameliorate barriers to completion) to help them progress and graduate. While some of these efforts began as long as a decade ago, succeeding classes continue to benefit from these reforms and new initiatives.

Over the last five years, an average of over 1,100 students and family members joined the each of the "Class of" Facebook pages created annually and overseen by the FYE office. Among those students who joined the Salem State Class of 2023 Facebook page, 86% were retained from first year to second year, while only 46% of those who didn't join the page persisted. The incoming class of 2023 was the most recent new FY class before the pandemic struck, yet FYE continues to provide customer service and communicate vital resource information as they monitor this channel.

The university has tried multiple efforts to track the outcomes for graduates with mixed results. Until 2012, the institution conducted a detailed, post-graduation survey that necessitated a very labor-intensive follow-up to produce worthwhile results. Seeking to re-allocate institutional human resources, SSU next engaged a vendor to pursue the data collection of graduates for the next few years, but response rates were lower. Post-Graduation data is currently collected through the [Senior Survey](#) on outcome-related questions. This survey is administered as undergraduates apply for commencement.

Results from the [Senior Survey](#) have been collected since 2018. Response rates were near 50% in each of the first two years, while in 2020, COVID-19 negatively impacted participation. In 2018-19, slightly more than half of respondents reported they were still seeking employment in the spring of their graduation year, the majority of whom were searching for a full-time position. About half of those respondents provided contact information to seek assistance from career services in finding employment.

Over one-third of 2018-19 respondents reported they had secured a position, with the overwhelming majority of these students employed in Massachusetts. Almost one-third of respondents reported their salary. The majority of employed respondents reported that they were making less than \$40,000; about one-third indicated a salary between \$40,000 - \$60,000; while over ten percent reported earning over \$60,000. Over two-thirds of respondents stated their intent to pursue graduate study in the next few years. While these results provide a snapshot of student outcomes prior to graduation, limitations of this instrument include the timing of the survey; lack of post-graduation follow-up; and the resulting incompleteness of the data collected.

The over 65,000 SSU graduates contribute substantially to the Commonwealth and the regional economy as local taxpayers, employees, and employers. As the university prepares to publicly launch the comprehensive campaign (Standard Two), sustaining alumni relations is of critical importance. Additionally, Salem State offers academic programs to meet the needs of the economy of the North Shore area. For example, the development of new programs, such as a BS in Information Technology, and the newly re-designed CAGS in educational leadership, responded specifically to regional economic priorities. Moreover, among the largest university programs are education, nursing, business, social work, psychology, and criminal justice, which provide the next generation of teachers, school counselors, educational administrators, social workers, entrepreneurs, and criminal justice professionals.

Most [graduates](#) not only come from the Commonwealth, but 80% of alums also settle in the state after graduation, with over 40% of them living on the North Shore, and 67% living within 30 miles or less of the campus. Results are based on the alumni constituent management system, using considerations such as primary mailing address, which is verified annually with the National Change of Address (NCOA) database to confirm accuracy. Institutional advancement conducts annual activities that assist in collecting updated data on graduates and in both 2014 and 2018 completed a comprehensive directory project to aid in these on-going efforts. Career services also employs the Handshake platform to track outcomes for graduates. Future enhancements in reporting results are expected through the investments in these two new initiatives.

Projection

Following the implementation of Navigate, SSU saw a positive gain in retention. Based on Navigate's demonstrated benefits, a broad campus-wide adoption and support of Navigate as the university's primary case management tool is currently underway under the direction of the CAE's retention services office. Retention services, working through a network of staff and faculty across the university to embed the program even further, is projected to have 100% of academic support staff regularly using Navigate by summer 2021 and to increase faculty use of the system with the aspirational goal of 100% faculty engagement by fall 2022.

SSU committed to phased implementation of Navigate. The next phase (Phase 2) focuses on analyzing the last decade of course progression data to identify ways in which the university can better support students' academic success; the current implementation timetable projects this phase to be reported as "complete" by retention services by spring 2022. This data will inform future institutional decision-making related to academic support services, teaching and learning practices, and faculty development. These efforts will be led by CAE's retention services with other key campus areas.

Assessment efforts of student learning and outcomes will focus on two areas of institutional need: 1) development of institutional learning outcomes (ILO); and 2) post-graduate outcomes. The university-wide assessment advisory committee, among other governance committees, is reviewing the [ILO proposal](#)

from academic affairs, in conjunction with academic department chairpersons. In the late spring 2021, the Provost plans to have a learning outcomes summit among faculty, the respective governance committees, and campus stakeholders to finalize the plan for governance approval; the final proposal will be submitted to the governance process in early fall 2021 with an anticipated approval and adoption prior to December 31, 2021. Efforts to collect better data about post-graduate outcomes are currently underway through a collaboration among multiple campus constituencies, including Alumni Relations, Academic Affairs, and Career Services. Building further upon those academic departments who maintain strong alumni connections, as well as following up with new alumni as based on data from the graduate exit survey and senior survey, will make future outreach by Alumni Relations all the more effective. A comprehensive strategy to track and report graduate outcomes (e.g., salary, degree-related employment, career advancement) on a regular, systematic basis is projected to be developed under the leadership of Alumni Relations and Career Services by Summer 2022.

To prepare for the launch of the comprehensive campaign, and to support further assessment of post-graduate outcomes, Institutional Advancement will develop and implement a more robust and active alumni engagement strategy. Programs like the It Takes A Viking alumni podcast and the implementation of the Alumni Learning Consortium, a new virtual networking and webinar platform, will allow for more reach to alumni outside of the greater Salem area. In its inaugural year, the 40 Under 40 alumni program recognizes graduates who are making lasting contributions to their professions and communities. As part of this effort, Institutional Advancement will engage in a special outreach to the Class of 2020, whose commencement ceremony was postponed due to the pandemic. Congratulatory care packages will be sent to all graduates this spring (2021) in tandem with the university's invitation to 2020 graduates to return for a rescheduled commencement ceremony.

Current projections show that SSU Alumni who contributed to the university prior to the 10,000 Reasons Campaign (4%) will increase for the current campaign (once it has entered its public phase) by 3 percentage points to 7%. A more robust stewardship effort combined with personalized outreach by gift officers will help retain loyal donors.

Once the world safely emerges from COVID restrictions, Institutional Advancement will seek to re-establish popular events that are Salem State traditions. Programs like POMP (Party on McKeown Plaza), Alumni Weekend, reunion celebrations, speaking events and important awards ceremonies. Given the volatility of the public health situation, plans and dates have yet to be determined.

Standard 8.1: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FALL 2017)	(FALL 2018)	(FALL 2019)	(FALL 2020)	(FALL 2021)
IPEDS Retention Data					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students - FT Freshman	77%	74%	73%	74%	75%
Bachelors degree students - PT Freshman	7%	25%	29%	57%	58%
Bachelors degree students - FT Transfer	83%	85%	82%	84%	85%
Bachelors degree students - PT Transfer	62%	72%	76%	61%	70%
IPEDS Graduation Data (150% of time)					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students - FT Freshman	52%	58%	57%	59%	60%
Bachelors degree students - PT Freshman	31%	22%	23%	10%	15%
Bachelors degree students - FT Transfer	63%	70%	68%	69%	70%
Bachelors degree students - PT Transfer	50%	52%	51%	60%	55%

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FALL 2017)	(FALL 2018)	(FALL 2019)	(FALL 2020)	(FALL 2021)
IPEDS Outcomes Measures Data						
First-time, full time students						
Awarded a degree within six years		46%	49%	51%	52%	53%
Awarded a degree within eight years		49%	52%	53%	54%	55%
Not awarded within eight years but still enrolled		32%	29%	18%	30%	32%
First-time, part-time students						
Awarded a degree within six years		0%	17%	17%	29%	30%
Awarded a degree within eight years		0%	21%	17%	35%	35%
Not awarded within eight years but still enrolled		47%	42%	22%	29%	28%
Non-first-time, full-time students						
Awarded a degree within six years		64%	69%	65%	65%	65%
Awarded a degree within eight years		66%	72%	66%	67%	67%
Not awarded within eight years but still enrolled		17%	16%	10%	21%	22%
Non-first-time, part-time students						
Awarded a degree within six years		48%	53%	43%	54%	55%
Awarded a degree within eight years		51%	55%	45%	59%	60%
Not awarded within eight years but still enrolled		18%	21%	17%	20%	20%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1	Male - FT Freshman	77%	72%	72%	66%	68%
2	Female - FT Freshman	77%	76%	74%	77%	79%
3	Resident - FT Freshman	78%	74%	73%	75%	76%
4	Commuter - FT Freshman	76%	75%	73%	71%	73%
5	African American - FT Freshman	77%	72%	73%	70%	71%
6	Hispanic - FT Freshman	80%	75%	66%	76%	78%
7	White - FT Freshman	77%	76%	75%	74%	76%
8	Asian - FT Freshman	55%	62%	89%	60%	72%
9	Two or more races - FT Freshman	82%	72%	69%	71%	72%
10	Pell - FT Freshman	76%	75%	72%	75%	77%
11	Non-Pell - FT Freshman	78%	74%	74%	72%	74%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1	FT Freshman - 4 Years	40%	43%	42%	42%	44%
2	FT Freshman - 5 Years	54%	54%	57%	55%	57%
3	Male - FT Freshman - 6 Years	48%	55%	52%	56%	58%
4	Female - FT Freshman - 6 Years	54%	60%	60%	61%	63%
5	Resident - FT Freshman - 6 Years	52%	57%	56%	61%	63%
6	Commuter - FT Freshman - 6 Years	52%	59%	59%	55%	57%
7	African American - FT Freshman - 6 Years	52%	63%	61%	53%	55%
8	Hispanic - FT Freshman - 6 Years	45%	54%	51%	52%	53%
9	White - FT Freshman - 6 Years	53%	58%	58%	62%	62%
10	Asian - FT Freshman - 6 Years	67%	61%	60%	53%	55%
11	Two or more races - FT Freshman - 6 Years	42%	58%	45%	44%	46%
12	Pell - FT Freshman - 6 Years	45%	57%	55%	54%	56%
13	Non-Pell - FT Freshman - 6 Years	56%	59%	59%	63%	65%
Definition and Methodology Explanations						
1	One Year Retention Rates - Cohort - Fall 16 to Fall 19. Transfer Retention Rate includes students who retained or graduated in their first year.					
2	Six Years Graduation Rates - Cohort - Fall 11 to Fall 14. Five Years Graduation Rates - Cohort - Fall 12 to Fall 15. Four Years Graduation Rates - Cohort - Fall 13 to Fall 16.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.2: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering	
	6 years ago	4 years ago
First-time, Full-time Students	Fall 2014	Fall 2016
Degree from original institution	59%	42%
Not graduated, still enrolled at original institution	2%	15%
Degree from a different institution	7%	5%
Transferred to a different institution	14%	19%
Not graduated, never transferred, no longer enrolled	18%	19%
First-time, Part-time Students		
Degree from original institution	9.5%	0%
Not graduated, still enrolled at original institution	0%	13%
Degree from a different institution	9.5%	0%
Transferred to a different institution	29%	40%
Not graduated, never transferred, no longer enrolled	52%	47%
Non-first-time, Full-time Students		
Degree from original institution	69%	68%
Not graduated, still enrolled at original institution	1%	4%
Degree from a different institution	5%	3%
Transferred to a different institution	11%	9%
Not graduated, never transferred, no longer enrolled	14%	16%
Non-first-time, Part-time Students		
Degree from original institution	60%	46%
Not graduated, still enrolled at original institution	0.7%	8%
Degree from a different institution	5.8%	2%
Transferred to a different institution	11%	17%
Not graduated, never transferred, no longer enrolled	23%	27%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	Not systematically tracked currently				
2					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Measurable Outcomes from NSSE Results		5 Years Prior	4 Years Prior	3 Year Prior	Most Recent Year	Next Year Forward (goal)
		(FY 2014)	(FY2015)	(FY 2016)	(FY 2019)	(FY 2022)
1	Thinking critically and analytically	84%	85%	82%	84%	85%
2	Writing clearly and effectively	78%	76%	74%	72%	75%
3	Working effectively with others	67%	70%	73%	71%	74%
4	Speaking clearly and effectively	71%	74%	70%	72%	73%
5	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	68%	66%	66%	68%	69%
6	Developing or clarifying a personal code of ethics and values	59%	62%	66%	66%	67%
7	Acquiring job- or work-related knowledge and skills	66%	67%	70%	63%	71%
8	Solving complex real-world problems	59%	59%	62%	63%	64%
9	Being an informed and active citizen	59%	61%	57%	62%	63%
10	Analyzing numerical and statistical information	60%	59%	62%	58%	63%
History post-grad outcomes; qualitative exemplars:						
Danny Rolls, Dell Corporation		https://www.salemstate.edu/news/history-alumni-spotlight-danny-rolls-10-nov-01-2019				
Brian Sheehy, National History Teacher of the Year		https://www.salemstate.edu/news/history-alumnus-brian-sheehy-named-organization-american-historians-oah-national-teacher-year-apr-21-2020				
Jen Ratliff, Public Historian		https://www.salemstate.edu/news/local-historian-and-salem-state-alumna-jen-ratliff-discovers-burial-site-collins-cove-jan-28-2020				
Karl Rozyn, Curator, Cornell Libraries		https://www.salemstate.edu/news/history-alumni-spotlight-karl-rozyn-13-nov-04-2019				

Definition and Methodology Explanations

1	Measurable outcomes based on NSSE results. Reporting the percent of undergraduate seniors responding 'very much or quite a bit' to each item. Survey administered on a 3-year schedule moving forward.
2	History department cites qualitative data about recent alumni exemplars highlighted on departmental webpage. Post-grad examples cited.

Standard 8.3: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

State Licensure Examination Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 Education - MTEL	214	214	158	158	173	173	204	204
2 Bachelors LSW	41	22	38	19	pending	pending	pending	pending
3 Masters LCSW	106	88	131	104	pending	pending	pending	pending
4 Clinical LICSW	61	49	85	57	pending	pending	pending	pending
6								

National Licensure Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 Nuclear Med Tech - ARRT	3	3	1	1	2	2	2	2
2 Nuclear Med Tech - NMTCB	3	3	1	1	3	3	3	2
3 Behavior Analyst Certification Board (BACB)	NA	NA	7	6	7	5	pending	pending
4 National Board for Certification in Occupational Therapy (NBCOT)	10	10	32	32	25	22	pending	pending
5 NCLEX Exam (prelicensure nursing)	248	164	252	192	210	164	163	129
6 AGPCNP Board Exam (Post Licensure)	12	11	24	23	11	11	16	16
7 Board of Certification Examination for Athletic Trainers	3	2	3	3	4	4	5	5
8								

Job Placement Rates

Major/time period	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 Nuclear Med Tech fulltime in 6months	3	2	1	1	4	4	4	4
2 MS Behavior Analysis	1	1	13	13	4	4	5	5
3 Undergrad Nursing-Prelicensure	144	87	146	53	154	46	pending	pending
4 Graduate NP students	12	11	24	23	11	11	16	pending
5 Occupational Therapy			15	14	19	19	pending	pending

7 School of Education Comprehensive employment outcomes by program for SOE 2015-20:	https://elearning.salemstate.edu/courses/1336697/files?preview=92899474							
6								

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates

1	N/A				
2					
3					
4					
5					

Placement Rates

1	N/A				
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Reporting of results indicated as 'pending' are delays due to COVID from 2019 and anticipated but not yet received 2020 results. *Results reported for School Counselor programs indicates five-year summary totals as of 2020. 87% of graduates found jobs within 6 months of graduation and 91% of graduates since 2015 have full-time jobs as school counselors, teaching, or administration.

Standard 8.4: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FALL 2017)	(FALL 2018)	(FALL 2019)	(FALL 2020)	(FALL 2021)

Master's Programs (Add definitions/methodology in #1 below)

Retention rates first-to-second year	86%	84%	82%	89%	89%
Graduation rates @ 150% time	84%	83%	83%	82%	82%
Average time to degree	2.60	2.72	2.53	2.67	2.67
Other measures, specify:					

Doctoral Programs (Add definitions/methodology in #2 below)

Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

First Professional Programs (Add definitions/methodology in #3 below)

Retention rates first-to-second year	N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)

Course completion rates	90%	90%	90%	91%	91%
Retention rates	78%	67%	43%	33%	33%
Graduation rates	50%	63%	50%	64%	64%
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)

Course completion rates	N/A	N/A	N/A	N/A	N/A
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1	Retention Rate - All Master degree programs combined (Exclude Certificates) for the FALL semester. Cohort Fall 16 to Fall 19 (FT and PT). Salem State University does not have cohort based graduate programs so students who had applied, accepted, matriculated and enrolled in the above Fall terms considered as New students/Cohort for calculating one year retention rate (Fall to Fall). These students might have completed certain number of credits before applying. Rates include students who retained in the next Fall semester or graduated in one year.
1	Graduation Rate - All Master degree programs combined (Exclude Certificates) for the FALL semester. Cohort Fall 11 to Fall 14 (FT and PT). Calculated Six Years Graduation Rate (150% time) because most of the graduate students are Part Time students. Salem State University does not have cohort based graduate programs so students who had applied, accepted, matriculated and enrolled in the above Fall terms considered as New students/Cohort for calculating six years graduation rate. These students might have completed certain number of credits before applying.
1	Average Time to Degree - Used Graduation Rate cohort. All Master degree programs combined (Exclude Certificates) for the FALL semester. Cohort Fall 11 to Fall 14 (FT and PT).
2	
3	
4	Course Completion Rate - All Online (WW) Undergraduate and Graduate courses (combined Fall, Spring and Summer). Students who did not complete course have either W or I or F* Grade. Most recent year - combined Fall 19, Spring 2020 and Summer 2020.
4	1 Year Retention Rates of Fire Science Cohort (combined Freshman, Transfer, FT, and PT). Fall 16 to Fall 19 Cohort. Please review Retention rates cautiously as cohort size is small and therefore small numeric changes result in large changes in rates.
4	6 Years Graduation Rates of Fire Science Cohort (combined Freshman, Transfer, FT, and PT). Fall 11 to Fall 14 Cohort. Please review Graduation rates cautiously as cohort size is small and therefore small numeric changes result in large changes in rates.
5	

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

Description

SSU demonstrates its integrity through policy and procedures across university programs, services, units, and operations. Among the most relevant expectations and practices are those related to [institutional leadership](#), [academic integrity](#), [academic policy](#), [ethical conduct](#), [student conduct](#), [equitable treatment](#), and the opportunity for redress of [grievances](#). Furthermore, the university conducts [assessment activities](#) to solicit feedback from students and campus constituencies to inform future activities.

The SSU [Board of Trustees](#) promotes transparency and integrity through hosting conducting regular public meetings (Standard Three). The president hosts regular [open forums](#) to discuss upcoming university business and field community questions. Each of these [forums](#) are held at two separate times to accommodate different employee shift schedules. Written responses to community questions are also shared after these open forums. In addition, the president, provost, all other VP's, and dean of students, are consistently accessible during regular open office hours.

Academic honesty is integral to the values of the institution. SSU community members are required to follow the [academic integrity](#) policy. All faculty are required by the [course information policy](#) to advise students in their syllabi, of course learning objectives, requirements, and expectations. Many faculty include a link to the academic integrity policy, as syllabi are reviewed for compliance by the respective Dean's office.

The [Academic Policies](#) Committee reviews and approves all academic policies annually with a comprehensive review conducted every five years. All [academic policies](#) can be found on the policies webpage and are published in the academic catalog annually. The process for reporting and adjudicating an alleged violation, including potential consequences, are outlined within the policy.

The university makes every effort to act responsibly and ethically in all manners of its operations. Through the active application of relevant state and federal laws as well as internal policies and collective bargaining agreements, the university establishes a clear and fair educational and working environment for students, faculty, and staff. In the interest of cultivating a culture of integrity, the university employs and enforces numerous [policies and laws](#) such as the [Conflict of Interest](#) law, the [Equal Opportunity Diversity and Affirmative Action](#) Plan, the [Student Code of Conduct](#), the [Academic Integrity](#) Regulations and the [Campus Events](#) Policy, just to name a few. The application of these policies and their continual review and assessment has established and continues to maintain the university's integrity.

All SSU employees are required to complete [conflict of interest](#) training every two years. Additionally, they are required to read and acknowledge the conflict of interest law annually. Students are required to abide by the student code of conduct. The student code of conduct is reviewed annually, and our disciplinary processes are evaluated for effectiveness through a voluntary survey.

The code of conduct is shared with new students through the First Year Experience ([FYE](#)) planner that is distributed to every first-year student and is available online. This code is also shared at residence hall floor meetings, new student orientation and transfer sessions. Enforcement of these policies is carried out by the paraprofessional, graduate, and professional staff in the residence halls, as well as university police and staff members throughout campus. These policies and trainings for both students and employees help support a responsible, ethical campus community demonstrating institutional integrity.

Integrity Appraisal

All employees, students, vendors, and visitors of campus are required to abide by the [equal opportunity](#), diversity and affirmative action plan which prohibits all forms of discrimination including but not limited

to, athletics, instruction, grading, housing, and employment, in all our daily operations. As one of the most diverse of the nine state institutions, SSU has implemented robust recruitment, hiring, training practices, and structures to support students and the campus community (Standards Six and Seven).

As a union environment, there are very clear grievance resolution procedures laid out in each bargaining contract. All union contracts are available in the university intranet. [MSCA](#) grievance procedures can be found on page 170, [APA](#) grievance procedures can be found on page 90 and [AFSCME](#) grievance procedures can be found on page 75.

As an educational institution, the university frequently conducts a variety of [assessment](#) activities to ensure quality, accountability, and continual improvement. For example, after SSU conducted its first [comprehensive climate study](#), the findings were shared with the campus. The community offered feedback on activities to address some of the university shortcomings and challenges highlighted by the study. (Standards Two and Eight).

Evidence of the integrity of university actions span four types of examples: 1) accountability in reporting institutional data; 2) remedying academic challenges; 3) demonstrating support for values, such as freedom of expression, academic freedom, equity and inclusion; and 4) responsibly addressing university sustainability. SSU reports [institutional effectiveness data](#) publicly to federal entities (e.g., IPEDS and the U.S. government) and to regional and state authorities, including the BHE and NECHE. As part of the accreditation process, annual reports are also submitted to [NECHE](#).

The university's performance criteria and degree and entrance requirements are set forth by the BHE, with several data sets reported regularly. The Commonwealth's [Performance Measurement Reporting System](#) compares each institution on a set of key indicators for access and affordability; student success and completion; workforce alignment and development; and fiscal stewardship. Progress in achieving university goals are also reported to the BHE in the [metrics](#) established by SSU for the strategic plan. As part of the public higher education system, the president and SSU are rigorously evaluated by the BHE on the Commonwealth's performance standards and the strategic plan metrics.

Second, the university maintains the highest regard for the Commission's standards, communicating even regarding adverse events. For example, the university's nursing program was recently reviewed by MBORN (Massachusetts Board of Registration in Nursing). The status of this review was promptly shared with the Commission and the shortfalls were quickly addressed. This information was also shared publicly through letters, emails and on the university's website (Standard Eight).

The university also demonstrated integrity by reducing the number of majors available for evening students in an effort to limit programs to only those that were consistently accessible through evening courses. Previously, an evening student could declare a major but may encounter barriers if some courses were offered infrequently at night or only offered in the day program. Restricting the number of evening programs to ten majors reduced institutional revenue in the short term. However, the institution determined that it was more important to allow access to those programs where continuing education students would be able to advance consistently through evening courses.

Third, supporting the free pursuit and dissemination of knowledge, the university encourages open dialogue about a variety of sensitive topics. The university also interacts with the public such as TV and newspapers to openly explore the variety of academic perspectives, always with the student experience as the priority. Results of the 2020 Student Satisfaction Index ([SSI](#)) indicate that students were satisfied that, 'freedom of expression is protected on campus,' by an average rating of 5.6 using a 7-point scale.

The faculty contract guarantees academic freedom which promotes the free search for the truth and its free exposition ([MSCA](#) Collective Bargaining Agreement - Page 60). While this requires a balancing act of encouraging the free discussion and dissemination of knowledge it may also provoke emotional responses. During a viewing of a post-election art exhibit during 2016, several students had serious emotional reactions to paintings in the display (see standard six). While SSU promotes and encourages artistic freedom, the university is also determined to provide a safe learning environment; as such, SSU displayed a warning to viewers before they entered to prepare visitors for the evocative pieces. Subsequently, the

university created a Bias team dedicated to reviewing incidents that occur on campus and serve as a private avenue to report incidents, which are reported through an [online](#) form.

SSU works to ensure access, equity, and opportunity for guests and the campus community (Standards Two, Four, Five, Six, and Seven). As President Keenan has [said](#), “we must be as inclusive as we are diverse.” Students affirmed their satisfaction with institutional commitments to student diversity on several [SSI](#) items in 2020 (Standard Five). Students were satisfied that ‘there is a strong commitment to racial harmony,’ as shown by their average rating of 5.5 on a 7-point scale for this item. In order to support the implementation and adherence to the [equal opportunity](#), diversity and affirmative action plan policies, SSU also provides professional development opportunities focused on equity and inclusion (Standard Seven).

Moreover, based on 2020 SSI survey results, most undergraduate students report that they are aware of how to report concerns. When all students were asked whether they were satisfied that ‘student disciplinary procedures are fair,’ their average satisfaction level rating was 5.4 on a 7-point scale. Additionally, students were satisfied that ‘residence hall regulations are reasonable,’ by a rating of 5.1 on this scale, which was an increase of .2 from the 2017 mean score.

Student satisfaction that ‘channels for expressing student complaints are readily available’ averaged a 4.6 rating on a 7-point scale. While rating lower than similar SSI measures, there is also very active engagement on university flagship social media accounts, which include a high degree of customer service. SSU followers across social media channels where the most customer related questions emerge include Facebook (17,946) and Twitter (9,106). SSU maintains a considerable digital footprint promoting the integrity of the university’s brand as total engagement on major platforms exceeded 18,200 for Instagram; 72,300 for Facebook; 12,250 for LinkedIn; and Twitter 4,600 in FY20.

Furthermore, when asked about institutional concern for them individually, students reported higher levels of satisfaction. Students rated their satisfaction that SSU shows ‘concern for them as individuals’ at 4.8, on average; while the mean rating for ‘faculty are fair and unbiased in their treatment of individual students’ was 5.2 on the same 7-point scale. Although these results reflect room for improvement, they also indicate that most students are satisfied that their individual concerns are treated fairly and with integrity.

Fourth, in order to sustain the university through the disruption of COVID-19 and regional enrollment challenges, SSU implemented a series of difficult decisions to preserve the institution and launch it on a sustainable path. In order to address the budget deficits in 2020-21, furloughs of all employees were included in the budget approved by the BOT.

Additionally, the president announced the formation of the Sustainable Path Forward Task Force in September 2020. The charge for this task force was to identify and recommend specific actions to be taken in the next year or two to make SSU more sustainable by cutting a proposed \$15M, with suggestions for an additional \$5M in savings. The committee was broad-based in [membership](#) across faculty, staff, and students, as well as union constituencies. The task force [recommendations](#) informed decisions by the President to address anticipated budget shortfalls in 2021-22. These unprecedented actions, while controversial, were implemented transparently and articulated with the goal of preserving the future integrity of the university.

Transparency

Description

SSU launched a search-based website in 2017 that was built to be mobile-first and meet ADA standards. The new site is admissions focused and, given that audience, is search based. Thus, when a visitor uses the search box and enters the information they are seeking, the search will not only consider content on the www site but also online resources, such as [Ask the Viking](#) (student solutions), [Polaris](#) (employee intranet), [athletics site](#), [undergraduate](#) and [graduate](#) academic catalog, eLearning ([Canvas](#)), and [news and events \(Drumroll\)](#).

Besides reviewing data gathered through the search function and SEO (search engine optimization), SSU invested in a product called Siteimprove. This service provides analytical reports on accessibility, SEO, content quality, brand compliance, data security, and overall site performance. In addition, the university has an ongoing assessment and maintenance contract with iFactory to inform and strategize best web practices, including testing and recommending improvements for ADA compliancy.

SSU's website includes information about the acceptance process for general and specific prospective-student audiences. Links include information about first year admission requirements; transfer admission requirements; information about transferring credits, audition and portfolio requirements for art, music, theatre and dance applicants; specific standards for nursing program applicants, first-year international applicants, and transfer international applicants.

The graduate admissions process is more complicated as each program has specific requirements. Therefore, a different approach is taken to guide prospective students through the process and to provide assistance through the admissions team and the academic program area and the associated coordinators. SSU's admissions policies and procedures are conducted within the Department of Higher Education's [standard](#).

On the footer of SSU's website, there is a link to "employment," which includes information about careers at Salem State, such as minimum posting times for each job category, and a link to open positions. This page includes a search function for job listings, contact information for [human resources and equal opportunity](#) for those seeking confidential assistance with the job application process, a non-discrimination statement for applicants who are pregnant or have pregnancy-related conditions, information about the Jeanne Clery Disclosure of Campus Security Policy and [Campus Crimes Statistics Act](#) and a link to the most recent report, as well as a link to Application FAQs.

During onboarding, new employees are given a link to a portal in iCIMS. Here, they complete all necessary hiring paperwork and are provided all policies including our website EEO plan, conflict of interest, and ITS/FERPA policies. These policies are subsequently reviewed during new employee orientation.

The SSU academic policies catalog includes information about grading, including the grading system, administrative grades, change of grade policy, failing grades, incomplete grades, and pass/fail credits. Marketing also works with the registrar's office on an annual basis to ensure the catalog changes made by academic areas flow to the website, and that academic webpage links to this catalog are updated annually. Since 2002, past issues of the academic catalog are archived on that site. Several printed enrollment materials are available on issuu and past issues are available upon request.

SSU's student conduct code is available on the community standards page of the university's website. It includes information such as conduct regulations, due process procedures, sanctions, the appeal process, and more. Student life sends out an email every fall directing students to the code of conduct. Each student also is notified of hazing, drug and alcohol laws and university policies by student life annually.

Salem State directs individuals to make a public records request on its website and on the Records site. It's located on the footer of each site. This page include a link to the email address for public records request, publicrecords@salemstate.edu, which is monitored by SSU General Counsel Rita Colucci. The university has an internal process in place for responding to public record requests.

The university provides information about its budget on the facts and figures page of the site. Audited financial statements since 2013 are publicly available, along with the contact information for the controller. The budget information is also available on the Records site. The final all funds budget is emailed to SSU's faculty and staff. Faculty and staff are regularly reminded via an internal newsletter, News to Use, that they have the opportunity to access budget information and are provided with contacts for employees in the budget and continuous improvement department (Standard Seven).

In 2016, after a dynamic campaign led by students and faculty, the university trustees voted to move toward divesting from companies in the Carbon Underground 200 list.

By 2018, the university successfully divested its holdings in fossil fuel companies, adding investments in solar and renewable energy companies. Consequently, the university earned \$57,000 as the only institution from 30 participating schools in the Multi-School Fossil-Free Divestment Fund to successfully divest by the December 2018 deadline.

Transparency Appraisal

Salem State's senior leadership has been making continuous efforts to stress the importance of high ethical standards and communicate their decision-making process to students, faculty, staff, alumni, and the Salem communities. President Keenan's initial public relations initiative was to promote what he called the "Salem State Way," a call to have open, frank, respectful dialogue about difficult issues, as his presidency began. Recently marketing and communications was re-organized so that all the messaging efforts were unified. This work includes external and internal outreach as well as branding, identity and messaging. To cultivate a data driven culture, SSU invested intentionally in recent systems, such as financial planning, PowerBI dashboards, and Navigate, to make all pertinent university data available to faculty, staff and leadership about daily operations and student success factors (Standard Seven and Eight).

The university's new website was developed in partnership with iFactory, a leader in ADA compliance, and with 70 community members weighing-in on key decisions. This group included faculty, students, and staff. In addition to the campus community involvement, this project was guided by the web advisory committee and eight open forums were held. A total of 135 academic and administrative departments were met with individually, often multiple times, to solicit input and to prepare them for content migration.

Putting students first, user personas were developed to guide the navigation development of the site. A traditional undergraduate student, a transfer student, an adult learner, a current student, and a donor were the key personas studied for this buildout. To streamline the site for key audiences, faculty and staff information was moved to Polaris. This decision, along with an implemented content management strategy, greatly reduce the number of web pages from over 18,000 to just about 1,000.

When students were asked whether 'the university website is helpful,' the satisfaction level reported was 5.3 on a 7-point scale on the 2020 [SSI](#). Traffic to salemstate.edu continues to grow. There were over 3.2 million unique website visits, with over 10.9 million page views (includes returning visitors) during FY20. Furthermore, programs that traditionally support under-represented students had healthy visitation, more than double the prior year's figures; consistent with SSU's regional focus and social justice mission. Specifically, there were increased page views for Summer Bridge Academy (2,719); Student Transition and Engagement Program (1,102); and Upward Bound (686).

Since its launch, there is an ongoing rotating process of reviewing academic areas. This process has been hampered in recent years due to the MSCA work-to-rule stance and VSIP departures. It has also been a challenge to get most academic areas to update their website content, including such information as career preparedness, time to complete degree, test rates, and other related factoids. The university needs to develop a mandated process, so this important information is routinely updated.

In addition, there is a strong effort to ensure that salemstate.edu is ADA compliant. The university received an Office of Civil Rights complaint and was able to quickly demonstrate efforts undertaken to ensure the website meets these standards. Unfortunately, many other digital platforms at Salem State do not yet meet ADA guidelines. The university has begun offering limited trainings in this area to faculty and staff members, but full product replacements would require resources not available at this time. The challenge will continue to be creating awareness and providing learning opportunities so that print and digital content will be even more accessible to all community members. The university also needs to consider its purchasing policies around acquiring software and apps to ensure ADA compliancy.

SSU studied the content management process in conjunction with the creation of the new website to improve communications and transparency. Moving to a search-based site has benefited prospective and current students as they can more easily find information. SSU also conducted a related audit of internal channels and communications. Based on the consultant's recommendations, the university modified

practices to streamline electronic correspondence. In addition to emails from the president or university leadership (News from Leadership) as needed, there is a weekly news digest (What's New) that is sent to all faculty and staff members to keep them abreast of campus happenings, issues and events. There is also a weekly e-brief (News to Use) that addresses operational matters.

A review process exists between marketing, admissions, academic areas, and the registrar's office, among other departments, to ensure that print and digital information are accurate and consistent across platforms. If a project comes from one area where the subject matter experts reside in another, marketing verifies that the second department has approved this content by recirculating content sent for print or digital work. However, there are no such controls with content placed in Canvas, Ask the Viking, athletics, and Polaris (intranet). Faculty members, academic departments and others are autonomous in information that is shared there with current and prospective students, and the world. The university is aware that this lack of oversight is a problem and has recently taken steps to improve management of Ask the Viking, prioritizing solutions for students.

Although much has been done to advance the integrity and transparency of the information shared at Salem State, there is room for improvement. One area of concern is displaying the university's complicated tuition and fee information. There are multiple website links directing visitors to this information but in an effort to be fully transparent, the university may be confusing visitors. This issue is particularly true in the graduate school where the university has moved to a tiered pricing model in recent years.

Students report confidence in the transparency of the admissions process. Over 75% of graduate students rated SSU's admissions requirements as positive or very positive in their 2016-19 exit surveys. Undergraduates satisfaction was rated at 5.1 on a 7-point scale that 'admissions counselors accurately portray the campus' in their recruiting practices. In addition, students were also satisfied that 'financial aid awards are announced to students in time to be helpful in college planning,' at similar levels on the 2020 SSI.

The IE office works closely with many university areas to impact curriculum, policies, enrollment, pedagogy, marketing, retention, assessment, and institutional advancement and evaluation. The university's commitment to ensure on-going communication, accountability, transparency, and sustained progress in combating racism and discrimination while advocating for social justice is becoming more embedded. Yet, events across the world strain individual, community, and institutional resiliency.

Public Disclosure

Description

General information about the application process and financing education can be found on the university admissions site. Additionally, the university utilizes a "Net Price Calculator" to assist students in calculating a cost of attendance estimate. The financial aid office is available to discuss with students and families how to fund their college education. In addition, a concerted effort is made to make students aware scholarships and grants available to them. The AcademicWorks program easily matches students with scholarship opportunities after they answer a few basic questions.

On the strategic planning and decision support office webpage, the institution posts official information and reports required by DHE and as well as data on admissions, enrollment, retention and employment in the annual factbook. Salem State provides both [undergraduate](#) and [graduate](#) online catalogs that delineate the university mission, obligations and responsibilities of students and the institutions for studies, programs, degrees, etc. SSU's online academic catalog includes detailed information about each college and school, including their [mission](#) (Bertolon School of Business example). The catalog also includes an overview of the curriculum, academic policy information, general education requirements, courses offered and the requirements for degrees. Articulation agreements are on the www site along with tuition and fee information.

Relevant administrative, academic, library, research policies and conduct requirements, rules, and procedures, description of support services, and manners of recognitions are available publicly at

SSU's www site, records and academic catalog sites. The internal search-based system allows a user to focus their search to readily find this information.

The university has a robust and easily accessible calendaring system on the site to highlight activities and events. In addition, student groups promote their own events on the Presence app. Salem State also has an active social media presence where Instagram and SnapChat attract the most student attention.

The university's accreditation information is available on the website and is verified by the provost's office on an annual basis. Here, the university identifies the accrediting body and links to our most recent reports. In addition, many academic pages proudly display their accreditation information.

Public Disclosure Appraisal

The university has a wide variety of information available on the website to help inform and attract students to campus. Information on the student body size and characteristics, campus setting, campus life/co-curricular are located in the facts and figures section of the site or in the campus life area. The Center for Academic Excellence (CAE) provides a variety of academic services designed to help students succeed academically. These academic services include advising, tutoring, mentoring, supplemental instruction, reading and test-taking strategies, and collaborating with other departments to ensure that students have the appropriate academic supports to be successful at Salem State.

The university maintains many tools to communicate with students and the public, yet effectively sharing key information and guidance remains a continual effort. Students report a fairly high degree of satisfaction using the website, with an average rating of 5.3 that 'the university website is helpful to me,' on a 7-point scale. However, students are less satisfied that they 'generally know what's happening on campus;' and that they 'seldom get the "run-around" when seeking information on campus.' Undergraduate students rated their satisfaction level as 4.7 on the same scale for both of these items on the 2020 SSI survey. Students are challenged by sorting through diverse communication streams (e.g., email, text, website, print, portal, canvas, social media, etc.), varied sources of information (e.g., university, faculty, staff, student organizations, peers, family, etc.), to access need-to-know items in a timely manner. While the university continually evaluates and adapts university systems and means to communicate, cutting through the many factors contributing to information overload remains a perpetual challenge to address.

Salem State endeavors to display all relevant information on digital platforms and uses a search system called Ask the Viking to guide visitors to the relevant information. Fact and figures, academic offerings, accreditations, leadership, and other public information is updated on a regular basis or at least annually. The university's admissions and academic information is also deeply reviewed on an annual basis to ensure accuracy. This information is also provided in an ADA compliant format.

Projection

While the university initiates periodic policy reviews, these efforts must be improved by a more systematic approach. For example, although the university supports and enforces the policies that are currently in place, there is not yet a clear or consistent way to identify when there may be a need to revise an existing policy, create a new policy, or sunset an obsolete policy. In an effort to strengthen the institution's commitment to integrity through an effective and trustworthy means of policy development, publication, implementation and enforcement, the university will send out an annual call to departments to review and, if necessary, revise policies falling within their sphere of responsibility. Additionally, specific attention will be targeted to identifying and addressing policy gaps in the areas of equity, accessibility and inclusion. This work, a portion of which is mandated by the DHE's Equity Agenda (see Standards One and Two), is slated to commence in summer 2021 and be substantively completed by fall 2022.

A critical integrity, transparency, public disclosure challenge for the university is to satisfy recently enacted Title IV regulations regarding institutional requirement to publicly disclose if each of its programs in areas of professional licensure or certification prepares students enrolled in such programs to be licensed in each

U.S. state and territory. Efforts to meet the requirements of the federal regulation are currently underway; SSU is conferring with relevant professional associations, such as the American Counseling Association and the National Council of State Boards of Nursing, to assess Salem State's compliance in those programs. For those programs in which a national database does not yet exist, the university is engaged in the labor-intensive process to search requirements nationally in order to inform students, as appropriate. This effort is led by the Registrar and enrollment management staff, in coordination with academic affairs and the respective academic departments. This project will be completed in 2021, with subsequent reviews to continue annually thereafter.

Standard 9.1: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	7.14.14	https://records.salemstate.edu/sites/default/files/policies/Privacy%20Policy.pdf	Academic Affairs
Intellectual property rights	9.20.16	https://records.salemstate.edu/sites/default/files/policies/Information%20Security%20Policy.pdf	Information Security
Conflict of interest	12.8.15	https://records.salemstate.edu/index.php/node/136	Human Resources and EEO
Privacy rights	12.15.20	https://www.salemstate.edu/ferpa	Registrar
Privacy rights	5.27.14	https://records.salemstate.edu/sites/default/files/policies/Privacy%20Policy.pdf	Counseling & Health Services
Fairness for students	3.15.15	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action	Human Resources and EEO
Fairness for faculty - Day	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647464	General Counsel
Fairness for faculty - DGCE	6.30.17	https://elearning.salemstate.edu/courses/1336697/files?preview=92647463	General Counsel
Fairness for staff - AFSCME	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647459	General Counsel
Fairness for staff - APA	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647461	General Counsel
Fairness for staff - NUP handbook	7.16	https://elearning.salemstate.edu/courses/1336697/files?preview=92647513	General Counsel
Academic freedom - Day	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647464	General Counsel
Academic freedom - DGCE	6.30.17	https://elearning.salemstate.edu/courses/1336697/files?preview=92647463	General Counsel
Freedom of Speech	5.29.14	https://records.salemstate.edu/policies/university-freedom-speech-policy	Campus Center
Research	9.1.17	https://records.salemstate.edu/policies/irb-policy	Academic Affairs
Title IX	8.14.20	https://records.salemstate.edu/sites/default/files/policies/MA%20SU%20Title%20IX%20Policy%20FINAL%2081920.pdf	Human Resources & EEO
Other; specify			
Acceptable Use Policy		https://records.salemstate.edu/sites/default/files/policies/Acceptable%20Use%20Policy_0.pdf	Information Technology Services

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Non-discrimination policies			
Recruitment and admissions	9.28.18	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action	Human Resources and EEO
Employment	9.1.20	https://records.salemstate.edu/sites/default/files/policies/2020-2021%20Employee%20Handbook%20%2001292021.pdf	Human Resources and EEO
Evaluation	9.28.18	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action	Human Resources and EEO
		https://polaris.salemstate.edu/post/1/apa-performance-evaluation	
		https://polaris.salemstate.edu/post/463/nup-performance-evaluations	
		https://polaris.salemstate.edu/post/18/collective-bargaining-agreements	
Disciplinary action	2021	https://www.salemstate.edu/campus-life/student-services/community-standards	Dean of Students
Advancement	9.1.20	https://records.salemstate.edu/sites/default/files/policies/2020-2021%20Employee%20Handbook%20%2001292021.pdf	Human Resources and EEO
Other; specify			
Equal Opportunity Plan	9.28.18	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action	Human Resources and EEO
Resolution of grievances			
Students - Diversity AA, EO plan	9.28.18	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action	Human Resources and EEO
Students - Student Conduct Code	2021	https://www.salemstate.edu/campus-life/student-services/community-standards	Dean of Students
Faculty - Day	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647464	General Counsel
Faculty - DGCE	6.30.17	https://elearning.salemstate.edu/courses/1336697/files?preview=92647463	General Counsel
Staff - AFSCME	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647459	General Counsel
Staff - APA	6.30.20	https://elearning.salemstate.edu/courses/1336697/files?preview=92647461	General Counsel
Staff - NUP	7.16	https://elearning.salemstate.edu/courses/1336697/files?preview=92647513	General Counsel
Other; specify			
Academic Policies - Student Grievance Procedures	2.25.14	https://catalog.salemstate.edu/content.php?catoid=47&navoid=11928	Academic Affairs
Other	Last Updated	Website location or Publication	Responsible Office or Committee
Report a bias incident		https://cm.maxient.com/reportingform.php?SalemStateUniv&layout_id=6	Inclusive Excellence
SSU Repopulation Operations Plan	1.22.21	https://www.salemstate.edu/covid19	SSU COVID Emergency Response Team
Jeanne Clery Act	8.18.15	https://records.salemstate.edu/reports/annual-security-and-fire-safety-report	University Police
Campus Event Policy	5.21.18	https://records.salemstate.edu/policies/campus-event-policy	University Police
Please enter any explanatory notes in the box below			
Salem State maintains a policies webpage. The table of contents of policies is: https://records.salemstate.edu/index.php/			

**Standard 9.2: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.salemstate.edu/salem-state-difference/facts-and-figures/policies-and-accreditations
How can inquiries be made about the institution? Where can questions be addressed?	https://records.salemstate.edu/policies/complaints-public-employees
How can inquiries be made about the institution? Where can questions be addressed?	https://records.salemstate.edu/policies/student-education-records-ferpa
Notice of availability of publications and of audited financial statement or fair summary	https://records.salemstate.edu/node/390
Processes for admissions	https://www.salemstate.edu/admissions
Processes for admissions	https://www.salemstate.edu/welcome-viking-country
Processes for employment	https://records.salemstate.edu/node/137
Processes for grading	https://records.salemstate.edu/sites/default/files/policies/Academic%20Policies.pdf
Processes for assessment	https://www.salemstate.edu/salem-state-difference/facts-and-figures/strategic-planning-and-decision-support
Processes for student discipline	https://www.salemstate.edu/campus-life/student-services/community-standards
Processes for consideration of complaints and appeals	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Overview of the curriculum	https://catalog.salemstate.edu/content.php?catoid=41&navoid=10358
Equal Opportunity Policy	https://records.salemstate.edu/policies/equal-opportunity-diversity-affirmative-action
Academics	https://www.salemstate.edu/academics
General Education curriculum	https://catalog.salemstate.edu/content.php?catoid=41&navoid=10358#Majors_and_Minors
COVID-19 Campus Guide	https://www.salemstate.edu/covid19
MA BHE - Code of Conduct Financial Aid and Student Loan Programs	https://www.salemstate.edu/sites/default/files/pdfs/SNC%20-%20Code_of_Ethics.pdf
Student Conduct Learning Outcomes	https://www.salemstate.edu/campus-life/student-services/community-standards
Course Information Policy	https://records.salemstate.edu/policies/course-information-policy
Student Right to Know Act	https://records.salemstate.edu/sites/default/files/policies/Student%20Right%20to%20Know%20Act.pdf
Notification of Student Rights FERPA	https://www.salemstate.edu/ferpa
Report a concern	https://www.salemstate.edu/campus-life/student-services/report-incident-or-concern
Applying and Aid	https://www.salemstate.edu/admissions
Net price calculator	https://www.salemstate.edu/campus-life/student-navigation-center/financial-aid/net-price-calculator
Financing your education	https://www.salemstate.edu/campus-life/student-navigation-center/financial-aid/financing-your-education
Salem State College is committed to a policy of affirmative action, equal opportunity, non-discrimination and diversity.	https://catalog.salemstate.edu/content.php?catoid=19&navoid=1994
MassTransfer Block refers to a set of general education core, or distribution requirements, consisting of 34 college-level credits. These credits, when completed together with a 2.0 or higher GPA, satisfy the general education/distribution/core requirements at any Massachusetts public higher education institution.	https://records.salemstate.edu/sites/default/files/policies/MassTransfer.pdf

Date of last review of:	
Print publications	All Admissions materials are reviewed annually and printed (and sometimes more frequently) in August
Digital publications	The undergraduate and graduate academic catalogs are updated annually each summer.

Please enter any explanatory notes in the box below

Standard 9.3: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website Location
Institutional catalog	https://catalog.salemstate.edu/
Graduate catalog	https://catalog.salemstate.edu/index.php
Obligations and responsibilities of students and the institution	https://www.salemstate.edu/campus-life/student-services/report-incident-or-concern
Information on admission and attendance	https://www.salemstate.edu/admissions
Institutional mission and objectives	https://www.salemstate.edu/strategic-plan
Expected educational outcomes	https://www.salemstate.edu/campus-life/student-services/community-standards
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.salemstate.edu/salem-state-difference/facts-and-figures
Requirements, procedures and policies re: admissions	https://www.salemstate.edu/admissions-and-aid/undergraduate-admissions/applicants/first-year-applicants/first-year-admission-requirements
Transfer admissions requirements	transfer admission requirements
Audition and portfolio requirements for art, dance, music, and theatre applicants	https://www.salemstate.edu/admissions-and-aid/undergraduate-admissions/applicants/auditions-and-portfolios
Requirements, procedures and policies re: transfer credit	https://catalog.salemstate.edu/content.php?catoid=48&navoid=12249#Transfer_Credit_
A list of institutions with which the institution has an articulation agreement	https://www.salemstate.edu/admissions-and-aid/undergraduate-admissions/applicants/transfer-applicants/articulation-agreements
Student fees, charges and refund policies	https://www.salemstate.edu/admissions-and-aid/tuition-and-fees
	https://www.salemstate.edu/campus-life/student-navigation-center/student-accounts/refund-policy
Rules and regulations for student conduct	https://www.salemstate.edu/campus-life/student-services/community-standards
Procedures for student appeals and complaints	https://www.salemstate.edu/admissions-and-aid/tuition-and-fees
Other information re: attending or withdrawing from the institution	https://www.salemstate.edu/campus-life/student-navigation-center/student-accounts/refund-policy
Academic programs	https://www.salemstate.edu/academics/majors-and-programs
Courses currently offered	https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1102&returnto=10354
Other available educational opportunities	https://www.salemstate.edu/academics
	https://records.salemstate.edu/sites/default/files/policies/Student%20Information%20Policies.pdf
Other academic policies and procedures	https://records.salemstate.edu/sites/default/files/policies/Academic%20Policies.pdf
Requirements for degrees and other forms of academic recognition	https://catalog.salemstate.edu/content.php?catoid=47&navoid=11928&print
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://directory.salemstate.edu/
Names and positions of administrative officers	https://www.salemstate.edu/salem-state-difference/presidents-office/presidents-executive-council
Names, principal affiliations of governing board members	https://www.salemstate.edu/salem-state-difference/board-trustees

Information	Website Location
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.salemstate.edu/campus-life/student-navigation-center/registrar
	https://www.salemstate.edu/academics/centers/center-academic-excellence/national-student-exchange
	https://www.salemstate.edu/academics/centers/center-international-education/study-abroad
Programs, courses, services, and personnel not available in any given academic year.	https://catalog.salemstate.edu/
Size and characteristics of the student body	https://www.salemstate.edu/salem-state-difference/facts-and-figures
Description of the campus setting	https://www.salemstate.edu/salem-state-difference/facts-and-figures
Availability of academic and other support services	https://catalog.salemstate.edu/content.php?catoid=41&navoid=10082
Range of co-curricular and non-academic opportunities available to students	https://www.salemstate.edu/campus-life/student-services
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://catalog.salemstate.edu/content.php?catoid=47&navoid=12071&print
Institutional goals for students' education	https://www.salemstate.edu/strategic-plan
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.salemstate.edu/sites/default/files/pdfs/FY15-19_FactBook_Retention.pdf
	https://www.salemstate.edu/sites/default/files/pdfs/CDS_2019-2020_Part%20B_Enrollment%20%26%20Persistence.pdf
	https://records.salemstate.edu/sites/default/files/reports/2020-08/S1%20Retention%2C%20Graduation%2C%20and%20Licensure%20Pass%20Rates.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.salemstate.edu/campus-life/student-navigation-center/student-accounts/pay-your-bill
	https://www.salemstate.edu/campus-life/student-navigation-center/financial-aid/financing-your-education
Expected amount of student debt upon graduation and loan payment rates	https://www.salemstate.edu/admissions
Expected amount of student debt upon graduation and loan payment rates	https://www.salemstate.edu/campus-life/student-navigation-center/student-accounts/loan-repayments
Statement about accreditation	https://www.salemstate.edu/salem-state-difference/facts-and-figures/policies-and-accreditations

Appendices

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

<https://www.salemstate.edu/admissions-and-aid/undergraduate-admissions/applicants/>

URL	transfer-applicants/transfer-credits
Print Publications	University catalog: https://catalog.salemstate.edu/
Self-study/Fifth-year Report Page Reference	Page 19

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

https://catalog.salemstate.edu/content.php?catoid=47&navoid=11928&hl=complaint&returnto=search#appeal_grade

URL	https://www.salemstate.edu/campus-life/student-services/report-incident-of-concern
Print Publications	University catalog: https://catalog.salemstate.edu/content.php?catoid=49&navoid=12426
Self-study/Fifth-year Report Page Reference	Page 32

- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

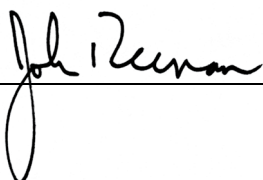
The university uses a learning management system that requires a secure login and password. Students are required to agree to an acceptable use policy that prohibits them from sharing login and password information with others. Pictures of students are also available to verify.

Method(s) used for verification	are required to agree to an acceptable use policy that prohibits them from sharing login and password information with others. Pictures of students are also available to verify.
Self-study/Fifth-year Report Page Reference	Page 19

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.salemstate.edu/salem-state-difference/facts-and-figures/policies-and-accreditations
Print Publications	Salem Evening News
Self-study Page Reference	https://records.salemstate.edu/node/385

The undersigned affirms that Salem State University (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: February 21, 2021

March 2016
June 2020

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators

Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Art+Design	Art B.A.	NASAD Basic Competency Index salemstate.edu/art	In ART 416 Graphic Design Portfolio and ART 448A Photography Portfolio, students complete comprehensive portfolios demonstrating learning outcomes. The portfolios are reviewed both by faculty and industry professionals. For studio arts, an annual student exhibition demonstrates top-tier learning outcomes success.
Art+Design	Art, Second Major Early Childhood & Elementary Education (discontinued)	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation

Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Art+Design	Art B.A.	NASAD-National Association of Schools of Art and Design https://nasad.arts-accredit.org/accreditation/standards-guidelines/basic-competency-index/	2019 - Commission Action Report

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators

Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Bertolon School of Business	Business Administration-BSBA	The BSB undergraduate learning outcomes are included on the syllabus of every undergraduate BSB course and they are published in the BSB Student and Alumni online resource environment. The online environment is available only to Salem State affiliates, but we have included the URL below. https://elearning.salemstate.edu/courses/1107963/pages/general-bsb-information-and-resources	Capstone course: BUS 470. Learning objective assessments using rubrics. Content Knowledge Exam developed inhouse
Bertolon School of Business	Master of Business Administration	BSB Faculty Handbook: https://elearning.salemstate.edu/courses/971415/files/59684732/download?wrap=1 Graduate Business Program Information and Communication Canvas page: https://elearning.salemstate.edu/courses/1143431/pages/bsb-graduate-student-goals	Programmatic Assessment (Assurance of Learning) assignments: following an MBA Assessment Schedule (see attached), a subset of learning goals and objectives are assessed in core courses to determine whether graduate students are meeting programmatic expectations by the time they graduate. Content Knowledge Exam (CKE) to be taken by graduating MBA students during their last semester.
Bertolon School of Business	Master of Science in Accounting (MSA)	The MSA learning outcomes are included on the syllabus of every graduate BSB course.	Capstone course: ACC 890 Learning objective assessments using rubrics. Content Knowledge Exam developed inhouse

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
A selection of between 8 and 14 industry professionals as well as individual faculty reviews.	The Graphic Design concentration has been strengthened and merged with the former Interactive Multimedia concentration. Courses have been added in Art History to support new Inclusion outcomes, other courses have had their outlines adjusted to keep up with current trends. A new course in User Experience and Interface Design has been added to the Graphic Design curriculum.	2017 NASAD Accreditation Visit
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
From the May 2019 Commission Action Report: "It remains unclear that the institution has addressed successfully the 1) adequacy of individual office spaces in visual arts facilities; 2) adequacy of the ventilation system; and 3) re-organization of the 3-D space which impacts the delivery of the 3-D curriculum (see NASAD Handbook 2018-19, Standards for Accreditation II.F. I.a.-e. and g.). The Commission acknowledges the progress with regard to the newly renovated graphics area, the addition of two offices in the painting area, the short-term solution to use the conference room for meetings with students as needed, and the use of non-toxic materials in the printmaking area. Also noted is the careful scheduling of most art history courses in the art history classroom. The Commission notes that the institution's delay in addressing the remaining updates noted above is a result of budget restraints (see Response, pp. 1-2). However, it also notes that these issues must be addressed. Therefore, the institution is asked to provide short-term solutions addressing the remaining issues, as well as long-term plans that ensure the ongoing compliance with standards throughout the period of accreditation (see Commission Action Report dated May 29, 2018, Action I, item #1)."	NASAD Basic Competency Index	2027 - NASAD 10 Year Reaccreditation Visit

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Every semester, data are compiled by the BSB's Assistant Director of Operations, Assessment and Accreditation or the Associate Dean and then interpreted by the school-wide Undergraduate Program Committee who then work with the department curriculum committees or other BSB committees to better understand what the data are telling us.	<p>Too many students scored "does not meet expectations" on Globalization and Multicultural Understanding assessment. Developed two business courses that satisfy the Diversity, Power Dynamics and Social Justice (DPDS) General Education requirement.</p> <p>Students performed poorly on Oral Presentation so one of our core Management classes added an emphasis on oral presentation in the class</p>	<p>At the School level, the BSBA is currently undergoing a program review that will be complete by May 2021</p> <p>The Accounting and Finance Department last program review was completed in Summer 2016.</p>
<p>Rubrics available to assess each Learning Objective (<i>see attached</i>)</p> <p>Team of BSB faculty assess the AoL assessment results using rubrics.</p>	<p>Graduate Program Committee recommend concrete actions to 'close the loop' for any unsatisfactory assessment results.</p> <p>For example: LO1 "Graduates will analyze and evaluate business issue(s) and generate integrated recommendations and action plans", current assessed in BUS802, with unsatisfactory performance on 'Develop Action Plan' component. GPC recommended that faculty who teach BUS 870 could include a global action plan component in their course that could be measured.</p>	In progress
Every semester, data are compiled by the BSB's Assistant Director of Operations, Assessment and Accreditation and then interpreted by the Department of Accounting and Finance curriculum committees to better understand what the data are telling us.	Assessment of program courses just began in the Fall 2019 Semester. No data to act upon yet.	The MSA program began in Fall 2018.

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Bertolon School of Business	BSBA, MBA, MSA	AACSB initial accreditation	December 2020
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Biology	Biology B.A.	https://elearning.salemstate.edu/courses/1336697/files?	Portfolio building begins in first year BIO131 and students add to portfolio throughout four year career, finalizes portfolio in BIO419 Portfolio seminar, embeded pre-/post-testing in several courses, student reflection statements,
Biology	Biology B.S.	https://elearning.salemstate.edu/courses/1336697/files?	Portfolio building begins in first year BIO131 and students add to portfolio throughout four year career, finalizes portfolio in BIO419 Portfolio seminar, embeded pre-/post-testing in several courses, student reflection statements,
Biology	Biology Nuclear Med Tech	https://salemstate.instructure.com/courses/1166744/pages/nuclear-medicine-technology-program-information	JRCNMT certification exam (NMTCB); ARRT-NMT certification exam
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Biology	Biology Nuclear Med Tech	Joint Review Committee on the Educational Programs in Nuclear Medicine Technology (JRCNMT)	Fall 2018 - accreditation for two years then awarded additional five years after further review
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Center for Holocaust and Genocide Studies	Certificate in Holocaust and Genocide Studies	The learning outcomes for this certificate program are not explicitly listed, but a description of the program, including course is list at https://catalog.salemstate.edu/preview_program.php?catoid=46&pooid=5812&returnto=11825	All students are required to complete the two common required courses, IDS730 and HST 876. These required courses have stated program requirements and evaluations of students are used to assess the meeting of these requirements.

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>II. Identification of Areas That Must Be Addressed Prior to First Continuous Improvement Review</p> <p>The first continuous improvement review will occur in five years. With this in mind, BSB at Salem State University should closely monitor the following items and incorporate them in the ongoing strategic planning initiatives:</p> <ol style="list-style-type: none"> 1. BSB needs to clearly define the expectations of quality and impact of research measures consistent with its mission. Considering the school has two graduate programs, it should elevate the quality of the research contributions to the next level of excellence. 2. Follow-up actions on closing the loop for programmatic assessment should be done in a timely manner so that the changes to the curricula will benefit the students. The assurance of learning programs for the graduate programs look satisfactory but additional attention should be provided to the MSA learning objectives. 3. To support faculty scholarship activities and meet the objectives on research quality and impact, adequate resources need to be in place. Strategies that may be considered include providing reassigned time, stipends, or other appropriate incentives to advance research quality and impact. Also, the financial resources need to be aligned with goals in the strategic plan. 4. Revise the faculty qualification point system so that faculty expectations for initial and maintenance of faculty currency for SA, PA, SP, and IP status are clear. 	<p>AACSB is not prescriptive - rather it provides guidance for schools aspiring to achieve the standards of excellence within the boundary of each school's stated mission.</p> <p>A copy of the AACSB standards can be found here: https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20business%20accreditation%20standards.ashx?la=en&hash=E4B7D8348A6860B3AA9804567F02C68960281DA2</p>	<p>The next scheduled review will be the Continuous Improvement Review (CIR) scheduled for AY 25/26</p>
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Faculty leading BIO419, faculty during annual retreat</p>	<p>In process. Biology has made significant changes in curricula to gather such information. Portfolio building online, faculty in various courses encourages course work to be included</p>	<p>End of Spring 2019</p>
<p>Faculty leading BIO419, faculty during annual retreat</p>	<p>In process. Biology has made significant changes in curricula to gather such information. Portfolio building online, faculty in various courses encourages course work to be included</p>	<p>End of Spring 2019</p>
<p>Annual NMT Advisory Committee</p>	<p>Curricula reorganization; increased frequency of mock exams for prep</p>	<p>end of Fall 2019</p>
(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>Improve certification exam pass rate over five period which fell under 80% - corrected</p> <p>Inconsistencies in the inclusion of grading/performance criteria in all syllabi - corrected</p> <p>Policies and procedures for student dismissal and student appeal to be defied and published - corrected</p>	<p>80% pass rate for NMTCB and ARRT-NMT certification rates over a 3 year period - requirement changed by JRCNMT</p>	<p>JRCNMT Reaccreditation scheduled for 2025</p>
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Evidence of student performance in these two required courses are evaluated by the instructor of ID 725 and the Program Coordinator who teaches HST876.</p>	<p>We are actively redesigning IDS725 and may create a separate required introductory course in comparative genocide studies that would serve as a benchmark course for certificate standards and assessment.</p>	<p>N/A</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Chemistry + Physics	Chemistry B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=93106042	Capstone Course ComprehensiveMajor content test in Chemistry
Chemistry + Physics	Bio-Chemistry B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=93106042	Capstone Course ComprehensiveMajor content test in Chemistry
Chemistry + Physics	Chemistry ACS B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=93106042	Capstone Course ComprehensiveMajor content test in Chemistry ACS approval
Chemistry + Physics	Chemistry, MAT	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Childhood Education and Care	<ul style="list-style-type: none"> • Combined Bachelor of Science in Education & Master of Education in Elem Education Teacher Licensure Program • Combined BS and MEd in Early Childhood ED teacher licensure 	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
Childhood Education and Care	Education, Early Education and Care Concentration, BS	1. The certification guidelines are determined by the Department of Early Education and Care and are available through their website: https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines 2. https://www.naeyc.org/our-work/families/10-naeyc-program-standards	<i>Certification:</i> 1. Modified Candidate Assessment for Performance based heavily on MA DESE CAP
Childhood Education and Care	<ul style="list-style-type: none"> • Early Childhood Education - Initial Licensure, MEd • Early Childhood Education - Initial Licensure, Licensure Only 	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
Childhood Education and Care	Early Childhood Education, Advanced Studies, MEd	1. Program Handbook (currently under revision) 2. The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	1. Capstone Research (current) 2. Comprehensive Exam (Discontinued in 2019)

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone—instructor, results shared with department faculty —all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2015
Capstone—instructor, results shared with department faculty—all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2015
Capstone—instructor, results shared with department faculty —all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2015 ACS 2015 (next review 2021)
School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established	Department of Elementary and Secondary Education/NCATE - 11/1/2013
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established	Department of Elementary and Secondary Education/NCATE - 11/1/2013
School of Education Continuous Improvement Process*	Revision of program to clear delineate six tracks to direct students based on career goals (pending approval effective Fall 2021)	9/1/2019
School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established	Department of Elementary and Secondary Education/NCATE - 11/1/2013
1. Capstone course instructor and Program Coordinator 2. The comprehensive exam was scored (blindly) by the capstone instructor and program coordinator. Any discrepancies in scores were discussed and mediated by a third party, if needed.	Beginning Fall 2019, the Advanced M.Ed. was revised considerably to allow for more flexibility and to ensure that the content required for a professional license was included (this is currently under revision again). Core areas were established instead of set core cores. Students indicated these areas were essential for advancement in both public and non-public settings including: -policy/advocacy, -family community engagement, -leadership, -diverse learners. Course choices were provided to support the range of students and professional goals in our program. Add-on license in Special Education and the TESOL and ASD certificates were embedded in the degree to support students’ professional development needs.	NCATE - 11/1/2013

<p>Childhood Education and Care</p>	<ul style="list-style-type: none"> • Elementary Education - Initial License, MEd • Elementary Education - Initial License, Licensure Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student’s fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>
<p>Childhood Education and Care</p>	<ul style="list-style-type: none"> • Elementary Education, Advanced Studies, MEd • Elementary Education - Professional License, Licensure Only (being discontinued) 	<p>1. Program Handbook 2. Regulations for Educator Licensure: https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04 3. The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Capstone Research</p>
<p>Childhood Education and Care</p>	<ul style="list-style-type: none"> • Reading, MEd • Reading, Initial License, Licensure Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student’s fluency in the content area. 2. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>
<p>Childhood Education and Care</p>	<ul style="list-style-type: none"> • Special Education - Initial License, MEd • Special Education - Initial License, License Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student’s fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>
<p>Childhood Education and Care</p>	<ul style="list-style-type: none"> • Special Education, Advanced Studies, MEd • Special Education - Professional License, License Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Capstone Research</p>

School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013
Capstone Course Instructor	<ol style="list-style-type: none"> 1. Adjustments to program per DESE directives 2. Creation of multiple strands with 12 credits of Subject Matter Knowledge 	11/1/2013
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Field-based pre-practicum guidelines established 2. Assessment of Professional Dispositions established 3. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013
School of Education Continuous Improvement Process*	See 2018-2019 APR Write-up	TBD
Thesis Advisor	Changes in Program Forthcoming	2013

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Childhood Education and Care AND Secondary and Higher Education	<p><i>Initial Licensure Programs</i></p> <ul style="list-style-type: none"> • Combined Bachelor of Science in Education & Master of Education in Elementary Education Teacher Licensure Program • Combined BS and MEd in Early Childhood Education Teacher Licensure • Early Childhood Education - Initial Licensure, MEd • Elementary Education - Initial License, MEd • Middle School Education, Humanities - Initial License, Master of Education • Special Education - Initial License, MEd • Early Childhood Education - Initial Licensure, Licensure Only • Elementary Education - Initial License, Licensure Only • Middle School Education, Math/Science - Initial License, License Only • Special Education - Initial License, License Only • Teacher of Mathematics 5-8, 8-12, Fast Track Licensure, Licensure Only 	Department of Elementary and Secondary Education	<p>1. NCATE - 2013</p> <p>2. DESE - 2013</p>
Childhood Education and Care	Reading, MEd Reading, Initial License, Licensure Only	MA Department of Elementary and Secondary Education	<p>1. NCATE - 2013</p> <p>2. DESE - 2013</p>

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the... dean to manage and coordinate the education programs that are located in other departments of the institution. Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)</p>	<p>5/6/2021</p>
<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the... dean to manage and coordinate the education programs that are located in other departments of the institution. Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)</p>	<p>5/9/2021</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Criminal Justice	Criminal Justice B.S.	https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1106	Capstone course, Internship
Criminal Justice	Criminal Justice M.S.	<p>1. Communication Skills Students will be prepared to develop written and oral forms of communication of varying lengths and styles that communicate effectively across a variety of settings.</p> <p>2. Critical Thinking Skills Students will learn to organize, interpret, and evaluate evidence and ideas within and/or across disciplines; draw reasoned inferences and defensible conclusions. Students will learn to solve problems and make applied policy recommendations based on criminological theory, evidence, and analytical processes.</p> <p>3. Quantitative Reasoning Skills Students will become informed producers and consumers of academic research, to include a demonstrated ability to evaluate empirical source material, interpret social science data, and understand and apply the scientific method, research designs, and elementary statistical techniques toward decision making and policy development. Students will learn to use software and technology for research, data analysis, and decision-making within the field of criminal justice.</p> <p>4. Awareness of Contemporary Issues in Criminal Justice and Ethics Students will evaluate and analyze contemporary issues in Criminal Justice with advanced knowledge of professional terminology and major topic areas and issues in criminal justice and criminological theory. Students will learn ethical principles and frameworks that foster socially responsible decisions and practice addressing potential ethical issues they may encounter in the field through hypothetical, in class, scenarios.</p> <p>5. Leadership and Management Skills in Organizations Students will learn about theories of management and what it takes for an organization to be effective and successful. Students will apply their knowledge through case studies.</p>	Achievement of student learning outcomes has been measured by a passing score on the comprehensive exams up until Fall 2020. Students who matriculate in Fall 2020 and beyond will be evaluated based on their performance in a capstone-style course that requires them to apply their knowledge to a specific criminal justice issue or problem. Both pre- and post-Fall 2020, select students have the opportunity to complete a two-semester thesis sequence, during which an original research project is conceptualized and carried out as a completion option (in lieu of the capstone-style course).
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Computer Science	Computer Science B.S.	https://cs.salemstate.edu/courses/accrreditation-information-1	All CS major courses subject to learning outcomes rubrics. These rubrics are posted HERE: https://cs.salemstate.edu/advising/rubrics All sections of CS major courses have an assessment questionnaire administered by faculty and filled in by students at the end of every semester. Capstone project has its own assessment specifically designed for it.
Computer Science	Information Technology B.S.	https://cs.salemstate.edu/courses/program-educational-objectives-and-student-outcomes	All IT major courses subject to learning outcomes rubrics. These rubrics are posted HERE: https://cs.salemstate.edu/advising/rubrics All sections of CS major courses have an assessment questionnaire administered by faculty and filled in by students at the end of every semester. Capstone project has its own assessment specifically designed for it.

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Department undergraduate curriculum committee Department Faculty as a whole</p>	<p>Overhauled undergraduate curriculum, course numbers, course descriptions, requirements, and flowsheets for the two concentrations. Added 2 new minors, proposing new concentration, added 7 new courses around cybercrime and homeland security.</p>	<p>2020</p>
<p>Until Fall 2020, the faculty were responsible for reading and grading the comprehensive exam questions associated with their areas of expertise. Student thesis projects were vetted by the faculty advisor, a second reader, before the projects were defended before the assembled faculty. Individual instructors will evaluate the work of students in the capstone-style course completion option.</p>	<p>No changes have been made based on comprehensive exam results, or thesis results. The comprehensive exam is being phased out, and prior to Fall 2020, only a small handful of students had elected thesis projects. Our capstone-style course has yet to run, as it is new and replaces the comprehensive exams.</p>	<p>In 2019-20 the Graduate Committee drafted a set of SLOs for the program. We performed a review of current concentrations and removed one (Geographic Information Systems) that was under-utilized, and untenable given the lack of faculty needed to teach required courses. This program change was formally approved by the GEC in Fall 2020. We also reviewed our program's requirements and removed a previous standardized testing (GRE) requirement. Lastly, we made the decision in Fall 2020 to transition to a fully-online model in order to accommodate more students. We will work with Salem State instructional designers to create and implement online courses that are uniform in their presentation and adapt best practices for online learning.</p>
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Every CS major course section is formally reviewed in writing by its instructor. The results of the End-of-Semester student course assessment are incorporated into the review along with comments on any areas that are outside performance norms. The formal review concludes with suggestions for ways to improve future offerings of the course. Recommendations of needed curriculum changes are submitted to the CS Curriculum Committee for its consideration.</p>	<p>During this academic year, CS Curriculum Committee made the following curriculum changes: => New Flowsheet for CS Majors => CSC-CC created a new flowsheet for CSC Majors and the updated flowsheet has been approved by UCC. The flowsheet was updated to add two new required courses (CSC299 and CSC415), remove PHS205 as a required support course, and to address other ABET related requirements. => NEW CID for CSC 455 Machine Learning</p>	<p>The BS in CS program goes through ABET reaccreditation with 6-year cycle time. The last ABET reaccreditation was fall 2015. The next one will be fall 2021.</p>
<p>Every IT major course section is formally reviewed in writing by its instructor. The results of the End-of-Semester student course assessment are incorporated into the review along with comments on any areas that are outside performance norms. The formal review concludes with suggestions for ways to improve future offerings of the course. Recommendations of needed curriculum changes are submitted to the IT Curriculum Committee for its consideration.</p>	<p>During this academic year, IT Curriculum Committee made the following curriculum changes: • Changes to IT Minor Courses: Change in Minor Form: deletion of a course ITE 320 from the minor • Changes to IT major Courses: - ITE 320 Course change: Prerequisite change - ITE501 Course change: course description, pre-requisites, course type - ITE 505 Course Change: course description, Pre-requisite, Use of course: for W-III Gen Ed Certification - updated CID for ITE501; updated CID for ITE505</p>	<p>BS in IT is a new program. We started this program in AY2018-2019. This is only the second year the program is offered.</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Economics	Economics B.A.	Published across course syllabi. https://elearning.salemstate.edu/courses/1336697/files?preview=92228765 https://elearning.salemstate.edu/courses/1336697/files?preview=92228766	Capstone economics course (ECO 400) research paper and presentation to department faculty.
Economics	Economics B.S.	Published across course syllabi. https://elearning.salemstate.edu/courses/1336697/files?preview=92228765 https://elearning.salemstate.edu/courses/1336697/files?preview=92228766	Capstone economics course (ECO 400) research paper and presentation to department faculty.
Economics	Fire Science Administration, B.S.	Published across course syllabi.	None yet
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
English	English B.A.	<p>These outcomes are published in the English Department's mission statement, which can be found</p> <ul style="list-style-type: none"> In the Academic Catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=38&ent_oid=983&returnto=8534 on all English syllabuses. 	<ul style="list-style-type: none"> Successful completion of capstone experience/class. Occasional surveys of graduating students and alumni. For the Secondary Education program, we have several assessment methods. There's assessment of our alums once employed by school districts on their preparation - one metric of which is their subject matter knowledge. The students are also assessed by the CAP (candidate assessment of performance) during their student teaching - it's not directly about subject matter knowledge but that's implied in one of the assessment criteria. For Gen Ed courses offered by the department, we participate in the university-wide assessment process of courses in gen-ed categories. Our Major/Minor committee and Composition Committee reviewed syllabuses in CEA and W-3 courses in 2019-20. Our Chair, in consultation with the WIC Coordinator and First Year Writing Coordinator, reviewed our participation in Gen Ed course requirements for W-1 and First Year Seminar courses in 2018-19 by evaluating our course descriptions with the established requirements.
English	English M.A.	<p>These outcomes are published in the English Department's mission statement, which can be found</p> <ul style="list-style-type: none"> In the Academic Catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=38&ent_oid=983&returnto=8534 on all English syllabuses. 	Capstone Manuscript, Thesis or Portfolio
English	English, MAT	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:</p> <p>A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx</p> <p>B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p><i>Licensure:</i></p> <ol style="list-style-type: none"> Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
English	<ul style="list-style-type: none"> ESOL, MAT Teaching English to Speakers of Other Languages, Initial Licensure, Licensure Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:</p> <p>A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx</p> <p>B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p><i>Licensure:</i></p> <ol style="list-style-type: none"> Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Primarily the professor teaching ECO 400, who evaluates all students. All faculty read and evaluate a sample of papers against a common rubric based on LEAP and watch student presentations. Department meets to discuss results.	Electives incorporate more reading and evaluation of original economic research. We improved the assessment rubric.	2018-19
Primarily the professor teaching ECO 400, who evaluates all students. All faculty read and evaluate a sample of papers against a common rubric based on LEAP and watch student presentations. Department meets to discuss results.	Electives incorporate more reading and evaluation of original economic research. We improved the assessment rubric.	2018-19
Professors from individual courses.	Currently developing a capstone course.	Unknown

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<ul style="list-style-type: none"> • Professors grade the capstone course, whether it be a literature course for general majors, the portfolio seminar for Professional Writing concentrators, or the creative writing thesis for Creative Writing concentrators. • The ad-hoc strategic planning committee evaluated the most recent surveys. • The department discussed survey results at department retreats and meetings. • Our Chair in consultation with the First Year Writing Coordinator and We evaluated the first year seminar and our W-1 courses for general education in 2018-19. • Our Major/Minor committee evaluated our W-3 courses and our CEA courses for general education in 2019-20 by studying syllabuses from classes offered. 	<ul style="list-style-type: none"> • Based on the experiences of creative writing faculty teaching the capstone creative writing thesis, it was determined to publish chapbooks for all creative writing concentrators to give them experience editing and publishing. • Survey results led to changes in course offerings. • Based of the Major/Minor committee's study of gen ed syllabuses, the department passed a recommendation that faculty teaching CEA courses in the future should be sent a copy of the CEA guidelines, and that syllabuses should be reviewed by the Chair to see that the courses correspond to the guidelines (Dept. Meeting, 2/10/20). 	<ul style="list-style-type: none"> • We are in the middle of a program review in 2019-21. A Department Review was submitted, but the process was put on hold because of the Covid crisis. We expect to have an outside evaluator come in 2020-21 and complete the process. • We conducted a Program Review in 2008-09. • We completed an Academic Planning Report in 2010.
Capstone committees (first reader, second reader, graduate coordinator)	Revision of admissions requirements (raised GPA); Creation of Capstone application process; Creation of Capstone assessment rubrics	<ul style="list-style-type: none"> • We are in the middle of a program review in 2019-21. A Department Review was submitted, but the process was put on hold because of the Covid crisis. We expect to have an outside evaluator come in 2020-21 and complete the process. • We conducted a Program Review in 2008-09. • We completed an Academic Planning Report in 2010.
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Geological Sciences	Geological Sciences B.S.	<p>1. Performance in the capstone field methods courses (GLS470 and GLS485): The field methods courses assess the ability of students to apply their geology skills and class-taught knowledge in the field.</p> <p>2. Capstone senior research: All students are required to complete a senior research project that entails collecting, analyzing and interpreting original data. Each geological sciences student is also required to present his/her research at a conference organized by a professional or honorary organization such as the Geological Society of America, American Association of Petroleum Geologists, or Sigma Xi.</p> <p>3. Postgraduate success in graduate school and the workforce: Our department has an excellent post-graduate track record. Nearly 60% of our graduates continued on to graduate school.</p>	<p>Tiered capstone system including two field courses and senior research</p> <p>Required senior research consisting of original scientific hypothesis-driven research</p> <p>Acceptance of student work at professional conferences</p> <p>Success rate in acceptance to graduate programs and the workforce</p>
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Geography & Sustainability	Geography B.A.	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	Internal Student Survey in Geography Capstone under consideration
Geography & Sustainability	Geography B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	Internal Student Survey in Geography Capstone under consideration
Geography & Sustainability	Geography - Environmental Sustainability B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	Internal Student Survey in Geography Capstone under consideration
Geography & Sustainability	Geography -Sustainable Tourism B.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	Internal Student Survey in Geography Capstone under consideration
Geography & Sustainability	Cartography and GIS	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	Internal Student Survey in Geography Capstone under consideration
Geography & Sustainability	Cartography and GIS B.S./M.S.	https://elearning.salemstate.edu/courses/1336697/files?preview=92231116	New program in 2nd year, nothing yet
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Healthcare Studies	Healthcare Studies	Global Goals listed at: https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1113 & learning outcomes listed on individual syllabi - Department learning outcomes are in process	BHS520 - Internship or BHS495 Capstone
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
History	History B.A.	<p>The History B.A. learning outcomes are aligned with the American Historical Association's "Tuning Project"</p> <p>https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core</p>	<p>All history students are required to take an historical methods course HST 200: Historiography as well as a capstone HST 505: Research and Writing Seminar. The History Department assessment subcommittee reviews on an annual basis samples of student work from every section of both courses and applies a common rubric to determine achieved outcomes.</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Department Curriculum Committee</p> <p>Field course faculty</p> <p>Senior research faculty; Reviewed during department curriculum committee meetings and during annual faculty retreat</p>	<p>Developed cohort-model seminar program for senior research students where all senior students and faculty attend together weekly</p> <p>Shared core for most Geology concentrations</p> <p>Modified and refined field geology program to make more accessible and to strengthen applicability to the work force</p> <p>Developed communication (writing, speaking, and presentation) initiatives across the geology curriculum</p>	<p>2017-2018</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>All Department Faculty especially as several faculty members participated in the VALUE Institute Assessment Project</p>	<p>Changed core physical geography course from Weather and Climate to Global Climate Change, Revised all flow sheets to better meet student, discipline and department goals</p>	<p>Ugrad 2005 and 2009, grad 2012, 2014 Ugrad Cartography/GIS. Postponed from Spring 2020 to Fall 2021 (hopefully)</p>
<p>All Department Faculty especially as several faculty members participated in the VALUE Institute Assessment Project</p>	<p>Changed core physical geography course from Weather and Climate to Global Climate Change, Revised all flow sheets to better meet student, discipline and department goals</p>	<p>Ugrad 2005 and 2009, grad 2012, 2014 Ugrad Cartography/GIS. Postponed from Spring 2020 to Fall 2021 (hopefully)</p>
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<p>All Department Faculty especially as several faculty members participated in the VALUE Institute Assessment Project</p>	<p>Changed core physical geography course from Weather and Climate to Global Climate Change, Revised all flow sheets to better meet student, discipline and department goals</p>	<p>Ugrad 2005 and 2009, grad 2012, 2014 Ugrad Cartography/GIS. Postponed from Spring 2020 to Fall 2021 (hopefully)</p>
<p>All Department Faculty especially as several faculty members participated in the VALUE Institute Assessment Project</p>	<p>Changed core physical geography course from Weather and Climate to Global Climate Change, Revised all flow sheets to better meet student, discipline and department goals</p>	<p>Ugrad 2005 and 2009, grad 2012, 2014 Ugrad Cartography/GIS. Postponed from Spring 2020 to Fall 2021 (hopefully)</p>
<p>All Department Faculty especially as several faculty members participated in the VALUE Institute Assessment Project</p>	<p>New program in 2nd year, nothing yet</p>	<p>Ugrad 2005 and 2009, grad 2012, 2014 Ugrad Cartography/GIS. Postponed from Spring 2020 to Fall 2021 (hopefully)</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Annual review of curriculum by Department Curriculum Committee and all full time department faculty</p>	<p>Creation of a three level pre-professional preparation series of courses: BHS203 Seminar, BHS320 Cornerstone, BHS520 Internship</p>	<p>N/A: Degree program is in its fourth year of existence</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>The History Department Curriculum Committee has an assessment subcommittee that collects and analyzes a sample of student papers in our Methods and Research seminars. This is conducted on an annual basis. The results are shared with the department faculty who discuss strategies for improving course outcomes.</p>	<p>Every year the History Department assessment subcommittee reviews the samples from our methods and capstone courses and makes recommendations to the larger department about fulfilling the goals and objectives of our major. The department reviews the learning outcomes of the AHA Tuning Project.</p>	<p>2018</p>

History	History M.A.	The learning outcomes have not been published because they are being piloted as part of a larger assessment strategy. They will be added to the graduate handbook when the pilot program is done.	Students who complete a portfolio or thesis as their capstone project are evaluated by a faculty committee using common rubrics. The department has begun piloting an assessment committee that reviews student work from the two research courses (HST 700 and HST 995).
History	History, MAT	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Interdisciplinary Studies	Interdisciplinary Studies B.L.S.	1. Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study. 2. Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge. 3. Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project. 4. Demonstrate self-directed learning 5. Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address both personal or professional academic interests and reach personal or professional goals.	Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs
Interdisciplinary Studies	Interdisciplinary Studies/American Studies Concentration B.L.S.	1. Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study. 2. Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge. 3. Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project. 4. Demonstrate self-directed learning 5. Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address both personal or professional academic interests and reach personal or professional goals.	Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs
Interdisciplinary Studies	Interdisciplinary Studies/Intercultural Communications Concentration B.L.S.	1. Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study. 2. Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge. 3. Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project. 4. Demonstrate self-directed learning 5. Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address both personal or professional academic interests and reach personal or professional goals. (Note: this concentration will be discontinued by Fall 2021)	Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs

<p>A faculty committee evaluates all portfolios and theses. The department has begun piloting an assessment committee that reviews student work from the two research courses (HST 700 and HST 995).</p>	<p>The department is gathering data as part of the pilot.</p>	<p>The History Department went through program review in 2018.</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(4) What changes have been made as a result of using the data/evidence?</p>	<p>(5) Date of most recent program review (for general education and each degree program)</p>
<p>Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports.</p> <p>Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.</p>	<p>Refinement of rubrics and reconsideration of shared learning outcomes. We have 2 years of data at this time, so results are preliminary.</p>	<p>2016-17</p>
<p>Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports.</p> <p>Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.</p>	<p>Refinement of rubrics and reconsideration of shared learning outcomes. We have 2 years of data at this time, so results are preliminary.</p>	<p>2016-17</p>
<p>Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports.</p> <p>Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.</p>	<p>Refinement of rubrics and reconsideration of shared learning outcomes. We have 2 years of data at this time, so results are preliminary.</p>	<p>2016-17</p>

Interdisciplinary Studies	Interdisciplinary Studies/ Peace and Conflict Studies Concentration B.L.S.	<p>Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study.</p> <p>Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge.</p> <p>Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project.</p> <p>Demonstrate self-directed learning</p> <p>Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address both personal or professional academic interests and reach personal or professional goals.</p>	Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Mathematics	Mathematics B.S.	<p>Students earning a B.S. in Mathematics will</p> <ol style="list-style-type: none"> 1. Use mathematics to solve problems requiring creativity and insight, as well as those using algorithms. 2. Assess the reasonableness of their solutions. 3. Construct sound mathematical proofs. 4. Use assessments to revise their work or adopt new approaches, as necessary. 5. Communicate mathematics clearly, both verbally and in writing. 6. Demonstrate an understanding of the connections among the different branches of mathematics. 7. Demonstrate an understanding of the applications of mathematics to other disciplines. 8. (For students intending to teach) Be equipped with the mathematical content they need to be effective teachers. 	During our capstone course, MAT 490 Senior Seminar, students are required to perform research, write a research paper, and give a presentation on their work. This is evaluated by a rubric and is independent of grades and GPA. We are developing new rubrics for assessing technology and another for the goal involving the revision of work.
Mathematics	Mathematics, M.S.	https://www.salemstate.edu/academics/college-arts-and-sciences/mathematics/master-science-mathematics	Three level II courses, which are advanced and generally form sequences with Level I courses, are required and effectively serve as three capstone courses.
Mathematics	<ul style="list-style-type: none"> • Mathematics, MAT • Teacher of Mathematics 5-8, 8-12, Fast Track Licensure, Licensure Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:</p> <p>A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx</p> <p>B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure:</p> <ol style="list-style-type: none"> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
Mathematics	<ul style="list-style-type: none"> • Middle School Mathematics, MAT • Middle School Education, Math/Science - Initial License, License Only 	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:</p> <p>A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx</p> <p>B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure:</p> <ol style="list-style-type: none"> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.

<p>Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports.</p> <p>Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.</p>	<p>Refinement of rubrics and reconsideration of shared learning outcomes. We have 2 years of data at this time, so results are preliminary.</p>	<p>2016-17</p>
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>The departmental assessment committee evaluates the evidence as collected from grades and from the senior seminar instructor, who evaluates the students using the rubrics. The committee will also be charged with collecting data related to the new rubrics and analyzing the results. We have discussed the possibility of creating a departmental subcommittee each year to evaluate these senior seminar students, but this is in the early stages of discussion.</p>	<p>Feedback from instructors who have taught MAT 490 and applied the rubrics to the presentation and the talk was incorporated in the revision the rubrics that had been in use for a number of years. Changes included adding two new dimensions to the rubric: a measure of whether the paper or talk is pitched at the right level for the intended audience and a measure of whether the students had demonstrated competence of the topics s/he has chosen for the paper or talk. The prior rubric for the paper had included a category on technology, but that was frequently deemed "not applicable," as not all topics make use of technology in any significant way. Spring 2020 was the first application of these new rubrics on this collection of student work, so we will revisit this next year to determine if there are more revisions warranted.</p>	<p>We only have one program, a B.S. in Mathematics. The Combined 4+1 program is essentially the same major, with the only different being that the 4 + 1 students have as requirements 2 courses that the general B.S. majors have as options. Our last program review took place during the 2017-18 AY, with the self-study completed during the Fall 2017 semester and the site visit during the Spring 2018 semester.</p>
<p>Annually by the Math Graduate Committee, with referrals to the Math Department as a whole when desirable.</p>	<p>A change implemented was to require all students to either take a final exam or do a capstone project.</p>	<p>Fall 2017: Self-study; Spring 2018: Site visit</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Media and Communication	Media and Communication B.S.	1. Demonstrate critical and innovative thinking. 2. Demonstrate knowledge and awareness of skills in oral, written, and visual aspects of media and communication. 3. Demonstrate knowledge of and ability to apply media and communication theories. 4. Know and effectively use current technology related to the media and communication field. 5. Understand the influence of culture on media and communication and to be able to respond effectively to cultural differences. 6. Demonstrate ethical, legal, and social accountability within the media and communication field. 7. Demonstrate knowledge and skills that allow for productive interpersonal, team, and group exchanges.	Internship site supervisor feedback EXPECT class client feedback Capstone Course MCO 499/MCO 513 Portfolios
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Music & Dance	Dance B.A.	Aligned with LEAP Outcomes (Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning) Listed in the SSU catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=47&ent_oid=1302	Capstone course: Exit survey
Music & Dance	Music B.A.	Aligned with LEAP Outcomes (Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning). National Association of Schools of Music handbook (especially pages 98-99) https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2020/01/M-2019-20-Handbook-02-13-2020.pdf	capstone course Performance Jury Sophomore Review Piano Proficiency Exam
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Music & Dance	Music B.A.	NASM - National Association of Schools of Music	2016
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Nursing	Nursing B.S.N.	https://elearning.salemstate.edu/courses/1160120/files/79850981/download?wrap=1	1. NCLEX-RN exam (National Nurse Licensure Exam) 2. 1 year post graduation employment rates 3. Standardized test results (ATI NCLEX Comprehensive Predictor Test) 4. End of Program Surveys
Nursing	Nursing L.P.N./B.S.N.	Curriculum materials Accreditation self-study documents Cross-referenced in Syllabi	NCLEX-RN Licensure Examination Capstone Semi-Annual end of program surveys
Nursing	Nursing R.N./B.S.N.	Curriculum materials Accreditation self-study documents Cross-referenced in Syllabi	NCLEX-RN Licensure Examination Capstone Semi-Annual end of program surveys
Nursing	Nursing Education Certificate	Graduate nursing curriculum materials, accreditation self-study documents	Capstone Project End of program interviews/surveys, 3 year post-graduation graduate, Employer surveys.

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>End of course by instructor End of course by instructor End of course by instructor Beginning Fall 2020: End of course by instructor</p>	<p>Journalism curriculum revised to include more multimedia. These courses were developed after reevaluating MCO 503; spli course content between MCO 350 (Junior Career Seminar) and portfolio courses.</p>	<p>2015</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>As a small department, all full-time faculty participate annually in a review of the program, its stated outcomes, and evidence of student achievement in meeting those outcomes</p>	<p>Revised curriculum, implementation of peer mentors, revision of recruiting and admissions processes.</p>	<p>No review yet.</p>
<p>As a small department, all full-time faculty participate annually in a review of the program, its stated outcomes, and evidence of student achievement in meeting those outcomes.</p>	<p>Revised Curriculum Integrated Benchmark Targeted Advising Placement of exam in curriculum</p>	<p>2016</p>

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>Facilities</p>	<p>Compliance with standards</p>	<p>2022</p>

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>1. Faculty/Program Evaluation Committee 2. School of Nursing has a systematic evaluation plan (SEP) aligned with regulatory and accreditation standards and state mandated regulations. 3. SEP has a calendar for review of all components</p>	<p>1. Addition of TEAs test (Test of Essential Academic Function) as a condition of admission for transfer students SAT requirement 2. Revision of all 11 MA Board of Nursing mandated policies in May of 2019 3. Combining two 1 credit freshman seminar courses (NUR104 and NUR105) into a new two credit seminar course.</p>	<p>10.28.19 continuous improvement progress report (CIPR) submitted on June 1, 2018 (CCNE)</p>
<p>Annually by the assigned committee (SON Program Evaluation, SON Curriculum, SON Academic Policies, Post-licensure, etc.) SON Faculty Chairperson</p>	<p>Course content revisions Modified admission requirements Institution of the ATI standardized testing program for generic BSN and LPN-BSN Annual evaluation and revision of curriculum</p>	<p>2012</p>
<p>Annually by the assigned committee (SON Program Evaluation, SON Curriculum, SON Academic Policies, Post-licensure, etc.) SON Faculty Chairperson</p>	<p>Course content revisions Modified admission requirements Institution of the ATI standardized testing program for generic BSN and LPN-BSN Annual evaluation and revision of curriculum</p>	<p>2012</p>
<p>Graduate Nursing Committee</p>	<p>Course content revisions Modifications in program admission requirement Revisions in course delivery methods</p>	<p>2012</p>

Nursing	Nursing, M.S.N. *Education *Administration * Adult Gero Nurse Practitioner * Administration (suspended in fall 2019 due to low enrollment) *Post Masters Certificate in Nursing Education	Graduate nursing curriculum materials, Handbook and accreditation self-study documents	*Capstone Project *End of program surveys, *3 year post-graduation graduate, and Follow-up Survey AGPC Nurse Practitioner Examination Educators Exam
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Occupational Therapy	O.T. B.S./M.S.	SSU Undergraduate and Graduate Catalogues https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1108 https://catalog.salemstate.edu/preview_program.php?catoid=46&pooid=5788 OT Undergraduate and Graduate Handbooks https://salemstate.instructure.com/courses/1166047/pages/student-information	Capstone Research Projects Portfolio Reviews End of program interviews/surveys, 1 year post-graduation survey and employer surveys. Scores from the National Certification Examination Fieldwork Educators Student evaluations
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Nursing	Nursing B.S.N.	Commission on Collegiate Nursing Education https://www.aacnursing.org/CCNE MA Board of Registered Nursing https://www.mass.gov/orgs/board-of-registration-in-nursing	10.28.19 continuous improvement progress report (CIPR) submitted on June 1, 2018 Systematic Evaluation Plan submitted on 3/31/2020 Full regulatory approval July 2019 MA BORN
Nursing	Nursing B.S.	CCNE-Commission on Collegiate Nursing Education [National League for Nursing Accrediting Commission: NLNAC—lapsed in 2010-Not including)	2012
Nursing	Nursing M.S.	CCNE-Commission on Collegiate Nursing Education [National League for Nursing Accrediting Commission: NLNAC—lapsed in 2010-Not including)	2012
Nursing	Nursing M.S.N. • Education • Administration • Adult Gero Nurse Practitioner • Administration (suspended in fall 2019 due to low enrollment) • Post Masters Certificate in Nursing Education	Commission on Collegiate Nursing Education (CCNE)	CCNE interim report (October 28, 2019).

<p>Graduate Nursing Committee, which includes curriculum and policy issues.</p>	<p>Course content and curriculum revisions Modifications in program admission and credit requirement Revisions in course delivery methods to include hybrid and online format</p>	<p>2012</p>
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
<p>Department faculty Chairperson Fieldwork Coordinator. The process occurs during Annual Retreat (1) End of the Semester Faculty Retreats (3 fall, spring, summer) OT Curriculum Committee Meetings (every other week)</p>	<p>Feedback from student course evaluations, faculty course evaluations, student e- portfolio data, fieldwork supervisor evaluations, student exit survey data and end of the semester faculty retreat resulted in the following changes to occupational therapy program</p> <ul style="list-style-type: none"> • Changes in Curriculum Content and Instructional Methodology • Changes in Course Sequence • Changes in Program-based Structures and Services • Changes in Occupational Therapy Strategic Plan • Several examples- <ul style="list-style-type: none"> o Purchased and implemented innovative software for student education such as NEEHR electronic health records, ICE videos and sample practice test for National Certification exam (OTKE) o Changes in the course sequence of OCT 702 and OCT 811/611 and OCT 706 feedback indicated these courses needed additional time and were move from a six-week summer courses to fifteen week fall and spring courses. This allowed for greater application of foundational knowledge and skills o Additional Courses Added- OCT 740 and OCT 340: Level I fieldwork seminar for both the BS/MS and Direct Entry MS to better prepare and develop the professional behavior skills necessary to succeed in level II fieldwork. Addition of OCT 708 and OCT 440 practice skills courses to allow student additional time to demonstrate competencies in clinical skills needed to be entry-level practitioners o Interprofessional assignments, panels, fieldwork experiences and other experiential activities have been added to OCT 715, OCT 720, OCT 920 and OCT 925 to provide additional hands on experiences needed to meet accreditation standards 	<p>2017-2018</p>
(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>Baccalaureate program demonstrated that it continues to comply with all accreditation standards.</p> <p>SEP report due to the MA BORN on 6-30, 9-30 & 12-31</p>	<p>NCLEX pass rate</p> <p>Program Completion Rate</p> <p>Employment 1-year post Graduation</p> <p>SON Admission Numbers</p>	<p>06.30.22 Self Study Due & on-site accreditation (CCNE) visit in Fall of 2022</p> <p>Annual BORN report 11-1-20</p>
<p>No deficiencies 2012 Interim Report Due 2017</p>	<p>1) NCLEX pass Rate 2) Graduate Follow Up Survey 3) Employer Survey 4) Student End Of Program Evaluation</p>	<p>2022</p>
<p>No deficiencies 2012 Interim Report Due 2017</p>	<p>1) NCLEX pass Rate 2) Graduate Follow Up Survey 3) Employer Survey 4) Student End Of Program Evaluation</p>	<p>2022</p>
<p>Provide evidence that certification pass rates demonstrate program effectiveness (2018 Key Element IV-D; 2013 Key Element IV-C). Specifically, though the report identified that the program prepares students for the nurse educator examination. The corrective action was taken.</p>	<p>Program completion rate for the most recent calendar year is 70% or higher. Pass rate for certification examination is 80% or higher for all takers. The employment rate is 70% or higher</p>	<p>CCNE Reaccreditation in 2022</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Occupational Therapy	Occupational Therapy B.S./M.S. and Direct Entry M.S.	Accredited by the Accreditation Council for Occupational Therapy Education	August 2018 -full accreditation for 10 years
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Philosophy	Philosophy B.A.	Philosophy course assessment matrix: https://elearning.salemstate.edu/courses/1336697/files?preview=92285569	Annual review of Senior Seminar papers.
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Political Science	Political Science B.A.	1. Promote student success through the utilization of numerous innovative pedagogies to ensure that students not only learn the course content but also that they develop a wide range of civic and critical thinking skills. 2. Promote student success by fully participating in the General Education curriculum, academic advising, and serving as advisors for student groups. 3. Facilitate academic excellence through the scholarship that faculty and students produce, present, and publish. 4. Develop an informed and engaged citizenry in order to prepare current and future civic leaders.	2020 Program Review
Political Science	Political Science B.S.	1. Promote student success through the utilization of numerous innovative pedagogies to ensure that students not only learn the course content but also that they develop a wide range of civic and critical thinking skills. 2. Promote student success by fully participating in the General Education curriculum, academic advising, and serving as advisors for student groups. 3. Facilitate academic excellence through the scholarship that faculty and students produce, present, and publish. 4. Develop an informed and engaged citizenry in order to prepare current and future civic leaders.	2020 Program Review
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Psychology	Psychology B.A.	https://www.apa.org/ed/precollege/about/undergraduate-major	Senior Research and Seminar (capstone) courses, and assessment of PSY 203/204 writing and research skills
Psychology	Psychology B.S.	https://www.apa.org/ed/precollege/about/undergraduate-major	Senior Research and Seminar (capstone) courses, and assessment of PSY 203/204 writing and research skills

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
No areas of non-compliance with standard, no actions need to be taken	National Certification Exam Pass Rate and Graduation Rates. *Key performance indicators- 100% pass rate on the National Certification Exam for the past five years, results are published https://www.nbcot.org/en/Educators/Home#SchoolPerformance and at https://www.salemstate.edu/academics/college-health-and-human-services/occupational-therapy - Graduation rates are published at https://www.salemstate.edu/academics/college-health-and-human-services/occupational-therapy	Fall 2027-2028 Re-accreditation, Annual Reports and Interim Accreditation Report fall 2023
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Tenured faculty by way of <i>qualitative</i> analysis and discussion of the Senior Seminar papers with respect to the areas of thesis formation, argumentation, use of relevant research, originality, and breadth and depth of understanding.	We have attempted to introduce skills such as thesis articulation and the building of argumentative structure in scaffolded ways earlier in the career of our majors.	AY 2005–2006, but also in conjunction with the rigorous self-assessment study supporting the BHE application for the Philosophy Major
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone course focus groups Current student and Alumni Surveys (done the year before Program Review)	We now encourage students to take POL300R earlier in their career so that they are better versed in research methods. Pre-COVID we have had plans to use our surveys, focus groups and high DFW courses to intervene in those classes where students underperform	2020 Program Review
Capstone course focus groups Current student and Alumni Surveys (done the year before Program Review)	We now encourage students to take POL300R earlier in their career so that they are better versed in research methods. Pre-COVID we have had plans to use our surveys, focus groups and high DFW courses to intervene in those classes where students underperform	2020 Program Review
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Faculty-led advisory groups, and assessment coordinator	Professors teaching PSY 203/204 meet annually to share teaching successes and failures; a number of faculty teaching writing courses have participated in professional development workshops. We have also tracked success from courses in PSY 101 recently, and have started a working group to determine whether any changes should be made to PSY 101. In addition, we have begun a review and reconsideration of the PSY 203/204 course sequence to determine whether or not it needs to be revised.	2015
Faculty-led advisory groups, and assessment coordinator	Professors teaching PSY 203/204 meet annually to share teaching successes and failures; a number of faculty teaching writing courses have participated in professional development workshops. We have also tracked success from courses in PSY 101 recently, and have started a working group to determine whether any changes should be made to PSY 101. In addition, we have begun a review and reconsideration of the PSY 203/204 course sequence to determine whether or not it needs to be revised.	2015

Psychology	Behavior Analysis B.S.	BCBA Exam Pass Rates: https://www.bacb.com/university-pass-rates/ Underway: Our program handbook, to be published on the SSU program website: https://records.salemstate.edu/sites/default/files/policies/Salem%20State%20University%20Behavior%20Analysis%20Student%20Handbook%202020-21.pdf	Currently, a combination of having students complete online modules and pass a comprehensive exam. We also require completion of supervision hours for those pursuing BCBA certification, and attending/presenting at a professional conference.
Psychology	I-O Psychology M.S.	The MS in I-O Psychology program follows guidelines for a Masters Degree curriculum developed by the Society for Industrial Organizational Psychology (SIOP) (siop.org, Div. 14 of the American Psychology Association) See https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training (see especially GENERAL KNOWLEDGE AND SKILLS)	Evidence that graduates have achieved the stated outcomes for the degree (other than GPA) include the following: Successful completion of required internship . Research productivity in selected courses as evidenced by class projects that hone students' research skills. Some students also present their research and/or publish it, though this is not a required component. In courses with more applied skills focus, students work on case studies either brought in via collaborations with industry partners, or case studies that are designed by the faculty. In line with IO-psychology as a scientist-practitioner field, the applied projects are also expected to meet the bar of being researched products. A key focus is on extracting evidence-based best practices from the scientific literature to advise organizations in solving complex problems. Successful job placements upon graduation. See https://elearning.salemstate.edu/courses/1141251/pages/program-summary-september-2019
Psychology	Counseling M.S.	The program is aligned with the requirements set by the Board of Allied Mental Health and Human Services for LMHC licensure in Massachusetts. Program information is available in the Salem State University Graduate Catalog.	Comprehensive Examination, Practicum/Internship evaluations by supervisors.
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Psychology	Behavior Analysis M.S.	A subset of our courses are part of a "Verified Course Sequence" that is verified by the Association for Behavior Analysis International (ABAI). This course sequence is required for graduates to have completed as part of the educational requirements to apply to take the Board Certified Behavior Analyst (BCBA) exam from the Behavior Analyst Certification Board.	January 1, 2020 renewal approved of the VCS by ABAI, and good through March 31, 2021.
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Secondary and Higher Education	<ul style="list-style-type: none"> • B.A. Art/M.Ed. in Secondary Education • B.A. English/M.A.T. English to Speakers of Other Languages • B.A. English/M.Ed. in Secondary Education • B.A. History/M.Ed. in Secondary Education • B.A. Theatre Arts/M.Ed. in Secondary Education • B.A. World Languages and Cultures/M.Ed. Secondary Education 	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.

<p>The faculty in the program review the data each semester. The program coordinator shares the information, and invites faculty to participate in meetings.</p>	<p>Originally, we required a thesis/project. It became clear that we were not going to immediately hire the third faculty member who was supposed to be hired in 2016-2017. So, we moved to the comprehensive exam. The comprehensive exam is fairly high stakes, and we ended up modifying the multiple choice component for the first set of students. We discovered that none of them had completed modules that were supposed to have been completed in their courses. This is because the work was given partial credit; however, now almost all faculty assign the modules related to the comprehensive exam as a pass/fail score on that portion of their grade. In addition, we are working to design a written component that can be administered online. This would allow for more integration of information. We have continued to monitor performance, and determined replacing the comprehensive exam with two capstone options would be best practices that are consistent with our goal to seek external accreditation. We have in governance a change that will remove the comprehensive exam, and instead require either (a) a two-semester thesis, or (b) a two-semester "practical application in research" project. This will allow students to complete projects directly related to their supervision areas, and provide a genuine alternative to a thesis. We will continue to monitor progress and outcomes as a result of this change.</p>	<p>We reviewed our curriculum last August, and resubmitted all requirements for re-verification to the Association for Behavior Analysis International last fall. We have received our renewal, and are planning to meet again this summer.</p>
<p>The Program Coordinator in consultation with program faculty reviews program outcomes in an ongoing manner. We meet as a group each term (once a month meetings) and discuss the outcomes in light of the competencies that are expected in the field. Also the program surveys students for input into the review process in an ongoing manner so we can stay nimble to their feedback. We solicit feedback on program during our classes and in the advising meetings with the Program Coordinator, which is then routed back to our monthly meetings. We also conduct a survey of all our students and a report is produced for dissemination.</p>	<p>2010: Creation of Course in the Psychology of Organizational Development Consulting (PSY 787); 2014: Creation of Five Year BS/MS Program; 2015: Creation of I-O Specific Environmental Psychology (PSY 789) and Social Psychology (PSY788) Background Courses; Establishment of Masters Thesis Course (PSY999) and Procedures; 2016: Creation of Organizational Psychology Course (PSY791); 2017: Modification to MSIO Special Topics Course (PSY993); 2019: Creation of I-O Specific Psychometrics Course (PSY790); 2020: Major Realignment of Course Requirements on the MSIO Program Plan of Study</p>	<p>2017: Society for Industrial Organizational Psychology (SIOP) - Div. 14 APA Review Placed Salem State I/O Program 13th in United States for Curriculum (See https://www.siop.org/Research-Publications/TIP/TIP-Back-Issues/2017/October/ArtMID/20295/ArticleID/1398/Ranking-I-O-Masters-Programs-Using-Objective-Data-From-I-O-Coordinators) Spring 2020: Annual Internal Program Review; Fall 2020: Internal program review</p>
<p>Director of Clinical Training oversees clinical training evaluations. GPC (and selected faculty) grade comprehensive examinations. GPC monitors student progress.</p>	<p>In process of reviewing effectiveness of comprehensive examination and considering alternatives.</p>	<p>Unknown</p>
<p>(3) List key issues for continuing accreditation identified in accreditation action letter or report.</p>	<p>(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*</p>	<p>(5) Date and nature of next scheduled review.</p>
<p>We have to submit the renewal each year, and there is now a cost to do so (currently \$500 per year). However, we are also working on the self-study for accreditation by the ABAI, which would be better in the long run. While it is currently \$2000 per year to maintain accreditation, there is much more exposure and marketing as part of being an accredited program. So, we need support for the site visit and other aspects of accreditation.</p>	<p>Our key performance indicators would be: (a) BCBA exam pass rates; (b) number of students employed in the field; (c) time to completion of degree.</p>	<p>Summer 2020</p>
<p>(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(4) What changes have been made as a result of using the data/evidence?</p>	<p>(5) Date of most recent program review (for general education and each degree program)</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>

<p>Secondary and Higher Education</p>	<ul style="list-style-type: none"> • Education, BS Educational Studies - Teaching English to Speaker of Other Languages • Education, BS Educational Studies-Community Education Concentration 	<p>The learning outcomes for this program concentration are located within each of the eight required courses. The details are specified in a Program Cross Reference document and Capstone Course Information Description.</p>	<p>Successful completion with a passing grade (B-) for all of the eight required courses and a capstone course with a final internship and assessment.</p>
<p>Secondary and Higher Education</p>	<ul style="list-style-type: none"> • School Counseling (Pre K-8), (5-12), MEd • School Adjustment Counselor, Initial Licensure, Licensure Only • School Counseling - Initial License, Licensure Only 	<p>http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11 http://www.doe.mass.edu/licensure/smk-requirements-reg-v-may-2016.pdf https://masca.wildapricot.org/ https://www.schoolcounselor.org/ https://www.salemstate.edu/academics/school-education/master-education-school-counseling</p>	<ol style="list-style-type: none"> 1. All students must pass the Massachusetts Communication and Literacy Skills Test. 2. All students must complete and receive passing scores from their supervisors in their 500 hour practicum for school counseling or 900 hour practicum for school adjustment counseling. 3. All students present an original piece of data driven work at the Massachusetts School Counseling Association Conference, this project is their capstone project. The practicum students must complete a large data-driven study at their site, which connects counseling theory and the rubrics of the respective organization. Students are asked to do a large case study of a student and turn in therapy tapes for supervision.
<p>Secondary and Higher Education</p>	<p>Educational Leadership, CAGS</p>	<ol style="list-style-type: none"> 1. From Massachusetts Department of Elementary and Secondary Education: http://www.doe.mass.edu/lawsregs/603cmr7.html?section=10 2. Leadership Program Handbook, containing practicum log, outlining standards and indicators: https://docs.google.com/document/d/1Lui7AD5jCaLPqfNfxWV-WTrmrvTmqQQbEAluSQvbEGs/edit?usp=sharing 	<ol style="list-style-type: none"> 1. Core program assessments, 2. Dispositional assessments, 3. Practicum experience/outcomes, and 4. MA Performance Assessment for Leaders (PAL) Assessment
<p>Secondary and Higher Education</p>	<p>Higher Education in Student Affairs, MEd</p>	<ol style="list-style-type: none"> 1. ACPA/NASPA Competencies (https://www.myacpa.org/sites/default/files/ACPA%20NASPA%20Professional%20Competencies%20FINAL.pdf) 2. CAS Professional Standards for Higher Education (https://www.cas.edu/standards) 	<p>Each course in the HESA program has stated learning outcomes and objectives that are aligned with the ACPA-NASPA competencies and CAS standards.</p> <p>To assess the student's progress and successful growth and development across all professional competencies, a culminating presentation is incorporated into the capstone seminar. Students are required to present a well-developed, succinct yet comprehensive presentation to a HESA faculty committee to demonstrate their grasp of student development theories, self-assessment of the NASPA/ACPA competencies and CAS standards, practical wisdom gained from the assistantship, practica, internship and full-time work experiences, and the praxis that will guide their professional practice post-graduation.</p>
<p>Secondary and Higher Education</p>	<p>Library Media Studies, MEd</p>	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>
<p>Secondary and Higher Education</p>	<p>Middle School Education, Humanities - Initial License, Master of Education</p>	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>
<p>Secondary and Higher Education</p>	<p>Secondary Education - Non Licensure Track, Master of Education</p>	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.</p>

<p>The course instructors of each course and a steering committee of faculty and staff involved in the planning and advising of the educational studies concentration.</p>	<p>The steering committee now meets bi - monthly to review program materials and establish goals for formalize learning outcomes for the program.</p>	<p>12/10/2020</p>
<p>Supervisor (college and site supervisor) observations which are documented in the PPA Rubric ratings for 11 standards-based assessments completed during the practicum .These assessments are measured through supervision and observation sessions by field and college supervisors; student notes, papers and reflections; and critical feedback from other school related students, teachers, administrators and staff.</p>	<ol style="list-style-type: none"> 1. Increased the program from 48 credits to 54 credits to better align and adhere to the American School Counseling Association and DESE standard. 2. Established new 60 credit School Counseling/School Adjustment Counseling Program, and a licensure only program for School Adjustment Counseling. 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Revised the flow of learning in program seminars to focus, first, on the shift from teacher to leader; 2. Hired a mentor for practicum supervisors to provide more oversight and guidance; and 3. Changed the leadership program curriculum to include a course on culturally responsive leadership and deep change 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>In the final semester of their two-year program, each graduating student presents a comprehensive culminating presentation to a HESA faculty and student affairs supervisor committee chaired by the HESA Program Coordinator.</p>	<ol style="list-style-type: none"> 1. Reduced program to 36 credits in alignment with local programs 2. Eliminated redundant course contentStreamlined course sequence to emphasize social justice and equity curriculum during first semester of two year program. 3. Added coursework in LGBTQIA Issues as a permanent course topic in the program 4. Added special topics courses focused on emerging issues in higher education student affairs (e.g., supervision and legal issues, crisis management, universal design and disabilities) 5. Streamlined practicum courses to focus on identity and supervision (Practicum I) and identity and leadership (Practicum II) and to allow them to be paid. 6. Incorporated components of former portfolio into capstone seminar and introduced culminating presentation to prepare graduates for job search to highlight their achievements and growth areas. 	<p>NECHE - 2011</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Assessment of Professional Dispositions established 2. Student Intervention & Support System established 3. Addition of Culturally Responsive Practice course (under development) 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>
<p>School of Education Continuous Improvement Process*</p>	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation

Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
<p>Secondary and Higher Education In partnership with:</p> <ul style="list-style-type: none"> • Art • Chemistry + Physics • English • History • Mathematics • Sport and Movement Science • World Language and Cultures 	<p>List each degree program:</p> <p>Initial Licensure Programs (Secondary Only)</p> <ul style="list-style-type: none"> • B.A. Art/M.Ed. in Secondary Education • B.A. English/M.A.T. English to Speakers of Other Languages • B.A. English/M.Ed. in Secondary Education • B.A. History/M.Ed. in Secondary Education • B.A. Theatre Arts/M.Ed. in Secondary Education • B.A. World Languages and Cultures/M.Ed. Secondary Education • Chemistry, MAT • ESOL, MAT • History, MAT • Mathematics, MAT • Middle School Mathematics, MAT • Physical Education, MAT • Spanish, MAT • Teaching English to Speakers of Other Languages, Initial Licensure, Licensure Only 	<p>MA Department of Elementary and Secondary Education</p>	<p>1. NCATE - 2013 2. DESE - 2013</p>
<p>Secondary and Higher Education</p>	<p>Educational Leadership, CAGS</p>	<p>MA Department of Elementary and Secondary Education</p>	<p>2014</p>

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> • Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the... dean to manage and coordinate the education programs that are located in other departments of the institution. • Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. • Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> • Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. • There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. • Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> • The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisorics/program-approval/)</p>	<p>5/6/2021</p>
<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> • Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the... dean to manage and coordinate the education programs that are located in other departments of the institution. • Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. • Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> • Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. • There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. • Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> • The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisorics/program-approval/)</p>	<p>5/7/2021</p>

Secondary and Higher Education	Library Media Studies, MEd	MA Department of Elementary and Secondary Education	1. NCATE - 2013 2. DESE - 2013
Secondary and Higher Education	<ul style="list-style-type: none"> • School Counseling (Pre K-8), (5-12), MEd • School Adjustment Counselor, Initial Licensure, Licensure Only • School Counseling - Initial License, Licensure Only 	MA Department of Elementary and Secondary Education	1. NCATE - 2013 2. DESE - 2013
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Social Work	Social Work B.S.W.	BSW Student Handbook: https://www.salemstate.edu/academics/schools/2198.php Assessment Outcomes https://elearning.salemstate.edu/courses/1336697/files?preview=93191244	Aggregated Field Instructor data Student exit survey EPAS assessment of social work competencies and practice behaviors
Social Work	Master of Social work	https://www.salemstate.edu/academics/college-health-and-human-services/school-social-work/accreditation-and-assessment	Capstone project, ongoing reaccreditation assessment, professional licensure

<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> • Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the... dean to manage and coordinate the education programs that are located in other departments of the institution. • Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. • Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> • Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. • There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. • Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> • The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)</p>	<p>5/8/2021</p>
<p>Standard C: Capacity -</p> <ul style="list-style-type: none"> • Salem State University does not have a governance structure to effectively plan, deliver, and operate coherent programs of study nor does it allow the dean to manage and coordinate the education programs that are located in other departments of the institution. • Not all candidates experience consistent and supportive advising, nor is the advising well documented within candidate files. • Candidates are often unable to consistently follow program of study due to course cancellation as the result of low enrollment. <p>Standard D: Subject Matter Knowledge -</p> <ul style="list-style-type: none"> • Evidence that indicates that Arts and Science faculty and Education faculty consistently collaborate to analyze subject matter knowledge standards and assess programmatic design and delivery of content was lacking. • There was a lack of evidence to indicate that License Specific Questions are used during the Pre-Service Performance Assessment of candidates. • Conduct and document rigorous assessment of content mastery for post-baccalaureate candidates. <p>Standard F: Professional Standards for Teachers -</p> <ul style="list-style-type: none"> • The assessments used to measure the effect on student learning were inconsistent across programs. The assessments included in the portfolio did not always meet the criteria for measuring student learning outcome. 	<p>MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)</p>	<p>5/10/2021</p>
<p>(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</p>	<p>(4) What changes have been made as a result of using the data/evidence?</p>	<p>(5) Date of most recent program review (for general education and each degree program)</p>
<p>Field Instructors Social Work Faculty BSW Curriculum Committee Department assessment committee</p>	<p>Added a two sequence research course</p> <p>Beginning the process of re-visioning the curriculum</p>	<p>2010</p>
<p>Currently, the evidence is being interpreted by the assessment committee</p>	<p>We have made changes to course content, curriculum, and assessment</p>	<p>2019</p>

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Social Work	Social Work, B.S. M.S.W.	CSWE-Council on Social Work Education	2010
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Sociology	Sociology B.A.	American Sociological Association. 2017. <i>The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning</i> . A Report of the ASA Task Force on Liberal Learning and the Sociology Major. https://www.asanet.org/sites/default/files/asa-booklet-2017.pdf ASA Task Force on Assessing the Undergraduate Sociology Major. 2005. <i>Creating an Effective Assessment Plan for the Sociology Major</i> . https://www.asanet.org/sites/default/files/savvy/images/asa/docs/pdf/Task%20Force%20on%20Assessing%20Undergraduate%20Major.pdf	1) Student portfolios in the capstone course; 2) Survey of current students and/or graduating seniors
Sociology	Sociology B.S.	American Sociological Association. 2017. <i>The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning</i> . A Report of the ASA Task Force on Liberal Learning and the Sociology Major. https://www.asanet.org/sites/default/files/asa-booklet-2017.pdf ASA Task Force on Assessing the Undergraduate Sociology Major. 2005. <i>Creating an Effective Assessment Plan for the Sociology Major</i> . https://www.asanet.org/sites/default/files/savvy/images/asa/docs/pdf/Task%20Force%20on%20Assessing%20Undergraduate%20Major.pdf	1) Student portfolios in the capstone course; 2) Survey of current students and/or graduating seniors
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Sport and Movement Science	Sport & Movement Science/Sport Management B.S.	Sport Management Program Review Dossier, COSMA Accreditation Standards; https://www.cosmaweb.org/accreditation-manuals.html	Evaluations at the mid-point and end of internship Senior Seminar
Sport and Movement Science	Sport & Movement Science/B.S. Exercise Science Professional, Pre-Rehabilitation and Honors Tracks	Within outcomes of individual courses.	Ex Sc created the curriculum addressing the: Commission on Accreditation of Allied Health Education Programs; American College of Sports Medicine
Sport and Movement Science	Sport & Movement Science/Athletic Training B.S.	http://www.caate.net https://www.salemstate.edu/academics/college-arts-and-sciences/sport-and-movement-science/master-science-athletic-training Course syllabi SMS Department Annual Report CAATE Annual Report	Graduation Rate Retention Rate Job Placement Rate Comprehensive written and practical exams at the end of each semester Clinical hours & Clinical performance assessments Capstone (IDS 375) Athletic Training Board of Certification Exam Massachusetts licensure requirements

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
1. Assessment 2. Field Education	1. AASW Licensure Examination 2. LCW Exam at Graduation 3. Exit Surveys 4. Student Learning Outcome Survey (Self Report)	2019
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Faculty supervising the portfolio and/or capstone; survey administrator	Beginning in spring 2020, the capstone class will be rotated among three senior faculty members (for years, the capstone was taught by a single instructor). Starting spring 2020, individual faculty teaching the capstone class are encouraged to integrate a senior portfolio and/or survey. Because these are still new tools, there has been no data analysis or discussion of the findings from the senior portfolio. Findings from a survey administered to sociology students to assess their learning in fall 2019 was not generalizable, given the very small response rate.	The last program review was in February 2009 . In fall 2019 , the sociology department conducted its internal program review (self-study). The external program review, originally scheduled for spring 2020, was postponed to fall 2020, due to the covid-19 pandemic. The external review was completed virtually in fall 2020 .
Faculty supervising the portfolio and/or capstone; survey administrator	Beginning in spring 2020, the capstone class will be rotated among three senior faculty members (for years, the capstone was taught by a single instructor). Starting spring 2020, individual faculty teaching the capstone class are encouraged to integrate a senior portfolio and/or survey. Because these are still new tools, there has been no data analysis or discussion of the findings from the senior portfolio. Findings from a survey administered to sociology students to assess their learning in fall 2019 was not generalizable, given the very small response rate.	The last program review was in February 2009 . In fall 2019 , the sociology department conducted its internal program review (self-study). The external program review, originally scheduled for spring 2020, was postponed to fall 2020, due to the covid-19 pandemic. The external review was completed virtually in fall 2020 .
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Sport Management Program Coordinator in conjunction with SMS faculty	Still pursuing COSMA or now possibly Athlete Development Certification Movement toward 4+1 Sport and rec Admin program.	2004
Appropriate program coordinator	2012 new program with recent updates 2019-2020 to curriculum/flow sheets, admission and retention procedures.	2012
Faculty evaluate course work Clinical supervisor athletic training program director	Continued revisions to courses within the Athletic Training major. New flow sheet for 2015, ongoing curriculum development,t and expansion of the master assessment plan	2011 – successful visit: Awarded 10-year Award 2019 successful self-study and site visit, approval for MSAT granted

Sport and Movement Science	Sport & Movement Science Physical Education Elementary and Secondary	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
Sport and Movement Science	Sport Development and Management Certificate	Syllabi/course outline on canvas Program website https://www.salemstate.edu/graduate-certificate-sport-development-and-management	Online tests with over 100 questions covering all key topics
Sport and Movement Science	<ul style="list-style-type: none"> Physical Education, MAT Leadership in Physical Education and Movement Studies, MEd 	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
Sport and Movement Science	Sport and Movement Science, Health Education Teacher Education Concentration, BS (discontinued)	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx	<i>Licensure:</i> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.
E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
Theatre & Speech	Theatre Arts B.A.	For B.A. and B.F.A. students, the academic and creative outcomes and expectations are published through a 27-page document called the Salem State University Department of Theatre and Speech Communication Handbook. This Handbook reviews the evaluative process of outcomes, and expectations of every student. Additionally students receive access to detailed rubrics and training for their Juries in each concentration/option. Those documents are given out to every student at orientation and accessible to all current students digitally through their Theatre Participation Points Canvas course shell located at www.salemstate.edu/canvas .	The theatre faculty and staff are committed to the belief that only by the direct participation of students in theatre productions can a synthesis of cognitive classroom theory and "hands-on" application be achieved. (In order to be a theatre artist, you need to make theatre.) For this reason, all theatre majors earn class credit for graduation by working on theatre department productions through accruing fifty production lab hours per semester; we call this credit Theatre Participation Points, or TPP. In order to keep track of their TPP, Theatre majors are required to register for Theatre Participation courses I-VIII (THE 091-098). The progress of each student in their TPP course is tracked meticulously, with flag-poles or markers along the way each semester for every student.

1. School of Education Assessment Committee.	<p>Candidate Holistic Assessment performed at each semester interval</p> <p>Field-based pre-practicum guidelines established</p> <p>Assessment of Professional Dispositions established</p> <p>Intervention System established</p>	11/1/2014
Coordinator, department chair as part of regular promotion reviews	New information included in the courses, new courses developed	The program just started
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013
School of Education Continuous Improvement Process*	<ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established 	Department of Elementary and Secondary Education/NCATE - 11/1/2013
(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Theatre Arts Faculty	This past fall 2018, the faculty, staff, and Chairperson submitted and passed through governance over sixty separate documents that resulted in a complete overhaul of course descriptions, flowsheets, additions, changes, and deletions. This was done so that course content properly reflected the values of the department and the outcomes stated by our accrediting body, NAST.	We reviewed our own program outcomes internally in the fall of 2018. Our next re-accreditation through NAST is scheduled for Academic Year 2020-2021.

Theatre & Speech	Theatre Arts B.F.A.	See above	Students in the BFA degree program are required to Jury (audition/portfolio/presentation) every semester. This process involves preparation and a presentation before the theatre faculty. All BFA students are required to complete a minimum of six juries before they earn their BFA degree. After completing six juries, BFA candidates must continue to jury until completion of the program. All BFA students are required to attend an exit interview at the end of their senior year before graduation. A transfer student into the BFA program must complete a minimum of three years (six juries) at SSU as a Theatre Major, in consultation with the department chair. After the juries students receive a letter notifying them of their status in the program as either approved, probational, or denied. An approved status includes: A 3.0 overall GPA in their theatre classes; Sufficient Theatre Production Points; A good audition or portfolio presentation; and, Demonstrated growth, commitment and capacity in the program. When a student receives their first approved status for the BFA program, they fill out a change of major form to officially register in the BFA program through the University. A student with a probational status has not met all the requirements of the program. If their overall GPA in their theatre classes is above a 2.90 and they have been active (TPP) in the program and have demonstrated growth in the program, they may receive probational status. A student can receive up to two probational results- after two "probationals," if they do not receive an approved status at their next jury, they will be denied. A student with a denied status has not met the requirements of the program and will be advised to follow the BA Theatre Arts degree requirements by selecting a minor and fulfilling the foreign language requirements. By the end of the sophomore year, if a student is not approved status, they must transfer into the BA (Bachelor of Arts) program.
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E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation

Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
Theatre & Speech	Bachelor of Fine Arts B.F.A.	National Association of Schools of Theatre	AY 2010-2011-received re-accreditation at that time.

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators

Department	Category	(1) Where are the learning outcomes for this level/ program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)
	List each degree program:		
World Language and Cultures	World Languages and Cultures (French, Italian and Spanish concentration) B.A.	They are published in our Language Resource Center Canvas page (https://elearning.salemstate.edu/courses/1165638)	Capstone course: thesis and oral presentation of thesis at open meeting or campus research symposium; capstone thesis evaluated by a panel of at least 3 faculty members. OPI or OPIc recommended for all BA completers. Results of the Intercultural Skills Survey. Elementary and Secondary Education Licensure candidates: MTEL and OPI or OPIc oral proficiency interview required.
World Language and Cultures	Spanish M.A.T.	The online material is being updated to reflect the changes in the program passed through Graduate Education Council this academic Year. (See learning outcomes enclosed)	Capstone course: Oral presentation of capstone thesis at annual Graduate Research Symposium evaluated by at least three members of the WLC department. At a professional conference or at other academic forum. MTEL exam required OPI or OPIc oral proficiency interview at the Advanced-low level

See above	See above	See above
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(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
1. Inadequacy of facilities to meet programmatic needs, with key update addressed in the opening of the Sophia Gordon Center for the Creative and Performing Arts. 2. Hire additional full-time tenure track faculty in Speech Communication. 3. Hire additional full-time tenure track faculty in performance. 4. Greatly expand and improve the faculty offices with better furniture and more privacy.	Performance indicators and expectations of program are clearly listed and posted in pages 87-112 of the National Association Schools of Theatre Handbook, which can be easily accessed at https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/ .	Spring 2021

(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Annual review by all full-time World Languages and Cultures faculty convened as department curriculum /assessment committee. Annual departmental assessment retreat, including all full and part-time faculty.	After implementation of various changes (to make oral assessments 25% of student grades in 101, 102, 201, 202 level language courses; assessment of intercultural learning in all intermediate language courses; added evaluation of senior thesis by faculty committee, and added requirement for OPI/OPic test [paid by department] for licensure majors and graduating seniors during the capstone semester), the goal of students achieving the Advanced-low level by the time they graduate has been about 90%. We have also added two more classes with the DSPS category for the Gen Ed to add social advocacy in our curriculum.	2015
Annual review by all full-time WLC faculty convened as department curriculum/assessment committee in alignment with other MAT programs and DESE contents and pedagogical needs.	MAT thesis written in Spanish. Methods course in Spanish made into two classes to provide more experiences to apply pedagogical learning.	2015 Department Review 2016 NEASC

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	Category	(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.
	List each degree program:		
World Language and Cultures	Spanish, MAT	<p>The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: http://www.doe.mass.edu/edprep/resources/smk-guidelines.docx B. PSTs: http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.docx</p>	<p>Licensure:</p> <ol style="list-style-type: none"> 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice. <p><i>Non-Licensure:</i></p> <ol style="list-style-type: none"> 1. Capstone course: Oral presentation of capstone thesis at annual Graduate Research Symposium evaluated by at least three members of the WLC department. 2. At a professional conference or at other academic forum. 3. MTEL exam required OPI or OPIc oral proficiency interview at the Advanced-low level

(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<p>1. School of Education Continuous Improvement Process*</p> <p>2. Annual review by all full-time WLC faculty convened as department curriculum/assessment committee in alignment with other MAT programs and DESE contents and pedagogical needs.</p>	<p><i>Licensure:</i></p> <ol style="list-style-type: none"> 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention & Support System established <p>MAT thesis written in Spanish.</p> <p><i>Non-Licensure:</i></p> <p>Thesis</p>	<p>Department of Elementary and Secondary Education/NCATE - 11/1/2013</p> <p>2015 Department Review</p> <p>2016 NEASC</p>

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2020**

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Financial Statements

June 30, 2020 and 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Salem State University
Salem, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of Salem State University (an agency of the Commonwealth of Massachusetts, the "Commonwealth") (the "University"), and its discretely presented component units, the Salem State University Foundation, Inc. (the "Foundation") and Salem State University Assistance Corporation (the "Assistance Corp.") which comprise the statements of net position as of June 30, 2020, and 2019, the related statements of revenues and expenses, changes in net position, cash flows, combining statements of net position of major component units, and combining statements of revenues and expenses of major component units for the years then ended, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective net position of Salem State University and its discretely presented major component units as of June 30, 2020 and 2019, and the respective changes in net position and, where applicable, cash flows, combining statements of net position of major component units and combining statements of revenues, expenses and changes in net position of major component units for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, the University restated prior year balances with regards to the University's Other Post-Employment Benefits liability and the related deferred inflows and outflows. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

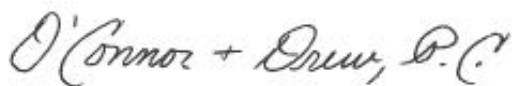
Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions of the University's basic financial statements. The supplemental schedules listed in the accompanying table of contents, which are the responsibility of management, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audits of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2020 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to solely describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.



**Certified Public Accountants
Braintree, Massachusetts**

October 26, 2020

SALEM STATE UNIVERSITY

(an agency of the Commonwealth of Massachusetts)

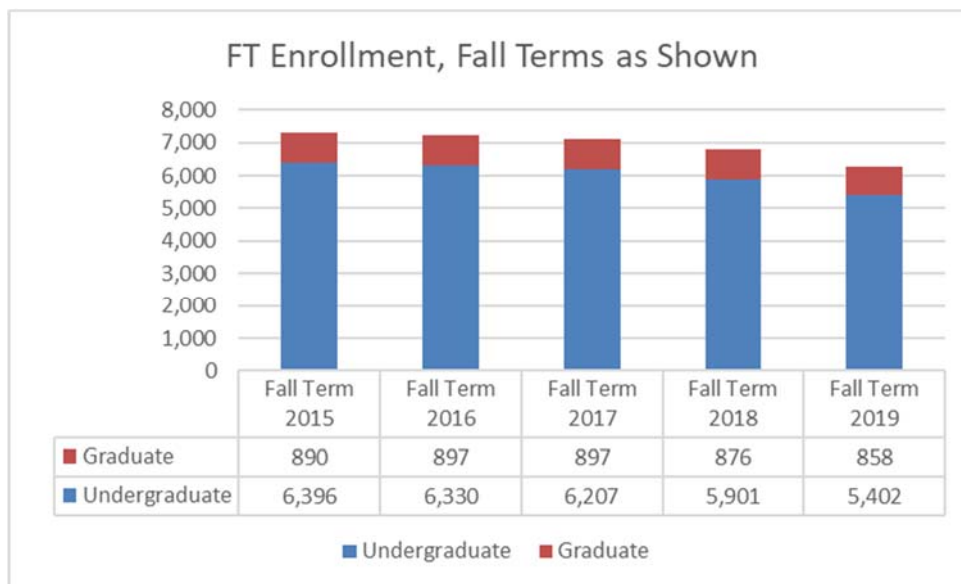
Management’s Discussion and Analysis - Continued (Unaudited)

Introduction

Salem State University (the “University”) offers readers this narrative overview and analysis of the financial statements and activities of the University for fiscal years ended June 30, 2020 and 2019. Readers are encouraged to consider the information presented here in conjunction with the financial statements and related footnotes. In accordance with Governmental Accounting Standards Board (“GASB”) requirements, the University financial statements report the Salem State University Assistance Corporation (“Assistance Corporation”) and Salem State University Foundation, Inc. (“Foundation”) as component units.

Background

The university was founded in 1854 as the Salem Normal School, at which time it offered innovative, ground-breaking education for women pursuing careers in education. Today, Salem State, which is one of the most diverse state universities in the Commonwealth, thrives as a comprehensive institution of academic strength offering high quality education at the undergraduate and graduate levels. Salem State is located on 115 acres, which is spread across six sites: North Campus, Central Campus, South Campus, School of Social Work and International Programs, Cat Cove, and the O’Keefe Athletic Complex. The curriculum spans the arts, sciences and professional programs contained within the College of Arts and Sciences, the Bertolon School of Business, the Maguire Meservey College of Health and Human Services, the School of Education, the School of Social Work, the School of Graduate Studies and the School of Continuing and Professional Studies. For Fall 2019 semester, Full-Time Equivalent (FTE) Enrollments were 5402 (undergraduate) and 858 (graduate). Total FTE enrollment for the past five years is shown below.



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Management's Discussion and Analysis - Continued (Unaudited)

University students are diverse, hailing from 32 states and 54 countries. Nearly 40% of our first-year students (freshman and transfer) have self-identified as students of color (fall semester 2019). The approximate gender breakdown is 37% male and 63% female.

The university has six residence halls with capacity to house more than 2,500 students and 65 student groups and clubs. Salem State fields men's and women's teams in 15 sports which compete in the: Eastern Collegiate Athletic Conference (ECAC) Division III, the Little East Conference (LEC), the Massachusetts State College Athletic Conference (MASCAC), the National Collegiate Athletic Conference (NCAA) Division III, and the New England College Athletic Conference (NECAC). In addition, students participate in 10 intramural/club teams.

In support of the university, there are two component units. The Salem State University Assistance Corporation (SSUAC, or the Assistance Corporation), formed in 1995 by the legislature, promotes the orderly growth and development of the University. The Salem State University Foundation (SSU Foundation, or the Foundation), a separate 501(c) (3) corporation is the primary recipient of endowments, alumni funds and various other donations made to benefit the university. The majority of the university's living alumni (more than 62,000), 50,000 remain in Massachusetts.

Mission and Strategic Plan

Salem State's mission and vision statements provide direction in the quest to provide the best education possible for its diverse student body and are as follows:

University Mission

Salem State's mission is to provide a high quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society and serve as a resource to advance the region's cultural, social and economic development.

University Vision

Salem State University will be a premier teaching university that engages students in an inspiring transformational educational experience.

- We put students first in all that we do and are committed to their success.
- We are a community of learners where all faculty, staff and students have the opportunity to grow as individuals.
- We are innovators, offering a unique brand of public higher education that inspires students to reach higher and achieve more.
- We remain true to our heritage as a liberal arts university while we prepare students for today's workforce.

SALEM STATE UNIVERSITY
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Management’s Discussion and Analysis - Continued
(Unaudited)

- We serve the communities of the North Shore while we create an ever more globally aware and culturally diverse campus environment.

The mission and vision statements guide decisions by university management on campus and help to create an environment of student success and inclusive excellence.

Salem State’s 2018-21 Four Strategic Goals

Student Success

Create a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal and career goals.

Academic Excellence

Develop and support high-quality academic programs and innovative educational experiences that equip Salem State graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society.

Collaboration, Inclusion and Stewardship

Foster a university-wide culture of inclusion, accountability, collaboration, and stewardship.

Financial Vitality and Sustainability

Strengthen Salem State’s financial foundation, align resources with priorities and foster innovation to drive new revenue streams. Identify and implement additional opportunities to contain, reduce or avoid future growth in costs.

Accreditation

The University is accredited by the New England Commission of Higher Education (“NECHE”) and the next comprehensive review will occur in April 2021. To prepare for this assessment, the university is currently engaged in a cross-campus evaluative process and will be filing a report with NECHE in January 2021. In addition, many of the university’s programs are accredited by program-specific accrediting bodies.

SALEM STATE UNIVERSITY

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Management's Discussion and Analysis - Continued (Unaudited)

Significant Events and Accomplishments

Salem State has many academic accomplishments to celebrate during FY20. What follows is a short list representing a range of academic programs and faculty members:

- **Salem State University Hosts Cabot Wealth Management Lab Dedication**
Salem State's Bertolon School of Business welcomed the addition of the Cabot Wealth Management Lab in early October 2019. The lab is equipped with 12 Bloomberg Terminals, a software platform that is widely recognized as the market standard for financial industries and gives business students access to data and tools used by investment professionals, allowing the next generation of Salem State students to access the world of finance at their fingertips.
- **Salem State Theatre Students Win 14 Awards at Regional Theater Festival**
Students from Salem State's theatre and speech communication program were victorious at the regional Kennedy Center American College Theater Festival (KCACTF), with seven students winning a total of 14 regional awards in various competitions, including acting, directing and playwriting. Among the group, four students moved on to the national finals in Washington D.C. and two received Las Vegas-based internships.
- **Salem State Professor Sara Moore Named Among Outstanding Women in Higher Education by Diverse: Issues in Higher Education**
Moore was nominated for her work directing a Critically Engaged Civic Learning (CECL) project for which students in her public sociology course worked with third graders from Salem's Horace Mann School on a collaborative photography project that explored food justice and health equity in Salem.
- **Local Historian and Salem State Alumna Jen Ratliff Discovers Burial Site on Collins Cove**
Ratliff, a Salem State alumna and local historian who works in the Salem State Archives, discovered the remains of a burial site while walking in Collins Cove last year. The site is now recognized as the last evidence of Salem's 19th-century Almshouse and its graveyard.
- **Salem State University Receives Carnegie Community Engagement Classification**
In February, Salem State announced that it is one of the 119 newly and reclassified U.S. colleges and universities to receive the Carnegie Community Engagement Classification, which indicates the significant institutional commitment to community and civic engagement. Receiving Carnegie Classification puts Salem State among a total of 359 institutions nationally and just 26 in Massachusetts with this designation.

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Management's Discussion and Analysis - Continued (Unaudited)

- **North Shore Leaders to Collaborate on Frederick E. Berry Institute of Politics and Civic Engagement**

The Berry Institute engages and inspires a diverse community of leaders to pursue public service, commemorating the legacy of State Senator Frederick E. Berry. With a \$200,000 state appropriation, community and university leaders built the Frederick E. Berry Institute of Politics and Civic Engagement at Salem State University (The Berry Institute). The appropriation for the institute was sponsored by State Senator (Second Essex) Joan Lovely and State Representative (7th Essex District-Salem) Paul Tucker, both alumni of Salem State University, following advocacy from local community members.
- **Geography and Sustainability Students Win First Place in Regional Geography Bowl**

Salem State's team placed first in the annual New England - St. Lawrence Valley (NESTVAL) Geographical Society Conference GeoBowl. There were six teams in the World Geography Bowl with four competitive rounds for each team. The Salem State team was 4-0 through the rounds and then did superbly in the championship. The team included geo-information science (GIS) graduate students Georgie Driver and Victor Pavao, and undergraduate GIS and geography and sustainability students Zach Serino and Michelle Mazares-Monga. Victor was the MVP for the tournament, scoring the most points individually out of all participants.
- **Vikings Respond to Community Needs**

Salem State's academic, facilities and health services departments pooled together their Personal Protective Equipment (PPE) resources for external donation. The effort resulted in gathering nearly 34,000 gloves, over 1,100 gowns, 920 medical masks, 139 procedure masks with visors, 80 N95 face masks, 45 nasal cannula, 29 nasopharyngeal swab sets, and 300 shoe covers for distribution to medical institutions and local nonprofits that serve others in the region.
- **Salem State Alumna Awarded Teaching Fellowship by French Government**

Salem State University alumna Giana DiGiulio '17, a communications major and French minor, was selected for the Teaching Assistant Program in France. This competitive fellowship is awarded by the French government and provides recent college graduates the opportunity to live and work abroad.
- **Political Science Professor Jennifer Jackman and Partners Awarded Woods Hole Sea Grant**

Woods Hole Sea Grant announced the award of a grant for a community-based research project on attitudes towards seals and sharks led by political science professor Jennifer Jackman in collaboration with researchers from the University of Massachusetts Boston, Center for Coastal Studies, Cape Cod Commercial Fishermen's Alliance, Atlantic White Shark Conservancy, and Center for Animals and Public Policy of the Cummings School of Veterinary Medicine at Tufts University. The research team is slated to administer surveys to residents, tourists and commercial fishermen on Cape Cod in summer 2020 and implement an engagement plan in 2021.

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Management's Discussion and Analysis - Continued **(Unaudited)**

Impact of COVID-19

Academic and Operational

There has been no other event that has had more significant impact on our campus during the past year than the COVID-19 pandemic. In March 2020, the university moved to all remote learning for the remainder of the spring semester. This meant that nearly all students left campus and faculty members had to quickly adjust to a new modality. Salem State then refunded housing, dining and parking fees to students. The university immediately implemented a care case management system to support students during this transition. As Salem State serves a large Pell eligible student population (37% of all undergraduates), more direct measures were launched such as a large laptop loan program and hotspots so that students could access the internet and continue their studies. In addition, most administrative and support services were also conducted remotely. Basically, COVID changed how the entire university operated.

President John Keenan launched a taskforce to manage all aspects of how the pandemic affected campus. Putting the safety of the entire campus community first, this group quickly tackled all operational aspects—academics, health services, COVID-19 testing, student life, facilities and new sanitizing measures, faculty and staff supports—while working to keep students engaged. The university's summer session I classes were also completely provided through remote instruction and summer II had limited in-person classes to allow Salem State to test the procedures that had been put in place. At the time of this report, the university's conservative approach has worked and there are a limited number of coronavirus cases on campus. More information can be found about these efforts, including community communications, at salemstate.edu/covid19.

Voluntary Separation Incentive Program (VSIP)

During FY20, the university implemented a voluntary separation incentive program which resulted in the retirement or separation of 82 benefitted employees. A fraction of the vacated positions were approved to be refilled and/or reorganized, given operational requirements. A significant goal of this VSIP program was to reduce future labor costs, given enrollment reductions, and the program met its budgetary target.

Fundraising Campaign

During FY20, the governing boards of both the Salem State University and the Salem State University Foundation approved the launching of a major fundraising campaign. In its quiet phase, the campaign has successfully solicited several major gifts. The goals of the campaign include financial aid, high-impact retention practices, SSU Bold (a capital project described below) and unrestricted funds.

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Management's Discussion and Analysis - Continued (Unaudited)

SSU BOLD: A Campus Unification and Modernization Project

SSU BOLD addresses the major capital needs of the university identified in the Campus Master Vision (Sasaki, 2013) by establishing a compact and efficient campus core while maximizing programmatic synergies and streamlining operations. This exciting and transformative project enhances the overall campus experience for all students and positions us well to serve the North Shore region and prepare its future workforce.

In essence, BOLD takes a multipronged approach to achieving our capital goals in a way that utilizes SSU's and the Commonwealth's resources in the most efficient way for both time and budget. It includes the sale of South Campus; the renovation of the Horace Mann Building; the construction of a Meier Hall Addition, which will house much needed, new wet labs for our life sciences; and the repurposing of underutilized space in the Frederick E. Berry Library and Learning Commons for instruction.

BOLD supports the university's strategic plan, which was created through a campus-wide collaboration that states Salem State's position is a focus on "science and healthcare with a liberal arts foundation." BOLD directly supports the growing demand for qualified, high-skilled workforces in the biotech, life science and healthcare industries in our region. The 2018 Northeast Labor Market Blueprint states that healthcare is facing significant workforce development challenges. Additionally, the North Shore is seeing an increase in the workforce needs of the life science industry, which includes lab technicians, lab technologists and biological technicians. Similar to the rest of the Commonwealth, the Northeast Region has seen a growth in healthcare related occupations since 2012, and projections in these areas suggest there will continue to be a demand for healthcare professionals in the years to come with a projected growth of 12 percent overall, roughly 10,770 jobs, by 2022.

SSU BOLD includes several components that follow the university's master vision:

- Salem of South Campus—This unifies our campus to allow for increased collaboration across academic departments and more flexibility for our students.
 - Additionally, it eliminates over \$80 million in deferred maintenance and the need for future investments in buildings that have outlived their purpose.
 - Recent legislation signed by Governor Baker allows Salem State to use proceeds from the sale of this property by the Division of Capital Asset Management for reinvestment into our physical plant.
- Renovation of the vacant Horace Mann Building—Recently returned to Salem State for our use by the city of Salem, this renovation addresses the major upgrades needed to open it for university use, while allowing us to build new nursing and occupational therapy labs as well as classrooms.
- Science addition to Meier Hall—This addition addresses the long overdue need for modernized life sciences wet labs. It is the most efficient way to provide these much-needed facilities, which would cost more in both budget and time if they were forced to be retrofit within the existing Meier Hall building.

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Management's Discussion and Analysis - Continued
(Unaudited)

- Repurpose space—The Berry Library and Learning Commons has underutilized space that can be better used to offer increasingly innovative and impactful instruction.

The university is working with state partners and donors to secure funding to support SSU BOLD through multiple sources, including the Division of Capital Asset Management major capital project process, the sale of South Campus and through fundraising efforts. SSU BOLD is considered a crucial part of the university's plan to chart a sustainable path forward.

Diversity and Inclusion

As much as 2020 has been marked by the COVID-19 pandemic, it has also been a year of reckoning when it comes to anti-Black racism in our country. President Keenan has asked for a complete review of the university's policies for the presence of structural racism, to remove procedures that may have an inequitable and negative impact on students, faculty and staff of color. This effort is consistent with the Department of Higher Education Commissioner Carlos Santiago's focus on a statewide audit for policies and initiatives that systemically exacerbate racial inequity.

As one of the most diverse state universities in the Commonwealth, Salem State also has a responsibility to ensure that all students graduate at a similar rate. Although the university has experienced good results in this work previously, these rates are starting to slip. The university is being more proactive about reaching out to our Black and Latinx student to ensure they have all the tools and supports they need to succeed.

Although hiring has remained limited in recent years, Salem State has made good progress in diversifying the faculty and staff populations. The percentage of full-time faculty that identify as a member of a minority group increased from 15% in 2015 to 23% in 2020. For staff members, these numbers rose from 15% to 21% during the same time period.

The university participated in the National Coalition Building Institute (NCBI). Salem State actively collaborates with other institutions as a member of the Leading for Change Higher Education diversity coalition hosted by Bridgewater State University. University-wide training and dialogues are regularly offered.

Salem State continued to move appropriate courses into a hybrid delivery mode, providing a balance of in-person and on-line engagement to better meet the needs of our diverse students who often juggle class attendance with work and family responsibilities. The seamless pathways partnership with nearby North Shore Community College (NSCC) helps NSCC students to bridge their college progression from a two- to four-year degree more effectively, as well as to achieve operating efficiencies between the two organizations.

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Overview of University Financial Statements

Salem State University reports its activity as a business-type activity under GASB using the economic resources measurement focus and full accrual basis of accounting. The University is an agency of the Commonwealth of Massachusetts. Therefore, the results of the University's operations and non-operating activities, its net position and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements on an annual basis. The financial statements, accompanying notes and supplemental information are presented separately from this discussion and analysis and will provide details not included in the below discussion.

CARES Assistance

As a result of the COVID-19 crisis, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was enacted and created the Higher Education Emergency Relief Fund (HEERF) and the University was awarded approximately \$6.5 million of which 50% is required to be distributed to students affected by the COVID-19 crisis as emergency financial aid and the other 50% was available to the University to cover costs due to the COVID-19 crisis. As of June 30, 2020, the University received and expended approximately \$3.1 million for emergency grants to students and received approximately \$3.1 million for institutional costs. The remaining \$0.3 million will be received and expended in FY 2021.

Statement of Net Position Summary & Analysis

The Statement of Net Position presents information on the University's assets and deferred outflows of resources, less its liabilities and deferred inflows of resources, with the residual balance being reported as net position. The University's total unrestricted net position for fiscal year 2020 increased \$4.9 million compared to fiscal year 2019, excluding the impact of the current year expenses for pensions and other post-employment benefits (see below).

GASB No. 68 and 75 - Accounting and Financial Reporting for Pensions and Other Post-Employment Benefits ("OPEB")

The Governmental Accounting Standards Board (GASB) issued two standards that materially impacted the presentation of the university's financial statements over the last several years, notably GASB Statement No. 68 - Accounting and Financial Reporting for Pensions and GASB Statement 75 - Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (commonly referred to as OPEB.). GASB No. 68 was implemented by Salem State University in its FY 2015 financial statements which required, among other impacts, restating the net position as of June 30, 2014. GASB 75 was implemented by Salem State University in its FY 2018 financial statements which required, among other things, restating net position as of July 1, 2016 in order to provide comparability with FY 2018.

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Management's Discussion and Analysis - Continued
(Unaudited)

During August 2020 the University was notified by the Commonwealth's Comptroller's Office that the GASB 75 OPEB information used in our June 30, 2019 financial statements were determined to be incorrectly accounted for by the actuary. Effectively, the OPEB liability was significantly understated as a liability at June 30, 2019. Consequently, we have restated the OPEB amounts presented at June 30, 2019 in this year's financial statements. To correct the error, the OPEB liability increased by \$19.5 million, the deferred inflow/outflow change had a net decrease of approximately \$ 16.1 million and the OPEB expense increased by \$3.4 million at June 30, 2019. The table below shows the impact of GASB 68 (Pension) and GASB 75 (OPEB) on the Statements of Net Position and Revenues, Expenses & Changes in Net Position for FY 2020 and FY 2019 as well as the restatement of FY2019 due to the error discussed above.

	FY 2020	Restated FY 2019	Prior Year FS FY 2019
	<i>(In Thousands)</i>		
<u>Statement of Net Position (Balance Sheet)</u>			
Deferred Outflows (like an Asset):			
GASB 68 - Pension	\$ 8,000	\$ 11,757	\$ 11,757
GASB 75 - Other Post Employment Benefits	13,979	15,617	15,522
Total deferred outflows	<u>21,979</u>	<u>27,374</u>	<u>27,279</u>
Net Pension & OPEB liability (Non-Current Liability):			
GASB 68 - Pension	(40,624)	(45,108)	(45,108)
GASB 75 - Other Post Employment Benefits	(76,583)	(98,704)	(79,230)
Total Net Pension & OPEB Liability	<u>(117,207)</u>	<u>(143,812)</u>	<u>(124,338)</u>
Deferred Inflows (like a Liability):			
GASB 68 - Pension	(9,074)	(5,225)	(5,225)
GASB 75 - Other Post Employment Benefits	(30,270)	(8,694)	(24,710)
Total deferred inflows	<u>(39,344)</u>	<u>(13,919)</u>	<u>(29,935)</u>
Net position impact - (Decrease)	<u>\$ (134,572)</u>	<u>\$ (130,357)</u>	<u>\$ (126,994)</u>
One-year Change	(4,215)	(9,643)	(6,280)
<u>Statement of Revenues, Expenses & Changes in Net Position</u>			
Pension & OPEB Expenses:*			
GASB 68 - Pension	\$ 3,123	\$ 3,755	\$ 3,755
GASB 75 - Other Post Employment Benefits	1,092	5,888	2,525
Total Net Pension & OPEB Expense	<u>\$ 4,215</u>	<u>\$ 9,643</u>	<u>\$ 6,280</u>

* These Pension and OPEB amounts are related solely to the GASB 68 & 75 adjustments and have been allocated among the Operating Expense categories.

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Management's Discussion and Analysis - Continued
(Unaudited)

The table below shows the impact of GASB 68 (Pension) and GASB 75 (OPEB) on unrestricted net position for the years as presented.

	Unrestricted Net Position Impacted by GASB 68 (Pension) and 75 (OPEB)			
	<i>(In Thousands)</i>			
	Without Pension & OPEB	Pension Adjustment	OPEB Adjustment	With Pension and OPEB
Unrestricted Net Position at June 30, 2018	\$ 8,687	\$ (34,821)	\$ (85,893)	\$ (112,027)
Unrestricted net increase (decrease) for FY 2019, Restated	<u>5,017</u>	<u>(3,755)</u>	<u>(5,888)</u>	<u>(4,626)</u>
Unrestricted Net Position at June 30, 2019, Restated	13,704	(38,576)	(91,781)	(116,653)
Unrestricted net increase (decrease) for FY 2020	<u>4,935</u>	<u>(3,123)</u>	<u>(1,092)</u>	<u>720</u>
Unrestricted Net Position at June 30, 2020	<u>\$ 18,639</u>	<u>\$ (41,699)</u>	<u>\$ (92,873)</u>	<u>\$ (115,933)</u>

The net pension liability balance in the June 30, 2020 and 2019 financial statements amounted to approximately \$40.6 million and \$45.1 million, respectively. The total net OPEB liability balance in the June 30, 2020 and 2019 financial statements amounted to approximately \$76.6 million and \$98.7 million, respectively. Combined, the pension and OPEB liabilities at June 30, 2020 were \$117.2 million and \$143.8 million, respectively.

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Management's Discussion and Analysis - Continued
(Unaudited)

A summarized comparison of the University's assets, deferred outflows, liabilities, deferred inflows and net position at June 30, 2020, 2019 and 2018 is as follows. Note that this information includes the impact of the Pension and OPEB accounting standards:

Statement of Net Position Summary & Analysis

	<i>(In Thousands)</i>		
	2020	(Restated) 2019	2018
<u>Assets</u>			
Current Assets	\$ 56,784	\$ 56,789	\$ 44,435
Capital Assets (net)	159,761	164,375	169,691
Noncurrent Assets	3,643	5,162	3,854
Total Assets	<u>220,188</u>	<u>226,326</u>	<u>217,980</u>
Deferred Outflows of Resources	<u>22,043</u>	27,374	25,451
Total Assets and Deferred Outflows	<u>\$ 242,231</u>	<u>\$ 253,700</u>	<u>\$ 243,431</u>
<u>Liabilities</u>			
Current Liabilities	\$ 25,535	\$ 26,912	\$ 24,041
Noncurrent Liabilities	160,344	189,695	178,926
Total Liabilities	<u>185,879</u>	<u>216,607</u>	<u>202,967</u>
Deferred Inflows of Resources	<u>39,416</u>	18,112	15,668
<u>Net Position</u>			
Net investment in capital assets	125,110	129,002	130,219
Restricted	7,759	6,632	6,604
Unrestricted	<u>(115,933)</u>	<u>(116,653)</u>	<u>(112,027)</u>
Total Net Position	<u>16,936</u>	<u>18,981</u>	<u>24,796</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 242,231</u>	<u>\$ 253,700</u>	<u>\$ 243,431</u>

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Management's Discussion and Analysis - Continued
(Unaudited)

Total assets decreased in FY 2020 by \$6.1 million or 2.7% over the prior year compared with a 3.8% increase of \$8.3 million in FY 2019. Most of the changes within the asset categories are associated with a decrease in capital assets by depreciation exceeding the capital asset additions. Decreases in deferred outflows are primarily related to adjustments in actuarial pension costs from FY 2019 to FY 2020. Total liabilities decreased in FY 2020 by \$30.7 million or 14.2% over prior year. This change is attributable to the decrease in the Pension and OPEB liability of \$26.6 million along with a decrease in bonds and notes payable of \$2.5 million primarily due to the payment of outstanding principal.

The increase in deferred inflows is primarily due to the increase of \$25.4 million for Pension and OPEB which is offset by a decrease of \$4.1 million for service agreements.

For fiscal 2020, 2019 and 2018, total net position amounted to \$16.9 million, \$19.0 million and \$24.8 million, respectively. The University's net position in the investment in capital assets (e.g. land, buildings and equipment) less any related debt used to acquire those assets is the largest positive component of the total net position, which is consistent with prior years and is detailed below in the next section. The University uses its capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Although the University's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, such as room rents, auxiliary and other fees, since the capital assets themselves cannot be used to satisfy these liabilities.

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Management’s Discussion and Analysis - Continued
 (Unaudited)

Capital Assets

A summarized comparison of the University’s capital assets categories at June 30, 2020, 2019 and 2018 is as follows:

Capital Asset Summary

(In Thousands)

	2020	2019	2018
Building and improvements	\$ 244,459	\$ 241,833	\$ 238,793
Construction in Progress	2,031	320	187
Land	2,536	2,536	2,536
Furniture and Equipment	31,870	31,545	30,818
Total	280,896	276,234	272,334
Less: accumulated depreciation	(121,135)	(111,859)	(102,643)
Total capital assets, net	\$ 159,761	\$ 164,375	\$ 169,691

The following graph shows the progression of capital asset values over the last five years:



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Management's Discussion and Analysis - Continued
(Unaudited)

Capital Assets Changes

The University's total capital asset changes as of June 30, 2020, 2019 and 2018 are depicted below:

Changes in Capital Assets

	<i>(In Thousands)</i>		
	<u>2020</u>	<u>2019</u>	<u>2018</u>
<u>Building and Land Improvements</u>			
Sophia Gordon Center	\$ 367	\$ 268	\$ 824
331 Lafayette Street	-	-	1,236
Meier Hall Renovation/Roof Repair	807	1,609	557
Library and Learning Commons Improvements	-	327	152
Bloomberg Lab	120	-	-
Sullivan Building Renovation	-	341	-
Steam Pipe Repairs	-	-	430
O'Keefe Improvements	-	-	810
Equipment purchases for IT and Biology Departments	868	-	1,421
Comprehensive Energy Performance Contract Project	-	298	5,577
Dining Capital Improvements	464	-	-
Various Other Improvements	-	197	708
Net Additions to Buildings and Improvements	<u>2,626</u>	<u>3,040</u>	<u>11,715</u>
<u>Construction in Progress ("CIP")</u>			
Sophia Gordon Center	367	268	824
Various Ongoing Renovation Projects	3,102	2,607	2,716
Comprehensive Energy Performance Contract Project	868	298	2,126
IT Projects	-	-	78
Additions to Construction in Progress	<u>4,337</u>	<u>3,173</u>	<u>5,744</u>
Transfer of Construction in Progress to Capital Assets	<u>(2,626)</u>	<u>(3,040)</u>	<u>(11,929)</u>
Net Additions (Reductions) to CIP	<u>1,711</u>	<u>133</u>	<u>(6,185)</u>
<u>Furniture & Equipment</u>			
Solar Panels	-	195	-
O'Keefe, Dining, IT & Art Design	325	532	416
Net Additions to Furniture and Equipment	<u>325</u>	<u>727</u>	<u>416</u>
Total Net Asset Additions	<u>4,662</u>	<u>3,900</u>	<u>5,946</u>
Depreciation Expense for the Year	<u>9,276</u>	<u>9,216</u>	<u>8,903</u>
Net Increase (Decrease) in Capital Assets	<u>\$ (4,614)</u>	<u>\$ (5,316)</u>	<u>\$ (2,957)</u>

SALEM STATE UNIVERSITY
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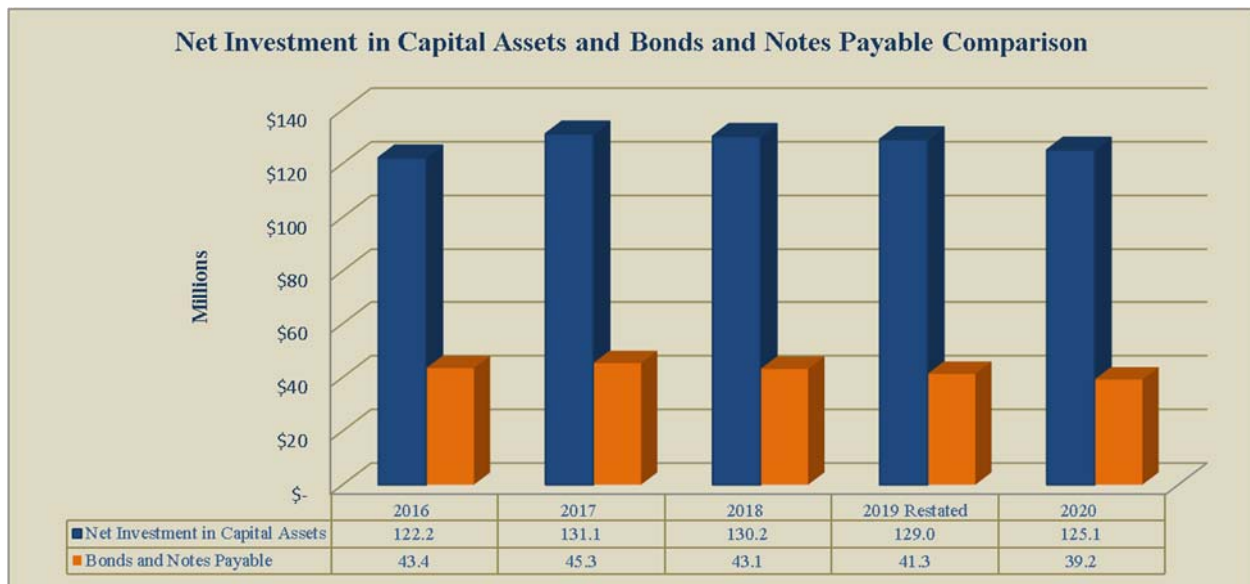
Management’s Discussion and Analysis - Continued
(Unaudited)

Bonds Payable Refunding

During November 2019 the MSCBA closed on Refunding Revenue Bonds Series 2019C which resulted in changes to debt balances for the University. This refunding resulted in an increase of the University’s outstanding bonds payable of \$1.1 million and a decrease in premiums of \$1.0 million, netting to a deferred outflow of less than \$100 thousand.

Net Investment in Capital Assets and Bonds Payable Comparison

The following graph displays long-term debt for Bond Payables on the university’s books and the Net Investment in Capital Assets balances for fiscal years ended 2016 through 2020:



It should be noted that the asset category “Capital assets, net” is not the same as the “Net Investment in Capital Assets” in the net position category. Net Investment in Capital Assets includes the same activity as the Capital Assets but also includes any related debt liabilities and deferred inflow of resources that are attributable to the acquisition, construction or improvement of those capital assets.

Statements of Revenues and Expenses and Changes in Net Position Summary & Analysis

The Statement of Revenues, Expenses and Changes in Net Position & Analysis shows how the University’s net position changed during the last three fiscal years. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g. the accrual for compensated absences).

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

A summarized comparison of the University's operating and non-operating revenues and expenses and the resulting increase or decrease in net position at June 30, 2020, 2019 and 2018 follows. Note that this information includes the impact of the Pension and OPEB accounting standards:

Statement of Revenues, Expenses, and Changes in Net Position Summary & Analysis

	<i>(In Thousands)</i>		
	(Restated)		
	2020	2019	2018
<u>Operating Revenues</u>			
Tuition and Fees, Net	\$ 65,755	\$ 68,192	\$ 69,566
Federal, State, and Private Grants	18,108	19,902	19,472
Sales and Services	660	1,054	1,296
Auxiliary and Other	24,583	22,678	23,876
Total Operating Revenues	109,106	111,826	114,210
<u>Operating Expenses</u>			
Compensation, benefits and other *	124,106	128,640	125,843
Supplies and services	42,068	39,137	38,659
Utilities	3,780	4,213	4,107
Depreciation	9,276	9,216	8,903
Scholarships	10,305	7,135	6,185
Total Operating Expenses	189,535	188,341	183,697
<u>Non-Operating Revenues (Expenses)</u>			
State appropriations	66,737	65,735	60,128
CARES Funds	6,234	-	-
Contribution from the Assistance Corporation	473	-	-
Gifts	2,341	2,429	2,160
Investment Income, net	2,435	2,111	1,511
Interest Expense	(1,395)	(1,642)	(1,736)
Total Non-Operating Revenues, Net	76,825	68,633	62,063
Capital Grants	1,560	2,067	2,950
Increase (Decrease) in Net Position	\$ (2,044)	\$ (5,815)	\$ (4,474)
* This total is comprised of the following:			
Compensation and Benefits	\$ 119,891	\$ 116,326	\$ 117,761
Retroactive compensation for prior years	-	2,671	-
Pension and OPEB expense	4,215	9,643	8,082
	\$ 124,106	\$ 128,640	\$ 125,843

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Highlights for Operating Revenues

The decrease in total operating revenues of \$2.7 million (2.4%) in FY20 resulted primarily from the following activity:

Tuition and Fees, net: Tuition and fees, net of scholarships and fellowships decreased by 3.6% (\$2.4 million) in FY 2020. The decrease is due to declining enrollments.

Federal, State and Private Grants: Federal, state and private grant revenues decreased \$1.8 million or 9.0% over FY 2019. Federal grant revenue decreased \$800 thousand or 5.5%, primarily due to lower Pell grants awarded. State grant revenue decreased \$900 thousand or 17.7% due to various increases and decreases across all grants.

Auxiliary Enterprises and Other: Auxiliary enterprises and other revenues increased in FY 2020 by \$1.9 million (8.4%) over the prior year. This was primarily due to vendor activity for meal plans of approximately \$6.7 million which was recorded as revenue for the first time in FY 2020. Auxiliary enterprises revenue was reduced by refunds to housing, meals and parking fees of approximately \$5.2 million related to the COVID-19 emergency, and the resulting evacuation of campus in March 2020.

Highlights for Operating Expenses

The increase in total operating expenses of \$1.2 million (0.6%) in FY 2020 over prior year resulted primarily from the following activity:

Compensation and Benefits: Compensation and benefits decreased during FY 2020 by \$4.5 million (3.5%). FY 2020 pension and OPEB expenditures decreased \$5.4 million over FY 2019. During FY20, the VSIP program resulted in employees separating at several different points in the year. Compensation expense includes both the incentive payments to employees as well as their usual salaries during the portion of the year until they separated.

Supplies and services: The increase of \$2.9 million was primarily due to vendor activity for meal plans which was recorded as revenue and expense for the first time in FY 2020.

Depreciation: Depreciation for buildings and building improvements remained consistent for FY 2020 when compared to FY2019.

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Management's Discussion and Analysis - Continued
(Unaudited)

Changes in Pension and OPEB Activity: The sixth year of adoption of GASB 68 for pensions resulted in an expense of \$3.1 million in FY 2020, a decrease of \$0.6 million as compared to the prior year. This is due to changes in salaries and in the discount rate utilized in calculating the pension liability, as provided by the Commonwealth's Comptroller's Office.

The third year of adoption of GASB 75 for other post-employment benefits resulted in an expense of \$1.1 million, which was a decrease of \$4.8 million, as compared to the prior year. This is due to changes in benefits and in the discount rate utilized in calculating the pension liability, as provided by the Commonwealth's Comptroller's Office.

Highlights for Non-Operating Revenues (Expenses)

The increase in non-operating revenues (expenses) in FY 2020 of \$8.2 million (11.9%) resulted primarily from the following activity:

State Appropriations: State appropriations increased by \$1.0 million (1.5%) in FY 2020 over prior year, primarily to support employee payroll and related fringe benefit costs. General Appropriation Act (GAA) funding increased by 2.1% or \$1.0 million for FY 2020. Greater than half (51.1%) of the University's payroll and fringe is funded by state operating appropriations.

CARES assistance: The University received \$6.2 million in CARES funding from the federal government as assistance to students (\$3.1 million) and to the University (\$3.1 million) for offsetting costs related to the COVID-19 emergency. The assistance to students was included in the scholarship expenses and the assistance to the university was used to reimburse the university for refunds to students for housing.

Gifts: Gift revenue is a variable source. During FY 2020 gifts decreased slightly by \$88 thousand (3.6%).

Contribution to Salem State University: During FY 2020 \$473 thousand was received from the Assistance Corporation related to the sale of an unused property, as requested by the university.

Investment Income, net: Investment income increased by \$324 thousand in 2020 and is attributable to fluctuating market conditions and receipt of investment proceeds from MSCBA.

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Managed Revenue and Expense Report

The university operates using an internal Managed Revenues and Expenses Report format which is not intended to conform to Generally Accepted Accounting Principles (GAAP); this report distinguishes between managed and non-cash revenue and expense activity. The Managed Revenues and Expenses format allows the reader to focus on the elements of financial activity that university administration must control and manage while displaying certain non-cash GAAP based revenue and expense items in a section at the bottom. Importantly, Managed Revenue and Managed Expense are calculated on an accrual basis; thus, they are not intended to represent cash in and cash out. To illustrate, while the Managed Net Income figure for FY 2020 is \$9.5 million, the actual increase in cash for the year is \$0.4 million. Other classification differences between the management report and GAAP basis report exist. For example, in the management report all financial aid expenses are displayed as a deduction from revenue rather than how they are reported in the GAAP report as a contra revenue in some cases and an expense in other cases.

Managed Net Income for FY 2020 was approximately \$9.5 million, which represents a 9.7% decrease over the prior year. At the bottom line, Increase (Decrease) in Net Position per the management report is the same as per the GAAP-basis audited Statement of Revenues and Expenses for completed years. FY 2020 reflects a smaller decrease than the two prior years in Net Position. For FY 2020, 2019, and 2018 the change in net position would have been positive without the non-cash expenses that were recorded as required by GASB 68 for Pensions and GASB 75 for OPEB. The next page shows the Managed Revenue and Expense report for the three fiscal years 2020, 2019 and 2018.

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

The description of the Managed Revenue and Expense Report below is on the preceding page and must be read to understand the intent and meaning of this non-GAAP report.

Managed Revenue and Expense Format

	<i>(In Thousands)</i>		
	FY2020	(Restated) FY2019	FY2018
Managed Revenue:			
Net Tuition and Fees	\$ 55,450	\$ 61,057	\$ 63,381
Federal, State, Private Grants and Assistance	24,342	19,901	19,472
Auxiliary Enterprises	24,082	22,569	23,423
State General Appropriations	66,737	65,735	60,128
Other Revenue	6,065	5,291	5,859
Total Managed Revenue	<u>176,676</u>	<u>174,553</u>	<u>172,263</u>
<i>Year over Year Change</i>	<i>1.2%</i>	<i>1.3%</i>	<i>3.6%</i>
Managed Expenses:			
Compensation	119,890	118,997	117,761
Support	22,868	19,222	18,366
Facility-related	24,376	25,772	26,138
Total Managed Expenses	<u>167,134</u>	<u>163,991</u>	<u>162,265</u>
<i>Year over Year Change</i>	<i>1.9%</i>	<i>1.1%</i>	<i>0.8%</i>
Managed Net Income	<u>9,542</u>	<u>10,562</u>	<u>9,998</u>
Non-Cash Revenue/(Expenses):			
Capital Grants	1,560	2,067	2,950
Depreciation	(9,276)	(9,215)	(8,903)
Unrealized Gains/Losses	345	414	(437)
GASB 68 Pension	(3,123)	(3,755)	(3,583)
GASB 75 OPEB	(1,092)	(5,888)	(4,499)
Total Non-Cash Revenue/(Expenses)	<u>(11,586)</u>	<u>(16,377)</u>	<u>(14,472)</u>
<i>Year over Year Change</i>	<i>-29.3%</i>	<i>13.2%</i>	<i>156.8%</i>
Total Increase/(Decrease) in Net Position	<u>\$ (2,044)</u>	<u>\$ (5,815)</u>	<u>\$ (4,474)</u>

SALEM STATE UNIVERSITY
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Management’s Discussion and Analysis - Continued
(Unaudited)

Statement of Cash Flows

The Statement of Cash Flows is reported on the direct method. The direct method portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services).

A summarized comparison of the University’s cash flows and the resulting decrease in cash at June 30, 2020, 2019 and 2018 follows. *It should be noted that for the presentation below, the appropriation funds are shown in Operating Activities rather than Non-Capital Financing Activities since the State appropriations are intended and used to support operations.* According to accounting standards, the state appropriation is presented as required in Non-Capital Financing Activities on the audited Cash Flow Statement of the Financial Statements,.

Summary of Cash Flows

	<i>(In Thousands)</i>		
	2020	2019	2018
Operating Activities	\$ (2,305)	\$ 11,006	\$ 8,417
Non Capital Financing Activities	7,614	1,454	1,358
Capital Financing Activities	(6,341)	(5,080)	(6,972)
Investing Activities	1,432	432	250
Net Increase/(Decrease) in Cash	\$ 400	\$ 7,812	\$ 3,053

Highlights for Cash Flows

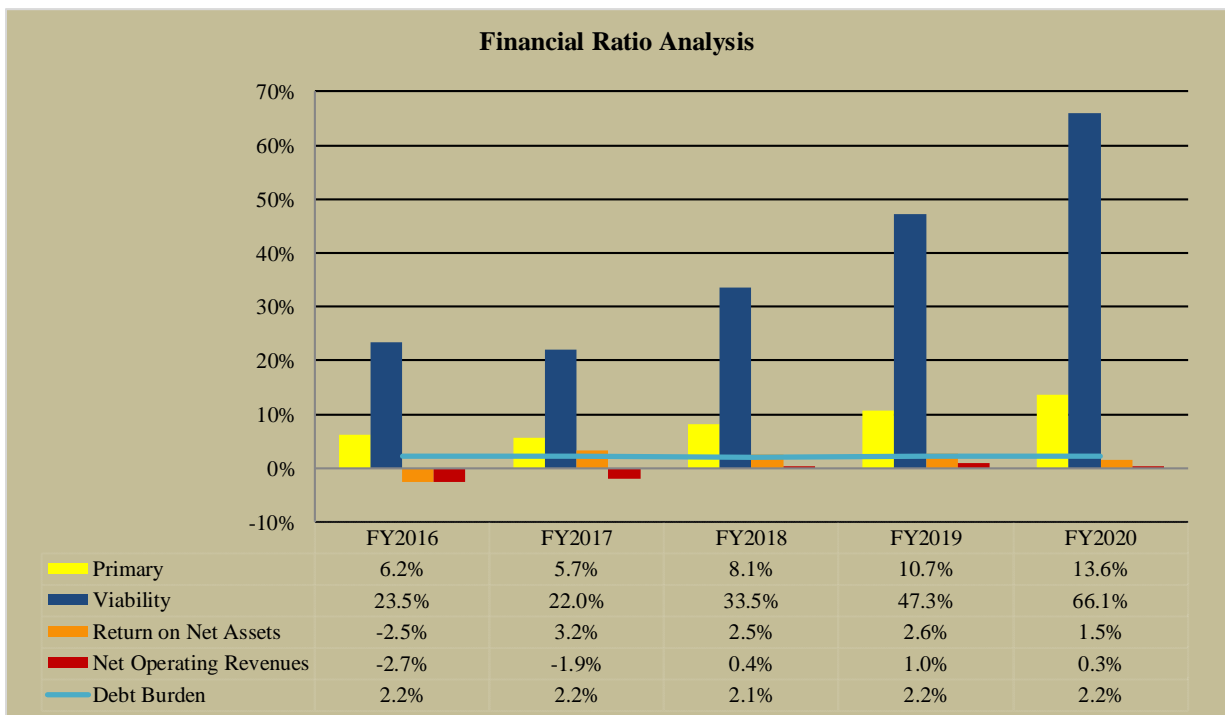
The overall increase in cash and cash equivalents for FY 2020 amounted to approximately \$400 thousand. This slight increase is associated with the contribution of cash from non-capital financing activities, which includes CARES funds and contributions from the Assistance Corporation and is net of significant refunds processed to students due to the evacuation of the residence halls as discussed previously

SALEM STATE UNIVERSITY
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Management’s Discussion and Analysis - Continued
(Unaudited)

Ratio Analysis

Ratio analysis is a management tool which indicates the University’s effective use of its resources, its overall financial viability, its direction in achieving institutional strategic goals, and its ability to meet short and long-term obligations in a managed fashion. Ratios are also useful in analyzing trends of an institution over time. A one-year fluctuation in a ratio may be indicative of an aberration for that year or may indicate a relevant trend. The ratios presented here are calculated without the inclusion of the University’s component units and without factoring in the effect of the implementation of GASB 68 and 75.



Primary

This ratio provides a snapshot of an institution’s financial strength and flexibility. The ratio indicates how long the college could operate using unrestricted and restricted expendable reserves without relying on additional new assets generated by operations. SSU’s FY 2020 ratio of 13.6% suggests the university could cover expenses from reserves for over one month (13.6% of 12 months = 1.6 months). Trend analysis indicates whether an institution has increased its net worth in proportion to its rate of growth. A negative or decreasing trend indicates a weakening financial condition.

Ratio Calculation = Unrestricted & Restricted Expendable Net Position / Total Operating Expenses Plus Interest Expense

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Viability

This ratio measures the availability of expendable net assets to pay off long term debt should the university need to settle its obligations as of the balance sheet date. A ratio of 1:1 or greater indicates an institution has sufficient net position to satisfy debt requirements. However, many public institutions can operate effectively at a ratio far less than 1:1. The university's viability ratio at FY 2020 increased to 0.66:1.

Ratio Calculation = Unrestricted & Restricted Expendable Net Position / Total Long-Term Debt

Return on Net Assets

This ratio reports whether an institution's resources are growing and if it is financially better off than in previous years by measuring total economic return. It is important to assess this ratio as a linear trend – an increasing trend indicates an increase in net position and an increased likelihood that the institution is able to set aside financial resources to strengthen future flexibility. Single year events, like a substantial gift or extreme investment performance, can cause significant year-to-year volatility. For the last three fiscal years, the university has had a positive return (2.5% for FY 2018, 2.6% for FY 2019, and 1.5% in FY 2020)

Ratio Calculation = Increase (Decrease) in Net Position / Beginning of Year Net Position

Net Operating Revenues

This ratio indicates whether operating activities resulted in a surplus or deficit. It measures financial performance by answering the question "Did the university live within its means during a fiscal year?" A positive ratio indicates the university experienced an operating surplus; a continuing decline or pattern of deficits indicates financial problems. In FY 2020, Salem State had a positive net operating revenue of 0.3%

Ratio Calculation = Revenue (Loss) before Capital Grants / Adjusted Total Revenues

Debt Burden

This ratio expresses annual debt service payments as a percent of total expenses. It measures an institution's ability to repay debt service on all outstanding debt and its impact on the institution's overall budget.

Ratio Calculation = Annual Debt Service/Total Expenses

This numerator is annual debt service for debt on the university's books only, thus, it excludes debt issued by the Massachusetts State College Building Authority to fund its residence halls operated by the university on our campus. As a general guideline, it is believed that if more than 5% of an institution's budget were devoted to debt service, that institution's flexibility to devote its resources to other needs would be compromised. The university's debt burden ratio for FY 2020 is 2.2%, where it has hovered over the last five fiscal years.

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Looking Ahead to FY 2021

In the next fiscal year, the university will continue to manage and anticipate the effects of COVID-19 and its effects to both enrollment and campus safety as well as pursue its fundraising campaign and other efforts to promote its financial health for the future.

COVID-19

As included in the footnotes to the financial statements, the COVID-19 crisis has created volatility in the national, state, and local economies and increased unemployment rates. Due to this, the university will be monitoring and assessing its negative impact and duration on the University's finances and operations, guided always by mitigating risks to health and safety of the community of students, faculty, staff, and friends.

Consequently, the University decided that approximately 84% of the courses in the 2020 fall semester will be taught online. The maximum capacity of students in the dormitories will be curtailed by approximately 46%. As a result of the pandemic, enrollment (headcount) and the number of students living in the dormitories for the 2020 fall semester decreased by 10% and 50% from the 2019 fall semester, respectively.

Bond Refunding Issuance

On July 1, 2020 the MSCBA closed on Refunding Revenue Bonds Series 2020A for the purpose of providing budgetary relief to the university and the other Massachusetts public colleges and universities whose campuses house MSCBA-owned residence halls, due to the COVID-19 pandemic. This refunding included several of the University's bonds which will result in no principal payments due for the fiscal year 2021 and an additional reduction in principal payments for fiscal year 2022.

FY2021 budget

As a regional institution, Salem State had already been experiencing declining enrollments, approximately 15% during the past five years due to changing demographics. There are fewer high school and community college transfer students available for us to enroll. Although the FY21 university budget was balanced prior to the pandemic arriving, COVID-19 related issues had a significant impact on the university finances. In the end, the pandemic caused a \$26M gap in the university's finances for FY21. The university developed strategies in order to present a balanced budget to the Board of Trustees, which was approved by the Board in June 2020. Among a variety of other adjustments, the two major strategies to close the budget gap include the MSCBA bond restructuring (which was successfully closed on July 1, 2020 as discussed above) and a furlough program for benefitted employees. The furlough program is subject to union impact bargaining and was successfully bargained with two of the three unions; the third (faculty) is pending. Members of both unions that reached agreement with the university, and all non-unionized personnel, have begun taking required furlough weeks.

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis - Continued
(Unaudited)

Creation of the Sustainable Path Forward Taskforce

Although the Sustainable Path Forward Taskforce was announced in September 2020, it is important to mention it here as the results of this work will impact future decisions for many years ahead. Understanding that the university is at a crossroads given declining enrollment and the multi-year impact of the coronavirus pandemic, President Keenan announced this taskforce. The goal is to evolve the university to better meet the needs our students and the region while finding a sustainable way to eliminate the university's structural deficit of \$15M or more, based on projections for future years.

Taskforce members were selected from across campus—faculty members, administrators, staff, and students and a member of the board of trustees—and were charged with providing innovative, comprehensive, cohesive, and affordable recommendations for reorganization and operational change. These recommendations will be driven by student needs and will provide a plan for the optimal delivery of academic programs and administrative and student services while offering significant financial savings.

The Sustainable Path Forward Taskforce will undertake this work with the goal of eliminating our recurring structural budget deficit by recommending new structures and programs that promote enrollment growth, foster persistence toward graduation, and will graduate students who are career- and life-ready. Recommendations will include quantified proposals for creating, growing, eliminating, merging and/or transforming all areas of campus—academics, student support services, and administrative practices.

These recommendations will be delivered to university leadership by December 15, 2020 so that a plan can be developed and implemented before the university's FY22 budget year which begins on July 1.

Requests for Further Information

This financial report is designed to provide a general overview of Salem State University's finances for all those with an interest in the University's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Vice President for Finance and Facilities/CFO, 352 Lafayette Street, Salem, Massachusetts 01970-5353

SALEM STATE UNIVERSITY
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Statements of Net Position

June 30, 2020 and 2019

Assets and Deferred Outflows of Resources

	Primary <u>Government</u>	Component <u>Units</u>		
	2020 <u>University</u>	(Restated) 2019 <u>University</u>	2020 <u>Combined</u>	2019 <u>Combined</u>
Current Assets:				
Cash and cash equivalents	\$ 24,019,628	\$ 23,891,121	\$ 3,242,203	\$ 2,631,870
Restricted cash and cash equivalents	3,405,919	3,115,918	723,292	792,157
Deposits held by State Treasurer	3,354,765	603,317	-	-
Cash held by State Treasurer	3,438	2,773,393	-	-
Deposits held by MSCBA and DCAMM	937,682	937,682	-	-
Investments	16,595,969	15,623,134	-	-
Accounts, grants and other receivable, net	8,080,094	6,184,917	17,900	13,831
Pledges receivable, net	-	-	3,557,252	580,651
Due from service concession vendor	-	2,325,000	-	-
Loans receivable	270,199	229,797	-	-
Other current assets	116,463	1,104,833	28,105	31,497
Total Current Assets	56,784,157	56,789,112	7,568,752	4,050,006
Non-Current Assets:				
Investments	850,888	830,181	33,391,116	32,320,558
Loans receivable, net of current portion	1,318,522	1,633,194	-	-
Pledges receivable, net	-	-	900,668	3,462,275
Due from service concession vendor, net of current portion	-	1,225,000	-	-
Capital assets, net	159,760,943	164,375,370	10,956,325	11,469,326
Debt service reserve	1,473,340	1,473,340	-	-
Total Non-Current Assets	163,403,693	169,537,085	45,248,109	47,252,159
Total Assets	220,187,850	226,326,197	52,816,861	51,302,165
Deferred Outflow of Resources:				
Deferred outflows for pensions	8,000,334	11,756,866	-	-
Deferred outflows for other post employment benefits	13,978,837	15,616,731	-	-
Deferred outflows for bond refinance	63,695	-	-	-
Total Deferred Outflows of Resources	22,042,866	27,373,597	-	-
Total Assets and Deferred Outflows of Resources	\$ 242,230,716	\$ 253,699,794	\$ 52,816,861	\$ 51,302,165

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	Primary Government		Component Units	
	2020 University	(Restated) 2019 University	2020 Combined	2019 Combined
Current Liabilities:				
Accounts payable and accrued expenses	\$ 6,342,200	\$ 5,160,033	\$ 953,748	\$ 400,785
Accrued payroll	7,410,892	9,966,395	-	-
Accrued compensated absences	5,246,555	5,635,319	-	-
Accrued workers' compensation	184,165	262,149	-	-
Unearned revenues	3,280,606	3,143,216	121,884	76,452
Note payable	272,508	225,986	28,844	27,389
Bonds payable	2,547,594	2,265,171	-	384,000
Deposits	250,657	253,667	-	-
Total Current Liabilities	25,535,177	26,911,936	1,104,476	888,626
Non-Current Liabilities:				
Accrued compensated absences	3,925,445	3,971,465	-	-
Accrued workers' compensation	809,451	936,006	-	-
Notes payable, net of current portion	315,405	236,024	1,064,431	1,093,274
Bond payable, net of current portion	36,025,683	38,600,359	-	236,517
Loans payable - Federal financial assistance programs	2,061,183	2,139,865	-	-
Net pension liability	40,623,739	45,107,543	-	-
Net other post employment benefits liability	76,582,635	98,703,864	-	-
Other non-current liabilities	-	-	109,924	146,086
Total Non-Current Liabilities	160,343,541	189,695,126	1,174,355	1,475,877
Total Liabilities	185,878,718	216,607,062	2,278,831	2,364,503
Deferred Inflows of Resources:				
Service concession arrangements	72,003	4,194,479	-	-
Deferred inflows for pensions	9,074,225	5,224,193	-	-
Deferred inflows for other post employment benefits	30,269,781	8,693,647	-	-
Total Deferred Inflows of Resources	39,416,009	18,112,319	-	-
Net Position:				
Net investment in capital assets	125,109,658	129,002,204	9,863,050	9,728,146
Restricted:				
Nonexpendable	1,030,316	971,914	24,697,634	24,360,307
Expendable	6,728,700	5,659,632	13,333,852	12,335,620
Unrestricted	(115,932,685)	(116,653,337)	2,643,494	2,513,589
Total Net Position	16,935,989	18,980,413	50,538,030	48,937,662
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 242,230,716	\$ 253,699,794	\$ 52,816,861	\$ 51,302,165

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
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Statements of Revenues and Expenses
For the Years Ended June 30, 2020 and 2019

	Primary Government		Component Units	
	2020 University	(Restated) 2019 University	2020 Combined	2019 Combined
Operating Revenues:				
Tuition and fees	\$ 84,392,502	\$ 87,523,360	\$ -	\$ -
Less: scholarships and fellowships	(18,637,194)	(19,331,472)	-	-
Net tuition and fees	65,755,308	68,191,888	-	-
Federal grants and contracts	13,692,495	14,493,633	-	-
State grants and contracts	4,320,362	5,248,385	-	-
Private grants and contracts	94,628	158,612	-	-
Gifts and contributions	-	-	2,311,220	1,777,094
Sales and services of educational departments	660,339	1,054,161	-	-
Auxiliary enterprises	24,082,551	22,569,201	2,068,967	2,073,474
Other operating revenues	500,393	109,203	97,715	87,649
Total Operating Revenues	109,106,076	111,825,083	4,477,902	3,938,217
Operating Expenses:				
Educational and general:				
Instruction	64,672,437	67,646,495	-	-
Public service	1,710,792	1,746,186	1,381,733	1,364,805
Academic support	17,728,372	18,434,845	-	-
Student services	20,138,169	20,447,585	-	-
Institutional support	19,350,256	22,204,450	913,056	1,123,572
Operation and maintenance of plant	21,976,986	22,315,725	-	-
Scholarships	10,304,987	7,135,368	610,623	535,354
Depreciation	9,276,033	9,215,510	144,986	153,705
Auxiliary enterprises	24,377,349	19,195,285	1,778,648	1,763,137
Total Operating Expenses	189,535,381	188,341,449	4,829,046	4,940,573
Net Operating Income (Loss)	(80,429,305)	(76,516,366)	(351,144)	(1,002,356)
Non-Operating Revenues (Expenses):				
State appropriations, net	66,736,681	65,735,152	310,717	333,330
CARES funds	6,234,500	-	-	-
Gifts	2,340,663	2,429,070	-	-
Contribution from Assistance Corporation	473,428	-	(473,428)	-
Investment income, net	1,787,156	2,111,093	2,090,301	1,773,550
Other revenue - MSCBA	647,787	-	-	-
Other non-operating revenue	-	-	88,488	-
Interest expense	(1,395,265)	(1,641,868)	(64,566)	(84,468)
Net Non-Operating Revenues	76,824,950	68,633,447	1,951,512	2,022,412
Increase (Decrease) in Net Position Before Capital Grants	(3,604,355)	(7,882,919)	1,600,368	1,020,056
Capital grants	1,559,931	2,067,307	-	-
Total Increase (Decrease) in Net Position	\$ (2,044,424)	\$ (5,815,612)	\$ 1,600,368	\$ 1,020,056

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Statements of Changes in Net Position

For the Years Ended June 30, 2020 and 2019

	<u>University</u>				Total
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	
Balance at June 30, 2018	\$ 130,219,350	\$ 866,367	\$ 5,737,349	\$ (112,027,041)	\$ 24,796,025
Changes in net position for 2019, as previously reported	(1,217,146)	105,547	(77,717)	(1,262,904)	(2,452,220)
Balance at June 30, 2019, as previously stated	129,002,204	971,914	5,659,632	(113,289,945)	22,343,805
Prior period adjustment, see note 2	-	-	-	(3,363,392)	(3,363,392)
Balance at June 30, 2019	129,002,204	971,914	5,659,632	(116,653,337)	18,980,413
Changes in net position for 2020	(3,892,546)	58,402	1,069,068	720,652	(2,044,424)
Balance, June 30, 2020	<u>\$ 125,109,658</u>	<u>\$ 1,030,316</u>	<u>\$ 6,728,700</u>	<u>\$ (115,932,685)</u>	<u>\$ 16,935,989</u>

	<u>Component Units</u>				Total
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	
Balance at June 30, 2018	\$ 9,121,912	\$ 23,618,957	\$ 12,772,099	\$ 2,404,638	\$ 47,917,606
Changes in net position for 2019	606,234	741,350	(436,479)	108,951	1,020,056
Balance at June 30, 2019	9,728,146	24,360,307	12,335,620	2,513,589	48,937,662
Changes in net position for 2020	134,904	337,327	998,232	129,905	1,600,368
Balance, June 30, 2020	<u>\$ 9,863,050</u>	<u>\$ 24,697,634</u>	<u>\$ 13,333,852</u>	<u>\$ 2,643,494</u>	<u>\$ 50,538,030</u>

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2020 and 2019

	Primary Government	
	2020 University	2019 University
Cash Flows from Operating Activities:		
Tuition and fees	\$ 64,773,715	\$ 68,195,281
Grants and contracts	17,344,747	20,090,898
Payments to suppliers and vendors	(44,035,717)	(43,786,393)
Payments to employees	(96,253,524)	(89,405,586)
Payments for benefits	(9,121,119)	(10,355,639)
Payments to students	(10,304,987)	(7,135,368)
Loans issued to students	(20,000)	(143,500)
Collection of loans to students	301,529	229,798
Auxiliary enterprises receipts	24,168,959	22,606,260
Sales and services of educational departments	252,409	1,057,624
Other	667,408	90,375
	(52,226,580)	(38,556,250)
Net Cash Applied to Operating Activities		
Cash Flows from Non-Capital Financing Activities:		
State appropriations	49,921,767	49,562,182
CARES funds	6,234,500	-
Contribution from the Assistance Corp	473,428	-
Tuition remitted to State	(895,668)	(943,711)
Student interest received (paid)	(70,787)	(186)
Gifts	1,872,721	2,398,353
	57,535,961	51,016,638
Net Cash Provided by Non-Capital Financing Activities		
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(2,684,732)	(1,692,999)
Principal paid on bonds payable and notes payable	(2,354,157)	(1,998,646)
Interest paid on bonds and notes payable	(1,627,313)	(1,860,907)
Proceeds from note payable financing	325,010	472,624
	(6,341,192)	(5,079,928)
Net Cash Applied to Capital Financing Activities		
Cash Flows from Investing Activities:		
Investment income	1,479,492	1,026,212
Proceeds from sale of investments	6,449,515	6,846,110
Purchase of investments	(6,497,195)	(7,440,050)
	1,431,812	432,272
Net Cash Provided by Investing Activities		
Net Increase in Cash and Equivalents	400,001	7,812,732
Cash and Cash Equivalents, Beginning of the Year	31,321,431	23,508,699
Cash and Cash Equivalents, End of the Year	\$ 31,721,432	\$ 31,321,431

See accompanying notes to financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30, 2020 and 2019

	Primary Government	
	2020	(Restated) 2019
	University	University
Reconciliation of Net Operating Loss to Net Cash Applied to Operating Activities:		
Net operating loss	\$ (80,429,305)	\$ (76,516,366)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	9,276,033	9,215,510
Bad debts	849,745	766,771
Fringe benefits provided by State	17,710,582	17,116,681
Changes in assets and liabilities:		
Accounts receivable	(2,275,287)	(393,960)
Accounts payable and accrued liabilities	796,376	551,679
Accrued payroll and benefits	(3,194,824)	2,119,393
Due from Concessions Vendor	3,550,000	(3,550,000)
Other assets	988,367	(1,057,727)
Loans to/from students	274,270	89,802
Deposits	(3,010)	(107,033)
Unearned revenues	137,390	117,594
Deferred inflows	21,303,690	2,444,068
Deferred outflows	5,394,426	(1,922,057)
Net pension activity	(4,483,804)	543,265
Net OPEB activity	(22,121,229)	12,026,130
Net Cash Applied to Operating Activities	<u>\$ (52,226,580)</u>	<u>\$ (38,556,250)</u>

Cash Flow Information

	Primary Government	
	2020	2019
	University	University
For purposes of the statement of cash flows, cash and equivalents are comprised of the following at June 30:		
Cash and cash equivalents	\$ 24,019,628	\$ 23,891,121
Restricted cash and cash equivalents	3,405,919	3,115,918
Deposits held by State Treasurer	3,354,765	603,317
Cash held by State Treasurer	3,438	2,773,393
Deposits held by MSCBA and DCAMM	937,682	937,682
	<u>\$ 31,721,432</u>	<u>\$ 31,321,431</u>

Schedule of noncash investing and financing activities

	Primary Government	
	2020	2019
	University	University
Acquisition of capital assets	\$ 4,661,606	\$ 3,900,313
Accounts payable beginning of year	268,812	128,805
Accounts payable end of year	(685,755)	(268,812)
Payments made by DCAMM	(1,559,931)	(2,067,307)
Cash payments for capital assets	<u>\$ 2,684,732</u>	<u>\$ 1,692,999</u>
Unrealized gain (loss) on marketable securities	\$ 344,825	\$ 412,602
Fringe benefits paid by the Commonwealth of Massachusetts	<u>\$ 17,710,582</u>	<u>\$ 17,116,681</u>

See accompanying notes to financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Combining Statements of Net Position of Major Component Units

June 30, 2020 and 2019

	<u>Assets</u>					
	<u>2020</u>			<u>2019</u>		
	<u>Foundation</u>	<u>Assistance Corp.</u>	<u>Combined</u>	<u>Foundation</u>	<u>Assistance Corp.</u>	<u>Combined</u>
Current Assets:						
Cash and cash equivalents	\$ 2,681,406	\$ 560,797	\$ 3,242,203	\$ 2,120,022	\$ 511,848	\$ 2,631,870
Restricted cash and cash equivalents	723,292	-	723,292	792,157	-	792,157
Accounts, grants and other receivable, net	-	17,900	17,900	-	13,831	13,831
Pledges receivable, net	3,557,252	-	3,557,252	580,651	-	580,651
Other current assets	28,105	-	28,105	31,497	-	31,497
Total Current Assets	6,990,055	578,697	7,568,752	3,524,327	525,679	4,050,006
Non-Current Assets:						
Investments securities	33,391,116	-	33,391,116	32,320,558	-	32,320,558
Pledges receivable, net of current portion	900,668	-	900,668	3,462,275	-	3,462,275
Capital assets, net	-	10,956,325	10,956,325	-	11,469,326	11,469,326
Total Non-Current Assets	34,291,784	10,956,325	45,248,109	35,782,833	11,469,326	47,252,159
Total Assets	\$ 41,281,839	\$ 11,535,022	\$ 52,816,861	\$ 39,307,160	\$ 11,995,005	\$ 51,302,165
	<u>Liabilities and Net Position</u>					
Current Liabilities:						
Accounts payable and accrued expenses	\$ 865,247	\$ 88,501	\$ 953,748	\$ 351,537	\$ 49,248	\$ 400,785
Unearned revenues	-	121,884	121,884	35,140	41,312	76,452
Note payable	-	28,844	28,844	-	27,389	27,389
Bond payable	-	-	-	-	384,000	384,000
Total Current Liabilities	865,247	239,229	1,104,476	386,677	501,949	888,626
Non-Current Liabilities:						
Note payable, net of current portion	-	1,064,431	1,064,431	-	1,093,274	1,093,274
Bond payable, net of current portion	-	-	-	-	236,517	236,517
Other non-current liabilities	-	109,924	109,924	-	146,086	146,086
Total-Non Current Liabilities	-	1,174,355	1,174,355	-	1,475,877	1,475,877
Total Liabilities	865,247	1,413,584	2,278,831	386,677	1,977,826	2,364,503
Net Position:						
Net investment in capital assets	-	9,863,050	9,863,050	-	9,728,146	9,728,146
Restricted:						
Nonexpendable	24,697,634	-	24,697,634	24,360,307	-	24,360,307
Expendable	13,333,852	-	13,333,852	12,335,620	-	12,335,620
Unrestricted	2,385,106	258,388	2,643,494	2,224,556	289,033	2,513,589
Total Net Position	40,416,592	10,121,438	50,538,030	38,920,483	10,017,179	48,937,662
Total Liabilities and Net Position	\$ 41,281,839	\$ 11,535,022	\$ 52,816,861	\$ 39,307,160	\$ 11,995,005	\$ 51,302,165

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

**Combining Statements of Revenues and Expenses
of Major Component Units**

For the Years Ended June 30, 2020 and 2019

	2020			2019		
	Foundation	Assistance Corp.	Combined	Foundation	Assistance Corp.	Combined
Operating Revenues:						
Gifts and contributions	\$ 2,311,220	-	\$ 2,311,220	\$ 1,777,094	\$ -	\$ 1,777,094
Auxiliary enterprises	-	2,068,967	2,068,967	-	2,073,474	2,073,474
Other operating revenues	-	97,715	97,715	-	87,649	87,649
Total Operating Revenues	2,311,220	2,166,682	4,477,902	1,777,094	2,161,123	3,938,217
Operating Expenses:						
Educational and general:						
Public service	1,381,733	-	1,381,733	1,364,805	-	1,364,805
Institutional support	913,056	-	913,056	1,123,572	-	1,123,572
Scholarships	610,623	-	610,623	535,354	-	535,354
Depreciation and amortization	-	144,986	144,986	-	153,705	153,705
Auxiliary enterprises	-	1,778,648	1,778,648	-	1,763,137	1,763,137
Total Operating Expenses	2,905,412	1,923,634	4,829,046	3,023,731	1,916,842	4,940,573
Net Operating Income (Loss)	(594,192)	243,048	(351,144)	(1,246,637)	244,281	(1,002,356)
Non-Operating Revenues (Expenses):						
State appropriations, net	-	310,717	310,717	-	333,330	333,330
Contribution to Salem State University	-	(473,428)	(473,428)	-	-	-
Investment income	2,090,301	-	2,090,301	1,773,550	-	1,773,550
Other non-operating revenue	-	88,488	88,488	-	-	-
Interest expense	-	(64,566)	(64,566)	-	(84,468)	(84,468)
Net Non-Operating Revenues	2,090,301	(138,789)	1,951,512	1,773,550	248,862	2,022,412
Total Increase in Net Position	1,496,109	104,259	1,600,368	526,913	493,143	1,020,056
Net Position, Beginning of Year	38,920,483	10,017,179	48,937,662	38,393,570	9,524,036	47,917,606
Net Position, End of Year	\$ 40,416,592	\$ 10,121,438	\$ 50,538,030	\$ 38,920,483	\$ 10,017,179	\$ 48,937,662

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies**

Organization

Salem State University (the “University”) is a public, State-supported, comprehensive four-year university, located in Salem, Massachusetts, and governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education. The University is empowered to award baccalaureate and master’s degrees in education, business and arts and sciences, as well as conduct programs of continuing education. The University is accredited by the New England Commission of Higher Education.

Operations

On March 11, 2020, the World Health Organization declared the global outbreak of the novel corona virus (COVID-19) as a pandemic. On March 16, 2020, the University transitioned students to a distant learning environment for the completion of the 2020 spring semester and the 2020 summer semester was taught online. The University refunded a total of approximately \$5.0 million before June 30, 2020 to students for their pro-rata share of the housing, meals and parking fees charged for the period when the University transitioned students to a distance learning environment to the completion of the 2020 spring semester.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund (HEERF). The University was awarded approximately \$6.5 million of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency financial aid grants and the other half was available to the University to cover costs associated with changes in operations due to the COVID-19 crisis. According to the terms of HEERF, an institution can only spend costs associated with changes in operations due to the COVID-19 crisis up to the amount provided to students as emergency grants.

As of June 30, 2020, the University expended approximately \$3.1 million for emergency grants to students and approximately \$3.1 million for institutional costs from the HEERF funds. In conjunction with CARES Act regulations, the University must spend these funds by April 21, 2021.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation and Accounting

The University is an agency of the Commonwealth of Massachusetts (the “State” or the “Commonwealth”). The accompanying financial statements reflect only the transactions of the University and its discretely presented component units. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the University had been operated independently of the State.

The following discretely presented component units have been aggregated into a single combined column:

The Salem State University Foundation, Inc. (the “Foundation”) was formed in 1977 to render financial assistance and support to the educational programs and development of the University. The Foundation is legally separate from the University, and the University is not financially accountable for the Foundation. The Foundation has been included because of the nature and significance of its relationship with the University. Complete financial statements can be obtained from the Foundation’s administrative offices in Salem, Massachusetts.

In 1995, Salem State University Assistance Corporation (the “Assistance Corporation”) was formed as a result of legislation established by the Commonwealth of Massachusetts. The Assistance Corporation was created to promote the orderly growth and development of the University and to assist the University in securing physical and financial resources necessary for the acquisition and development of a site formerly known as the GTE Sylvania plant. In June 2012, legislation was approved further defining the parameters of this “site” to include other such properties determined by the Assistance Corporation to fulfill its mission.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation and Accounting - continued

The Assistance Corporation owns and operates commercial rental properties at this site in Salem, Massachusetts and is legally separate from the University, and the University is not financially accountable for the Assistance Corporation. The Assistance Corporation has been included because of the nature and significance of its relationship with the University. Complete financial statements can be obtained from the Assistance Corporation's administrative offices in Salem, Massachusetts.

During the years ended June 30, 2020 and 2019, the Foundation distributed scholarships in the amount of \$610,623 and \$535,354, respectively, directly to students of the University. Complete financial statements for the Foundation and the Assistance Corporation are also available from the Office of the Vice President for Finance and Business, Salem State University, 352 Lafayette Street, Salem, MA 01970.

The University has determined that it functions as a business-type activity, as defined by the Governmental Accounting Standards Board ("GASB"). The effect of inter-fund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements and required supplementary information. The University presents statements of net position, revenues and expenses, changes in net position and cash flows on a combined University-wide basis.

The University's financial statements have been prepared using the "economic resources measurement focus" and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

Salem State University Foundation, as a nonprofit organization, reports under Financial Accounting Standards Board ("FASB") guidance on financial reporting for Not-for-Profit Entities. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. Other than the reclassification of certain items, no modifications have been made to the Foundation's financial information in the University's financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation and Accounting - continued

The University's policy for defining operating activities in the statements of revenues and expenses are those that generally result from exchange transactions such as the payment received for services and payment made for the purchases of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include various amounts such as the University's operating and capital appropriations from the Commonwealth of Massachusetts, net investment activity, gifts, interest expense and other expenses and contributions.

The accompanying statements of revenues and expenses demonstrate the degree to which the direct expenses of a given function are offset by programs revenues. Direct expenses are those that are charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

In accordance with the requirements of the Commonwealth of Massachusetts, the University's operations are accounted for in several trust funds. All of those trust funds have been consolidated and are included in these financial statements.

Net Position

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following three net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction or improvement of those assets or related debt are also included in this component of net position.

Restricted:

Nonexpendable - Component of net position whose net assets are subject to externally-imposed stipulations that they be maintained permanently by the University. Such assets include the University's permanent endowment funds.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Net Position - continued

Expendable - Component of net position whose use by the University is subject to externally-imposed stipulations that can be fulfilled by the actions of the University pursuant to those stipulations or that expire by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net assets may be designed for specific purposes by action of management or the Board of Trustees.

When both restricted and unrestricted resources are available for use, it is the University's policy to use the restricted resources first, then unrestricted resources as they are needed.

Cash and Cash Equivalents and Deposits

The University's cash and cash equivalents are considered cash on hand, cash deposits held with the Commonwealth's State Treasurer and Receiver-General, Massachusetts State College Building Authority ("MSCBA") and the Division of Capital Asset Management and Maintenance ("DCAMM"), which are short-term, highly liquid investments with original maturities of three months or less from the date of acquisition.

Accounts Receivable

Accounts receivable are stated at the amount the University expects to collect from outstanding balances. Provisions for losses on accounts receivables are determined on the basis of loss experience, known and inherent risks in the receivable portfolio, the estimated value of underlying collateral and current economic conditions.

Pledges Receivable - Foundation

Unconditional promises to give that are expected to be collected or paid within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated cash flows. The discounts on those amounts are computed using risk-adjusted interest rates applicable to the years in which the promises are received. Amortization of the discounts is included in contribution revenue. Conditional promises to give are not included in support until the conditions are met.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments held with the Commonwealth's State Treasurer and Receiver-General in the Massachusetts Municipal Depository Trust ("MMDT") are reported at amortized cost. The MMDT is an investment pool for political subdivisions in the Commonwealth that was designed as a legal means to safely invest temporarily available cash. Its primary purpose is to provide a safe, liquid, high-yield investment vehicle offering participation in a diversified portfolio of high quality money market instruments. The MMDT, an instrumentality of the State Treasurer, is not a bank, savings institution or financial institution, and is not subject to FDIC insurance. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on an amortized cost where the net asset value is \$1 per share.

Investments include marketable debt and equity securities which are carried at their readily determinable fair values. Realized and unrealized gains and losses are included in non-operating revenues. Gains and losses on the disposition of investments are determined based on specific identification of securities sold or the average cost method. Investment income is recognized when earned and is generally credited to the trust fund holding the related assets.

Dividends, interest and net gains or losses on investments are reported in the Statement of Revenues and Expenses. Any net earnings not expended are included in net position categories as follows:

- i. as increases in restricted - nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;
- ii. as increases in restricted - expendable net position if the terms of the gift or the University's interpretation of relevant state law impose restrictions on the current use of income or net gains. The University has relied upon the Attorney General's interpretation of state law that unappropriated endowment gains should be classified as restricted - expendable; and,
- iii. as increases in unrestricted net position in all other cases.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments - continued

Massachusetts General Law, Chapter 15, grants authority to the University's Board of Trustees to administer the general business of the University. Inherent in this is the authority to invest the funds of the University. Chapter 15 further grants the Trustees the authority to delegate to the President any said powers or responsibilities. The Board of Trustees of Salem State University has delegated the authority to make specific investment decisions to the President of the University and the Finance Committee of the Board of Trustees. The University's investments consist of debt, marketable equity securities, mutual funds and other investments which are carried at their fair values. The primary cash equivalent funds are within the MMDT, the external investment pool for political subdivisions of the Commonwealth.

The Foundation's investments consist of debt, marketable equity securities, mutual funds and other investments which are carried at their fair value. Unrealized gains and losses are included in revenue. Restricted investment income and gains are reported as increases in unrestricted net position, unless a donor or law temporarily (expendable) or permanently (non-expendable) restricts their use. Gains and losses on the disposition of investments are principally determined based on the first-in, first-out method or specific identification of securities sold. Investment income is recognized when earned. Dividends are recorded on the ex-dividend date.

Loans Receivable and Payable

Loans receivable consist primarily of the Federal Perkins Loan Program ("Perkins") and the Federal Nursing Student Loan Program ("NSL"). The Federal Government provides the majority of the funds to support these programs. Loan payments received from students made under the Perkins and NSL loan programs provided by the Federal Government is refundable to the Federal Government upon ending (liquidation) of the University's participation in the programs. The amount due to the Federal Government upon liquidation is included as a noncurrent liability in the accompanying financial statements. See Note 8 for changes in the Perkins Loan Program.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Loans Receivable and Payable- continued

The prescribed practices for the Perkins and NSL programs do not provide for accrual of interest on student loans receivable or for the provision of an allowance for doubtful loans. Accordingly, interest on loans is recorded as received and loan balances are reduced subsequent to the determination of their uncollectability and have been accepted (assigned) by the Department of Education and the Department of Health and Human Services. Management closely monitors outstanding balances and assigns loans to the Department of Education based upon such factors as student payment history, current status of applicable students and the results of collection efforts.

Capital Assets

Capital assets are controlled but not owned by the University. The University is not able to sell or otherwise pledge its assets, since the assets are all owned by the Commonwealth of Massachusetts. Capital assets, which include land, construction in process, buildings, building and land improvements and furniture and equipment, are reported in the statement of net position at cost or fair market value, if donated. Capital assets are defined by the University as assets with an initial individual cost of more than \$50,000 for equipment and \$100,000 for buildings and improvements in accordance with the Commonwealth's capitalization policy.

The University does not hold collections of historical treasures, works of art or other items not requiring capitalization or depreciation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. Capital assets, with the exception of land, are depreciated using the straight-line method over estimated useful lives which range from 3 to 40 years.

The land on which the residence halls stand is leased by the MSCBA from the Commonwealth of Massachusetts at a yearly cost of one dollar. The residence halls have various lease terms and can be extended at the end of these terms for additional 10-year periods each.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Capital Assets - continued

The University, in accordance with a management and services agreement between the MSCBA and the Commonwealth of Massachusetts, is charged a semi-annual revenue assessment which is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations. These obligations may include the costs of periodic renovations and improvements to the residence halls. The revenue assessment amounts are included in the residential life auxiliary enterprises in the accompanying statements of revenue and expenses. All facilities and obligations of the MSCBA are included in the financial statements of the MSCBA. It is not practical to determine specific asset cost or liability attributable to the University. The leases, therefore, are accounted for under the operating method for financial statement purposes.

The Assistance Corporation capitalizes property and equipment in excess of \$1,000. Purchased property and equipment is capitalized at cost and depreciated using the straight-line method over the estimated useful lives of the respective assets.

Contributions - Foundation

In-kind rent and services contributed are recorded as contributions in revenues and other support at their fair market values on the date of receipt. The related expenses or assets are also recorded depending on the form of benefits received.

Deposits Held by Other State Agencies

Funds held by the MSCBA and the DCAMM are primarily for ongoing construction projects and are from bond proceeds and University sources.

Pensions

For purposes of measuring the net pension liability, deferred outflow of resources and deferred inflows of resources related to pensions and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Postemployment Benefits Other Than Pensions (“OPEB”)

For purposes of measuring the University's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust (“SRBT”) and additions to/deductions from SRBT’s fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Fringe Benefits

The University participates in the Commonwealth’s fringe benefit programs, including health insurance, unemployment, pension and workers’ compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the University. Workers’ compensation costs are assessed separately based on the University’s actual experience.

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30th each year. Compensated sick leave represents 20% of amounts earned by those employees with ten or more years of state service at the end of each year. Upon termination of employment, these employees are entitled to receive payment for this accrued balance.

Deposits and Unearned Revenues

Deposits and advance payments received for tuition and fees related to certain summer programs and for the following academic year are deferred. Funds received in advance from various grants and contracts are deferred. Deposits and unearned revenues are recorded as revenue when earned.

Student Fees

Student tuition and other fees are presented net of scholarships and fellowships applied to students’ accounts. Other scholarships or financial aid in excess of tuition and fees are generally reflected as expenses.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

Interest Costs

During 2020 and 2019, total interest costs incurred were approximately \$1,395,000 and \$1,642,000, respectively. There was no interest costs capitalized in 2020 or 2019.

Tax Status

The University is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, and determining the net pension and OPEB liabilities.

Implementation of New Governmental Accounting Pronouncement

In fiscal year 2020, the University implemented Governmental Accounting Standards GASB Statement 84 – Fiduciary Activities. The objective of this statement is to establish the criteria for identifying and reporting fiduciary activities. The implementation of this statement did not have a material effect on the financial statements.

New Governmental Accounting Pronouncements

GASB Statement 87 – Leases is effective for periods beginning after December 15, 2020. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this standard. Management has not completed its review of the requirements of this standard and its applicability.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 89 – Accounting for Interest Costs Incurred before the End of a Construction Period is effective for reporting periods beginning after December 15, 2020. The objectives of this statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 90 – Majority Equity Interests, an amendment of GASB Statements 14 and 61 is effective for reporting periods beginning after December 15, 2019. The objective of this Statement is to improve the consistency of reporting a government’s majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government’s holding of the equity interest represents an investment. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91 – Conduit Debt Obligations is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligor, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 92 – Omnibus 2020 is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. Management has not completed its review of the requirements of this standard and its applicability.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements – continued

GASB Statement 94 – Public-Private and Public-Private Partnerships and Availability Payment Arrangements is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 96 – Subscription-Based Information Technology Arrangements (SBITA) is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use-asset and a corresponding liability would be recognized for SBITAs. Management has not completed its review of the requirements of this standard and its applicability.

Reclassifications

Certain amounts in the 2019 financial statements have been reclassified to conform to the 2020 presentation.

Note 2 - **Prior Period Adjustment**

Management of the University was notified of an error in the calculation of the OPEB for the year ended June 30, 2019. The error did not have an effect on the calculation of OPEB as of June 30, 2018.

The table below presents the effects of the corrections made to the previously issued financial statements:

	As Previously Reported at June 30, 2019	Correction of an Error	As Restated at June 30, 2019
Statements of Net Position:			
Deferred outflows of resources related to OPEB	\$ 15,522,192	94,539	\$ 15,616,731
Deferred inflows of resources related to OPEB	\$ 24,709,754	(16,016,107)	\$ 8,693,647
Net OPEB liability	\$ 79,229,826	19,474,038	\$ 98,703,864
Unrestricted net position	\$ (113,289,945)	(3,363,392)	\$ (116,653,337)
Statements of Revenues and Expenses:			
Operating expenses	\$ 184,978,057	3,363,392	\$ 188,341,449

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - **Cash and Cash Equivalents and Deposits**

The carrying amounts of the University's cash and cash equivalents and deposits, net of amounts in transit at June 30, 2020 and 2019 were \$27,425,547 and \$27,007,039 respectively. This includes amounts held in deposit at the Massachusetts Municipal Depository Trust ("MMDT") of \$21,918,621 and \$21,938,352 as of June 30, 2020 and 2019, respectively.

At June 30, 2020 and 2019, the University had deposits of \$5,186,956 and \$5,126,699, respectively, held in a money market account which was insured by a third party up to a maximum of \$5 million.

Custodial Credit Risk

Custodial credit risk is the risk associated with the failure of a depository financial institution. The occurrence of such an event would limit the University's recovery of funds deposited with the institution to those amounts covered by the Federal Deposit Insurance Corporation ("FDIC") and other third-party insurance in effect at the time of the failure. The University's goal is to mitigate as much custodial risk associated with its cash assets as possible. Deposits in the bank in excess of the insured amounts are uninsured and uncollateralized.

The University places funds with the MMDT, which is an instrumentality of the Treasurer of the Commonwealth and therefore is not covered by FDIC insurance and its political sub-divisions. It is designed as a legal means to temporarily invest available cash in safe, liquid and high yield investment vehicles by offering participation in a diversified portfolio of high quality money market instruments.

The University does not have a formal policy with respect to the custodial credit risk. Custodial credit risk is that, in the event of a failure of the counterparty, the University will not be able to recover the value of investment or collateral securities that are in the possession of an outside party.

Amounts that may be exposed to custodial risk at June 30, 2020 and 2019 were \$27,869,514 and \$27,141,993, respectively, which are primarily maintained as part of the University's investment portfolio.

The University maintains a \$50,000 target balance in its clearing account which is fully covered under FDIC limits. Any amounts greater than the target balance are transferred based on an overnight purchase agreement. The investments in these agreements are U.S. agency issued securities fully backed by the U.S. Government.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 3 - **Cash and Cash Equivalents and Deposits – Continued**

Credit Risk

The University is required to comply with the Commonwealth of Massachusetts' deposit and investment policies which are principally defined in the Massachusetts General Laws, Chapter 29. State Statutes permit investment in obligations of the U.S. Treasury, authorized bonds of all states, bankers' acceptances, certificates of deposit, commercial paper rated within the three highest classifications established by Standard & Poor's Corporation and Moody's Commercial Paper Record and repurchase agreements secured by any of these obligations. The University has also adopted its own formal investment policy, the objectives of which are: safety of principal; liquidity for operating needs; and return on investment. The University's investment policy generally limits the maturities of investments to not more than seven years. The University may also appoint a professional fund manager and invest in equity and bond funds. Eligible investments shall be consistent with those permitted by State Statutes.

As of June 30, 2020, and 2019, the fair values of the University's deposits held at the MMDT were \$21,918,621 and \$21,938,352, respectively. At June 30, 2020, the approximate percentage of the University's deposits held at the MMDT and the respective investment maturities in days were as follows: 55% at 30 days or less; 23% at 31-90 days; 17% at 91-180 days and 5% at 181 days or more. At June 30, 2019, the approximate percentage of the University's deposits held at the MMDT and the respective investment maturities in days were as follows: 74% at 30 days or less; 18% at 31-90 days; 5% at 91-180 days and 3% at 181 days or more.

Note 4 - **Cash and Deposits Held By State Treasurer**

Cash forwarded by the University to and held by the State Treasurer for payment of so-called "non-appropriated" liabilities at June 30, 2020 and 2019 through Massachusetts Management Accounting Reporting System ("MMARS") were recorded in the sums of \$3,354,765 and \$603,317, respectively.

Liabilities to be funded by state appropriations at June 30, 2020 and 2019 were \$3,438 and \$2,773,393, respectively.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments**

The University's investments have been categorized based upon the fair value hierarchy in accordance with GASB 72 below. The Foundation follows similar guidance in accordance with Financial Accounting Standards Codification ASC 820-10 which prioritizes the inputs to valuation techniques used to measure fair value of investment assets into three levels also.

Level 1 - Observable market prices (unadjusted) in active markets for identical assets or liabilities that the University can access at measurement date.

Level 2 - Observable market-based inputs or unobservable inputs that are corroborated by market data.

Level 3 - Unobservable inputs that are not corroborated by observable market data.

Mutual funds and common stock are valued at daily closing prices as reported by the fund while common stocks and corporate bonds are valued either by using pricing models maximizing the use of observable inputs for similar securities or valued by the investment manager. The stock and mutual funds are classified as Level 1 and are deemed to be actively traded. U.S. Government obligations are valued using quoted prices, documented trade history in the security and pricing models maximizing the use of observable inputs. Corporate bonds are valued as Level 2 based on the closing price reported in the active market in which the individual securities are traded.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments - Continued**

University

The University's investments at fair value measurement are as follows at June 30, 2020:

	Level 1	Level 2	Level 3	Total
Mutual funds:				
International equities	\$ 771,320	\$ -	\$ -	\$ 771,320
U.S. equities	1,860,212	-	-	1,860,212
Corporate bonds	1,016,251	-	-	1,016,251
U.S. Treasuries	294,993	-	-	294,993
International emerging	551,332	-	-	551,332
Small and Mid Cap equities	370,437	-	-	370,437
Total mutual funds	4,864,545	-	-	4,864,545
Common stocks	7,429,695	-	-	7,429,695
Corporate bonds	-	5,152,617	-	5,152,617
Total investment assets	\$12,294,240	\$ 5,152,617	\$ -	\$17,446,857

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments - Continued**

University - continued

The University's investments at fair value measurement are as follows at June 30, 2019:

	Level 1	Level 2	Level 3	Total
Mutual funds:				
International equities	\$ 580,149	\$ -	\$ -	\$ 580,149
U.S. equities	886,751	-	-	886,751
Corporate bonds	591,636	-	-	591,636
U.S. Treasuries	1,312,334	-	-	1,312,334
International emerging	728,435	-	-	728,435
Small and Mid Cap equities	309,560	-	-	309,560
Short-term fixed income	11,113	-	-	11,113
Total mutual funds	4,419,978	-	-	4,419,978
Common stocks	7,294,601	-	-	7,294,601
Corporate bonds	-	4,738,736	-	4,738,736
Total investment assets	<u>\$11,714,579</u>	<u>\$ 4,738,736</u>	<u>\$ -</u>	<u>\$16,453,315</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments - Continued**

Foundation

The Foundation's investments at fair value measurement are as follows at June 30, 2020:

	Level 1	Level 2	Level 3	Total
Common stocks	\$ 15,388,344	\$ -	\$ -	\$ 15,388,344
Corporate bonds	-	7,324,257	-	7,324,257
Mutual funds:				-
U.S. bonds and notes	452,473	-	-	452,473
International emerging	728,751	-	-	728,751
Corporate bonds	-	2,026,512	-	2,026,512
Short-term fixed income	190,761	-	-	190,761
International equities	808,913	-	-	808,913
Large cap equities	1,484,454	-	-	1,484,454
Small and mid-cap equities	518,673	-	-	518,673
Total mutual funds	4,184,025	2,026,512	-	6,210,537
Exchange-traded funds	1,019,293	-	-	1,019,293
Money market	1,529,528	-	-	1,529,528
Variable rate bonds	-	125,929	-	125,929
U.S. Government Obligations	1,367,456	-	-	1,367,456
Certificates of deposits	-	116,586	-	116,586
State municipal bonds	-	308,686	-	308,686
Other	-	500	-	500
Total assets at fair value	<u>\$ 23,488,646</u>	<u>\$ 9,902,470</u>	<u>\$ -</u>	<u>\$ 33,391,116</u>

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments – Continued**

Foundation - continued

The Foundation's investments at fair value measurement are as follows at June 30, 2019:

	Level 1	Level 2	Level 3	Total
Common stocks	\$ 15,908,765	\$ -	\$ -	\$ 15,908,765
Corporate bonds	-	6,922,618	-	6,922,618
Mutual funds:				-
U.S. bonds and notes	2,457,209	-	-	2,457,209
International emerging	969,618	-	-	969,618
Corporate bonds	-	822,408	-	822,408
International equities	790,752	-	-	790,752
Large cap equities	556,740	-	-	556,740
Small and mid-cap equities	402,123	-	-	402,123
Total mutual funds	5,176,442	822,408	-	5,998,850
Exchange-traded funds	1,786,359	-	-	1,786,359
Money market	1,413,563	-	-	1,413,563
Variable rate bonds	-	128,035	-	128,035
Certificates of deposits	-	116,586	-	116,586
State municipal bonds	-	45,282	-	45,282
Other	-	500	-	500
Total assets at fair value	<u>\$ 24,285,129</u>	<u>\$ 8,035,429</u>	<u>\$ -</u>	<u>\$ 32,320,558</u>

University

The University categorizes short-term investments according to the level of risk assumed by the University. At June 30, 2020 and 2019, investments totaled \$17,446,857 and \$16,453,315, respectively. These holdings represent investments that are insured, registered and held by the University's investment agent in the University's name. At June 30, 2020 and 2019, there were no individual investments that represented 5% or more of the University's portfolio. The University currently follows investment policies largely defined by the Commonwealth of Massachusetts as well as internal policies approved by the University's Board of Trustees

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 5 - **Investments - Continued**

University - continued

Investments of the University are exposed to interest rate and market risk. They are stated at fair market value and consist of the following:

June 30, 2020 Investment Maturity in Years

Investment Type:	Fair Value	Less than 1	1-5	6-10	> 10
Corporate bonds	\$ 5,152,617	\$ 203,244	\$ 3,432,740	\$ 1,516,633	\$ -
Corporate bond funds	1,016,251	3,639	302,758	706,570	3,284
U.S. Treasuries	294,993	-	275,494	19,499	-
Total fixed income	<u>6,463,861</u>	<u>\$ 206,883</u>	<u>\$ 4,010,992</u>	<u>\$ 2,242,702</u>	<u>\$ 3,284</u>
Equity securities	10,982,996				
Total investments	<u>\$ 17,446,857</u>				

June 30, 2019 Investment Maturity in Years

Investment Type:	Fair Value	Less than 1	1-5	6-10	> 10
Corporate bonds	\$ 4,738,736	\$ 350,160	\$ 4,247,740	\$ 140,836	\$ -
Corporate bond funds	591,636	-	-	11,450	580,186
Short-term fixed income	11,113	-	11,113	-	-
U.S. Treasuries	1,312,334	-	720,647	591,687	-
Total fixed income	<u>6,653,819</u>	<u>\$ 350,160</u>	<u>\$ 4,979,500</u>	<u>\$ 743,973</u>	<u>\$ 580,186</u>
Equity securities	9,799,496				
Total investments	<u>\$ 16,453,315</u>				

SALEM STATE UNIVERSITY
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Notes to the Financial Statements –Continued

June 30, 2020 and 2019

Note 5 - **Investments - Continued**

University - continued

The following table summarizes the quality ratings of the University’s debt investments at June 30, 2020:

	Quality Ratings								
	Fair Value	Ba2	Baa1	Baa2	Baa3	A1	A2	A3	Not Rated
Corporate bonds	\$ 5,152,617	\$196,042	\$1,353,563	\$1,544,599	\$ 126,103	\$217,930	\$647,372	\$935,279	\$ 131,729
Corporate bond funds	1,016,251	-	-	-	-	-	-	-	1,016,251
U.S. Treasuries	294,993	-	-	-	-	-	-	-	294,993
Totals	\$ 6,463,861	\$196,042	\$1,353,563	\$1,544,599	\$ 126,103	\$217,930	\$647,372	\$935,279	\$1,442,973

The following table summarizes the quality ratings of the University’s debt investments at June 30, 2019:

	Quality Ratings								
	Fair Value	Ba2	Baa1	Baa2	Baa3	A1	A2	A3	Not Rated
Corporate bonds	\$ 4,738,736	\$149,179	\$925,099	\$1,885,591	\$205,126	\$396,318	\$588,181	\$589,242	\$ -
Corporate bond funds	591,636	-	-	-	-	-	-	-	591,636
Short-term fixed income	11,113	-	-	-	-	-	-	-	11,113
U.S. Treasuries	1,312,334	-	-	-	-	-	-	-	1,312,334
Totals	\$ 6,653,819	\$149,179	\$925,099	\$1,885,591	\$205,126	\$396,318	\$588,181	\$589,242	\$1,915,083

Investment Income, net

The following schedule summarizes the investment income in the statements of revenues and expenses for the University for the years ended June 30:

	University 2020	University 2019	Foundation 2020	Foundation 2019
Interest and dividends	\$ 918,735	\$ 1,111,204	\$ 758,065	\$ 773,550
Net realized and unrealized gains	945,861	1,070,027	1,502,298	1,142,080
Investment fees	(77,440)	(70,138)	(170,062)	(142,080)
Total investment income	\$1,787,156	\$2,111,093	\$2,090,301	\$1,773,550

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 6 - **Accounts, Grants and Other Receivables**

The accounts, grants and other receivables balances were comprised of the following at June 30:

	<u>2020</u>	<u>2019</u>
Student accounts	\$ 10,641,128	\$ 9,960,346
Grants	1,346,917	524,924
Other	<u>1,422,963</u>	<u>1,026,368</u>
Total gross receivables	13,411,008	11,511,638
Less: allowance for doubtful accounts	<u>(5,330,914)</u>	<u>(5,326,721)</u>
Total accounts, grants and other receivables, net	<u>\$ 8,080,094</u>	<u>\$ 6,184,917</u>

Note 7 - **Pledges Receivable**

Pledges Receivable - Foundation

Pledges receivable for the Foundation consisted of the following as of June 30 and are expected to be realized as follows:

	<u>2020</u>	<u>2019</u>
Receivable in less than one year	\$ 3,657,252	\$ 580,651
Between one to five years	1,069,996	3,791,494
Receivable after five years	7,917	13,917
Less: allowance for doubtful accounts	<u>(100,000)</u>	<u>(85,000)</u>
Total pledges receivables	4,635,165	4,301,062
Less: discount to net present value at 3%	<u>(177,245)</u>	<u>(258,136)</u>
Pledges receivable, net	4,457,920	4,042,926
Less: current portion of receivable	<u>(3,557,252)</u>	<u>(580,651)</u>
Long-term pledges receivable, net	<u>\$ 900,668</u>	<u>\$ 3,462,275</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 8 - **Loans Receivable and Payable**

Loans receivable and payable consist primarily of the Federal Perkins Loan Program (“Perkins”) and the Federal Nursing Loan Program (“NSL”). The Federal Government originally provided the majority of the funds to support these programs. The portion of the Perkins and NSL Programs provided by the Federal Government is refundable to the Federal Government upon the ending (“liquidation”) of the University’s participation in the programs.

The Federal Perkins Loan Program Extension Act of 2015 (the “Extension Act”), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 were eligible to receive a spring semester Perkins loan disbursement. No further extensions were granted for the program as of the date of issuance of these financial statements.

Loans receivable from students include the following at June 30:

	2020	2019
Perkins	\$ 1,011,980	\$ 1,202,153
Nursing	576,741	660,838
Total loans receivable	1,588,721	1,862,991
Less: amount due in one year	(270,199)	(229,797)
Long-term loan receivables	\$ 1,318,522	\$ 1,633,194

As of June 30, amounts that are expected to be repaid to the Federal Government by the University upon ending of the University’s participation in the program (liquidation), are as follows:

	2020	2019
Perkins	\$ 1,292,794	\$ 1,375,155
Nursing	768,389	764,710
Total loans payable	\$ 2,061,183	\$ 2,139,865

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Capital Assets**

University

Capital asset activity for the University for the year ended June 30, 2020 is as follows:

	Beginning Balance	Additions	Transfer to Depreciable Assets	Ending Balance
Capital assets not depreciated:				
Land	\$ 2,536,173	\$ -	\$ -	\$ 2,536,173
Construction in process	319,565	4,336,596	(2,625,637)	2,030,524
Total capital assets not depreciated	<u>2,855,738</u>	<u>4,336,596</u>	<u>(2,625,637)</u>	<u>4,566,697</u>
Capital assets depreciated:				
Buildings	90,129,935	-	-	90,129,935
Buildings and land improvements	151,703,679	-	2,625,637	154,329,316
Furniture and equipment	31,544,707	325,010	-	31,869,717
Total capital assets depreciated	<u>273,378,321</u>	<u>325,010</u>	<u>2,625,637</u>	<u>276,328,968</u>
Total capital assets	<u>276,234,059</u>	<u>4,661,606</u>	<u>-</u>	<u>280,895,665</u>
Less: accumulated depreciation:				
Buildings	30,683,978	1,928,975	-	32,612,953
Building improvements	53,046,500	6,335,420	-	59,381,920
Furniture and equipment	28,128,211	1,011,638	-	29,139,849
Total accumulated depreciation	<u>111,858,689</u>	<u>9,276,033</u>	<u>-</u>	<u>121,134,722</u>
Capital assets, net	<u>\$ 164,375,370</u>	<u>\$ (4,614,427)</u>	<u>\$ -</u>	<u>\$ 159,760,943</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Capital Assets - Continued**

University - continued

Capital asset activity for the University for the year ended June 30, 2019 is as follows:

	Beginning Balance	Additions	Transfer to Depreciable Assets	Ending Balance
Capital assets not depreciated:				
Land	\$ 2,536,173	\$ -	\$ -	\$ 2,536,173
Construction in process	186,624	3,173,181	(3,040,240)	319,565
Total capital assets not depreciated	<u>2,722,797</u>	<u>3,173,181</u>	<u>(3,040,240)</u>	<u>2,855,738</u>
Capital assets depreciated:				
Buildings	90,129,935	-	-	90,129,935
Buildings and land improvements	148,663,439	-	3,040,240	151,703,679
Furniture and equipment	30,817,575	727,132	-	31,544,707
Total capital assets depreciated	<u>269,610,949</u>	<u>727,132</u>	<u>3,040,240</u>	<u>273,378,321</u>
Total capital assets	<u>272,333,746</u>	<u>3,900,313</u>	<u>-</u>	<u>276,234,059</u>
Less: accumulated depreciation:				
Buildings	28,755,005	1,928,973	-	30,683,978
Building improvements	46,780,847	6,265,653	-	53,046,500
Furniture and equipment	27,107,327	1,020,884	-	28,128,211
Total accumulated depreciation	<u>102,643,179</u>	<u>9,215,510</u>	<u>-</u>	<u>111,858,689</u>
Capital assets, net	<u>\$ 169,690,567</u>	<u>\$ (5,315,197)</u>	<u>\$ -</u>	<u>\$ 164,375,370</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Capital Assets - Continued**

Assistance Corporation

Capital asset activity of the Assistance Corporation for the year ended June 30, 2020 was as follows:

	Beginning Balance	Additions (Reductions)	Ending Balance
Capital assets not depreciated:			
Land	\$ 8,161,482	\$ (138,350)	\$ 8,023,132
Total capital assets not depreciated	8,161,482	(138,350)	8,023,132
Capital assets depreciated:			
Buildings	1,785,560	(276,701)	1,508,859
Building improvements	4,235,940	8,627	4,244,567
Furniture and equipment	198,941	11,390	210,331
Total capital assets depreciated	6,220,441	(256,684)	5,963,757
Total capital assets	14,381,923	(395,034)	13,986,889
Less accumulated depreciation:			
Buildings	658,659	11,279	669,938
Buildings improvements	2,061,482	104,747	2,166,229
Furniture and equipment	192,456	1,941	194,397
Total accumulated depreciation	2,912,597	117,967	3,030,564
Capital assets, net	\$ 11,469,326	\$ (513,001)	\$ 10,956,325

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 9 - **Capital Assets - Continued**

Assistance Corporation - continued

Capital asset activity of the Assistance Corporation for the year ended June 30, 2019 was as follows:

	Beginning Balance	Additions	Ending Balance
Capital assets not depreciated:			
Land	\$ 8,161,482	\$ -	\$ 8,161,482
Total capital assets not depreciated	<u>8,161,482</u>	<u>-</u>	<u>8,161,482</u>
Capital assets depreciated:			
Buildings	1,785,560	-	1,785,560
Building improvements	4,232,314	3,626	4,235,940
Furniture and equipment	197,630	1,311	198,941
Total capital assets depreciated	<u>6,215,504</u>	<u>4,937</u>	<u>6,220,441</u>
Total capital assets	<u>14,376,986</u>	<u>4,937</u>	<u>14,381,923</u>
Less accumulated depreciation:			
Buildings	614,020	44,639	658,659
Buildings improvements	1,954,804	106,678	2,061,482
Furniture and equipment	190,068	2,388	192,456
Total accumulated depreciation	<u>2,758,892</u>	<u>153,705</u>	<u>2,912,597</u>
Capital assets, net	<u>\$ 11,618,094</u>	<u>\$ (148,768)</u>	<u>\$ 11,469,326</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 10 - **Accounts Payable and Accrued Expenses**

Accounts payable and accrued expenses include the following at June 30, 2020 and 2019:

	2020	2019
Accounts payable - trade	\$ 4,696,835	\$ 3,476,593
Accrued interest payable	330,161	361,316
Tuition due to state	225,940	108,358
Other	1,089,264	1,213,766
Total accounts payable and accrued expenses	\$ 6,342,200	\$ 5,160,033

Note 11 - **Unearned Revenues**

Unearned revenues include tuition received in advance from students for courses commencing after June 30 primarily for following fiscal year's summer and fall semesters revenue and grant funds received in advance. Unearned revenues of the University include the following at June 30:

	2020	2019
Tuition and fees	\$ 2,746,918	\$ 2,723,377
Grants	533,688	419,839
Total unearned revenue	\$ 3,280,606	\$ 3,143,216

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities**

Long-term liabilities of the University at June 30, 2020 consist of:

	Beginning Balance	Additions	Reductions	Bond Refunding Increase (Decrease)	Ending Balance	Current Portion
Bond, loans and note payable:						
Bonds payable	\$ 37,884,368	\$ -	\$ 2,155,050	\$ 1,088,470	\$ 36,817,788	\$ 2,326,434
Bond premiums	2,981,162	-	200,898	(1,024,775)	1,755,489	221,160
Loans payable	2,139,865	-	78,682	-	2,061,183	-
Note payable	462,010	325,010	199,107	-	587,913	272,508
Total bonds, loans and note payable	<u>43,467,405</u>	<u>325,010</u>	<u>2,633,737</u>	<u>63,695</u>	<u>41,222,373</u>	<u>2,820,102</u>
Other long-term liabilities:						
Accrued compensated absences	9,606,784	-	434,784	-	9,172,000	5,246,555
Workers' compensaton	1,198,155	-	204,539	-	993,616	184,165
Net pension liability	45,107,543	-	4,483,804	-	40,623,739	-
Net OPEB liability	98,703,864	-	22,121,229	-	76,582,635	-
Total other long-term liabilities	<u>154,616,346</u>	<u>-</u>	<u>27,244,356</u>	<u>-</u>	<u>127,371,990</u>	<u>5,430,720</u>
Total long-term liabilities	<u>\$ 198,083,751</u>	<u>\$ 325,010</u>	<u>\$ 29,878,093</u>	<u>\$ 63,695</u>	<u>\$ 168,594,363</u>	<u>\$ 8,250,822</u>

Bond Refunding Increase (Decrease)

During November 2019 the MSCBA closed on Refunding Revenue Bonds Series 2019C which resulted in an economic gain of \$1.2 million and a deferred loss of approximately \$71,000. This refunding effected three of the University's outstanding bonds payable: O'Keefe Athletic Complex Fields, Central Campus Athletic Field and Tennis Court and Harold E. and Marilyn J. Gassett Fitness.

Long-term liabilities of the University at June 30, 2019 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bond, loans and note payable:					
Bonds payable	\$ 39,853,368	\$ -	\$ 1,969,000	\$ 37,884,368	\$ 2,064,279
Bond premiums	3,182,048	-	200,886	2,981,162	200,892
Loans payable	2,145,448	-	5,583	2,139,865	-
Note payable	19,032	472,624	29,646	462,010	225,986
Total bonds, loans and note payable	<u>45,199,896</u>	<u>472,624</u>	<u>2,205,115</u>	<u>43,467,405</u>	<u>2,491,157</u>
Other long-term liabilities:					
Accrued compensated absences	9,591,205	15,579	-	9,606,784	5,635,319
Workers' compensaton	1,209,977	-	11,822	1,198,155	262,149
Net pension liability	44,564,278	543,265	-	45,107,543	-
Net OPEB liability (Restated)	86,677,734	12,026,130	-	98,703,864	-
Total other long-term liabilities	<u>142,043,194</u>	<u>12,584,974</u>	<u>11,822</u>	<u>154,616,346</u>	<u>5,897,468</u>
Total long-term liabilities	<u>\$ 187,243,090</u>	<u>\$ 13,057,598</u>	<u>\$ 2,216,937</u>	<u>\$ 198,083,751</u>	<u>\$ 8,388,625</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities - Continued**

Bonds Payable - University

Over the past 14 years, the University, in association with the MSCBA, DCAMM and the Massachusetts Development Finance Agency (“MDFA”), has entered into financing and construction agreements for various campus projects. The projects are as follows:

O’Keefe Athletic Complex Fields

During fiscal year 2005, the University entered into an agreement with the MSCBA to initiate a construction project to upgrade the University’s athletic field at the O’Keefe Athletic Complex. The scope of the services provided by MSCBA included planning and design as well as project management and construction. The project was completed during fiscal year 2006. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2005A via First Albany Capital, Public Finance).

Through its agreement with MSCBA, the University has an agreement to re-pay this debt in semi-annual installments, which started June 30, 2005 and ends June 30, 2025 at an annual variable coupon rate averaging approximately 1.89% due to the November 2019 refunding by the MSCBA. The outstanding balance of this obligation including unamortized bond premium was \$1,155,320 and \$1,248,368 at June 30, 2020 and 2019, respectively.

Central Campus Athletic Field and Tennis Court

During fiscal year 2006, the MSCBA issued Project 2006A bonds to support a project for the construction of a multi-purpose athletic field and tennis courts on the Central Campus of the University. The University has an agreement with the MSCBA to re-pay this debt in semi-annual installments, which started May 1, 2006 and ends May 1, 2026, at an annual coupon rate of approximately 1.95% due to the November 2019 refunding by the MSCBA. The outstanding balance of this obligation including unamortized bond premium was \$1,507,593 and \$1,621,503 at June 30, 2020 and 2019, respectively.

Clean Renewable Energy Initiatives

During fiscal year 2008, the MDFA issued Clean Renewable Energy Bonds totaling \$214,500 on behalf of the University. The proceeds from this issue were used to install solar panels on various buildings on campus. Through its agreement with MDFA, the University agreed to re-pay this interest free debt with annual principal installments of \$14,300. The term of the issue is from December 31, 2007 to December 31, 2020. The outstanding balance of this obligation was \$28,600 and \$42,900 at June 30, 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities - Continued**

In September 2010, the Commonwealth of Massachusetts issued Clean Renewable Energy Bonds (“CREBS”) at 3.5%. From this bond issue, the University received \$289,995 for the purpose of acquiring and installing solar panels on the O’Keefe Center. The University makes semi-annual payments of interest and principal. The bond holder is Century Bank. The term of the bond extends to May 2027. The outstanding balance of the obligation was \$119,409 and \$136,468 at June 30, 2020 and 2019, respectively.

Harold E. and Marilyn J. Gassett Fitness & Recreation Center at the O’Keefe Athletic Complex

In January of 2012, the MSCBA issued 2012A Project Bonds. The University was allotted \$16,028,603 for the construction of a Fitness Center as part of the O’Keefe Athletic Complex. At the issuance of this debt, the University’s portion of this issue consisted of principal of \$14,230,000 with a premium of \$1,798,603. The term of this debt extends to June 30, 2036 and has an annual coupon rate of approximately 1.95% due to the November 2019 refunding by the MSCBA. The outstanding balance of this obligation including unamortized bond premium was \$12,350,445 and \$13,097,469 at June 30, 2020 and 2019, respectively.

A debt service reserve remains for the 2005 and 2006 bonds in the amount of \$66,505 and \$245,737, respectively, and is unchanged from fiscal year 2012.

Sophia Gordon Center for Creative and Performing Arts Theatre and Other Projects

During January 2014, the MSCBA issued 2014 project bonds on behalf of the University. These bond proceeds along with other University funds are being used to fund the construction of various projects on campus. These projects include the creation of the Student Navigation Center, comprehensive renovations to the Sophia Gordon Center for Creative and Performing Arts Theatre, relocation of the Public Safety station and the development and creation of a parking lot on Assistance Corporation owned land. These bonds consist of principal in the amount of \$19,030,000, issued at a premium of \$2,243,187. The average annual coupon rate is approximately 4.0% over the life of the issue, and the term of this debt extends to June 30, 2033. The outstanding balance of this obligation including unamortized bond premium was \$16,466,881 and \$17,387,404 at June 30, 2020 and 2019, respectively. A debt service reserve remains for the 2014 bonds in the amount of \$1,161,098.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities - Continued**

Land Acquisition Bond

In addition to the MSCBA issued 2014 project bonds, the MSCBA held additional bond proceeds for the University to use for future land acquisitions. These bond proceeds were used for land acquisitions on behalf of the Assistance Corporation during the 2016 fiscal year. This bond amount consists of principal in the amount of \$1,090,000, issued at a premium of \$53,758. The average annual coupon rate is approximately 4.8% over the life of the issue, and the term of this debt extends to June 30, 2048. The outstanding balance of this obligation including unamortized bond premium was \$1,060,610 and \$1,077,242 at June 30, 2020 and 2019, respectively.

Clean Energy Investment Program

During July 2013, the University entered into a Memorandum of Agreement with the Commonwealth of Massachusetts' DCAMM to undertake a Comprehensive Energy Performance Contracting Project – Phase 1 (the project). In addition, during February 2014, the University entered into a second Memorandum of Agreement with DCAMM related to the same project but known as Phase 2. The project's goal is to upgrade the University campus wide lighting and lighting controls, water conservation and vending machine controls, motors, steam traps, pipe insulation, kitchen hood controls, energy management system upgrades, high efficiency gas boilers and HVAC modifications.

During March 2016, the University entered into a Memorandum of Agreement with the Commonwealth of Massachusetts' DCAMM to undertake a Comprehensive Energy Performance Contracting Project - Phase 3 (the project). The project's goal is a comprehensive energy and water saving performance contract which includes ice rink renovations, lighting upgrades, EMS and HVAC upgrades.

The total project cost for Phase 1 is \$1,694,560 and is to be repaid over 15 years at 4.0% interest per annum. Annual payments of principal and interest for Phase 1 in the amount of \$152,411 commenced in January 2015. The total project cost for Phase 2 is \$2,291,402 and is to be repaid over 15 years at 3.75% interest per annum. Annual payments of principal and interest for Phase 2 in the amount of \$202,505 commenced in January 2015. The total project cost for the University for Phase 3 is \$2,801,950 and will be repaid over 20 years at 3.0% interest per annum commenced on January 1, 2018. The annual payments of principal and interest for Phase 3 amount to \$188,335 per annum. The outstanding balance of the obligations for Phase 1, 2 and 3 was \$5,135,855 and \$5,489,583 at June 30, 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities - Continued**

Property Acquisition - Garage Bond

MSCBA held excess bond proceeds on behalf of the University for future real estate Acquisitions. These bond proceeds were used for property acquisitions on behalf of the Assistance Corporation during June 2017. This bond amount consists of principal in the amount of \$748,564 and \$764,593 as of June 30, 2020 and 2019, respectively. There was a reduction of this bond by MSCBA during 2018. The average annual coupon rate is approximately 5.0% over the life of the issue, and the term of this debt extends to June 30, 2044.

Debt Service Reserves

Total debt service reserves held by the MSCBA for past bond issuances amount to \$1,473,340 at June 30, 2020 and 2019.

Bond Payable Maturities

Maturities of the bonds payable subsequent to June 30, 2020 are as follows:

Years Ending June 30,	Principal	Amortization of Premium	Interest	Total
2021	\$ 2,326,434	\$ 221,160	\$ 1,587,631	\$ 4,135,225
2022	2,418,915	221,160	1,369,677	4,009,752
2023	2,513,268	117,158	1,220,835	3,851,261
2024	2,612,758	117,158	1,136,147	3,866,063
2025	2,685,723	117,158	1,046,761	3,849,642
2026-2030	12,224,597	585,776	3,809,331	16,619,704
2031-2035	9,719,461	354,740	1,411,689	11,485,890
2036-2040	1,684,470	8,145	258,367	1,950,982
2041-2045	447,162	8,145	103,254	558,561
2046-2048	185,000	4,889	16,875	206,764
Total	<u>\$ 36,817,788</u>	<u>\$ 1,755,489</u>	<u>\$ 11,960,567</u>	<u>\$ 50,533,844</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities - Continued**

Notes Payable University

During September 2013, a note payable was acquired for \$363,653 to purchase various equipment for use in the Gassett Fitness Center. The note payable term is for five years, requires monthly payments of \$6,364, has an average interest rate of 2% and is payable through August 2018. This note was paid in full in August of 2018.

During June of 2019, a note payable was acquired for \$472,624 to purchase computer equipment. The note payable term is for four years, requires annual payments of \$127,051 which includes principal and interest, has an average interest rate of 5.1% and is payable through June 2022.

During July of 2019, a note payable was acquired for \$325,010 to purchase computer equipment. The note payable is for five years, requires annual payments of \$73,540 which includes principal and interest, has an average interest rate of 6.6% and is payable through June of 2024.

Maturities of the notes payable subsequent to June 30, 2020 are as follows:

Years Ending June 30,	Principal	Interest
2021	\$ 272,508	\$ 44,545
2022	181,668	18,923
2023	64,739	8,801
2024	68,998	4,541
Total	<u>\$ 587,913</u>	<u>\$ 76,810</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities – Continued**

Long-term Liabilities - Assistance Corporation

Long-term liabilities for the Assistance Corporation at June 30, 2020 consisted of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Non-Current Portion
Notes Payable	\$ 1,120,663	\$ -	\$ 27,388	\$ 1,093,275	\$ 28,844	\$ 1,064,431
Bonds payable	620,517	-	620,517	-	-	-
Other non-current	187,398	86,613	42,203	231,808	121,884	109,924
Total	\$ 1,928,578	\$ 86,613	\$ 690,108	\$ 1,325,083	\$ 150,728	\$ 1,174,355

Long-term liabilities for the Assistance Corporation at June 30, 2019 consisted of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Non-Current Portion
Notes Payable	\$ 1,353,603	\$ -	\$ 232,940	\$ 1,120,663	\$ 27,389	\$ 1,093,274
Bonds payable	1,142,579	-	522,062	620,517	384,000	236,517
Other non-current	22,139	168,913	3,654	187,398	41,312	146,086
Total	\$ 2,518,321	\$ 168,913	\$ 758,656	\$ 1,928,578	\$ 452,701	\$ 1,475,877

Notes Payable Assistance Corporation

The Assistance Corporation maintains a loan with a bank. The loan is a five-year adjustable rate mortgage due September 2022 with a 25-year amortization. Payments in the amount of \$6,625, including principal and interest at 4.625% are due monthly. A final balloon payment representing the outstanding balance is due in September 2022. The loan is secured by a mortgage on real estate owned by the Assistance Corporation.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 12 - **Long-Term Liabilities – Continued**

The annual debt service requirements to maturity for the note payable are as follows:

Years Ending June 30,	Principal	Interest
2021	\$ 28,844	\$ 50,654
2022	30,226	49,272
2023	1,034,204	12,193
Total	<u>\$ 1,093,274</u>	<u>\$ 112,119</u>

Bonds Payable Assistance Corporation

In August 2010, the Higher Education Funding Agency (“HEFA”) issued Revenue Bonds, Salem State University Assistance Corporation Issue, Series 2010A bearing interest at 3.26% with a maturity date of September 15, 2020 in the amount of \$4,700,000. HEFA sold the bonds to TD Bank and loaned the proceeds to the Assistance Corporation.

The loan proceeds were used to acquire additional rental property that would be leased to the University for approximately \$4,500,000 and to pay for associated financing and closing costs. This property is currently being leased under an agreement with Salem State University. During the year ending June 30, 2020, the bond was paid off.

Unearned Revenue Assistance Corporation

The balance of this account represents prepayment of rent by the University for the use of two buildings with lease terms that expire in August 2020 and August 2023. The lease expiring in August will be renewed, but, no rental income will be charged to the University. Rental income associated with this lease during the year ending June 30, 2020 was \$552,000.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions**

Defined Benefit Plan Description

Certain employees of the University participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees’ Retirement System – administered by the Massachusetts State Board of Retirement (the “Board”), which is a public employee retirement system (“PERS”). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers’ payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees’ Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth’s financial statements, which is available on-line from the Office of State Comptroller’s website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (“MGL”) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the “Legislature”).

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions - Continued**

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the University to contribute funding from its local trust funds for employee paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$7,028,320, \$8,671,164 and \$8,336,988, for the years ended June 30, 2020, 2019 and 2018, respectively.

For employees covered by SERS but not paid from state appropriations, the University is required to contribute at an actuarially determined rate. The rate was 14.08%, 12.06% and 11.78% of annual covered payroll for the fiscal years ended June 30, 2020, 2019, and 2018, respectively. The University contributed \$2,518,943, \$2,764,339, and \$3,117,853, for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately 74%, 68%, and 38% of total related payroll for the fiscal years ended June 30, 2020, 2019 and 2018, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2020 and 2019, the University reported a liability of \$40,623,739 and \$45,107,543, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2020, the reporting date, was measured as of June 30, 2019, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018.

The University's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the University for the fiscal years 2020 and 2019. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2020 and 2019 relative to total contributions of all participating employers for the fiscal year. At June 30, 2020 and 2019, the University's proportion was 0.278% and 0.341% and, respectively.

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Notes to the Financial Statements - Continued

June 30, 20120 and 2019

Note 13 - **Pensions - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions – continued

For the years ended June 30, 2020 and 2019, the University recognized pension expense of \$3,122,843 and \$3,754,764, respectively. The University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	<u>2020</u>	<u>2019</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Difference between expected and actual experience	\$ 1,349,123	\$ 1,430,429
Change in plan actuarial assumptions, net	3,011,209	4,571,369
Changes in proportion from Commonwealth	71,722	121,654
Changes in proportion due to internal allocation	1,049,337	2,869,075
Contributions subsequent to the measurement date	<u>2,518,943</u>	<u>2,764,339</u>
Total deferred outflows related to pension	<u>\$ 8,000,334</u>	<u>\$11,756,866</u>
	<u>2020</u>	<u>2019</u>
<u>Deferred Inflows of Resources Related to Pension</u>		
Difference between expected and actual experience	\$ 528,333	\$ 919,294
Net differences between projected and actual earnings on pension plan investments	605,887	1,567,892
Changes in proportion from Commonwealth	2,064	8,574
Changes in proportion due to internal allocation	<u>7,937,941</u>	<u>2,728,433</u>
Total deferred inflows related to pension	<u>\$ 9,074,225</u>	<u>\$ 5,224,193</u>

The University's contributions of \$2,518,943 and \$2,764,339 made during the fiscal years ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions - Continued**

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions – continued

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending <u>June 30,</u>	
2020	\$ 69,176
2021	(1,516,416)
2022	(914,589)
2023	(834,028)
2024	<u>(396,977)</u>
	<u>\$ (3,592,834)</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	June 30, 2019	June 30, 2018
Inflation	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.25%	7.35%
Interest rate credited to annuity savings fund	3.50%	3.50%

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions - Continued**

Actuarial Assumptions- continued

For measurement dates June 30, 2019 and 2018, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2020 pension liability for the June 30, 2019 measurement date was determined by an actuarial valuation as of January 2019 and rolled forward to June 30, 2019. The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 2018 and rolled forward to June 30, 2018.

Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

Asset Class	2019		2018	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	39%	4.90%	39%	5.00%
Core Fixed Income	15%	1.30%	12%	0.90%
Private Equity	13%	8.20%	12%	6.60%
Real Estate	10%	3.60%	10%	3.80%
Portfolio Completion Strategies	11%	3.90%	13%	3.70%
Value Added Fixed Income	8%	4.70%	10%	3.80%
Timber/Natural Resources	4%	4.10%	4%	3.40%
	100%		100%	

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 13 - **Pensions - Continued**

Discount Rate

The discount rate used to measure the total pension liability was 7.25% and 7.35% at June 30, 2020 and 2019, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

2020		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
6.25%	7.25%	8.25%
\$ 54,071,527	\$40,623,739	\$ 29,133,268
2019		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
6.35%	7.35%	8.35%
\$ 60,797,427	\$45,107,543	\$ 31,701,141

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated)**

Plan Description

As an agency of the Commonwealth, certain employees of the University participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members (or their designatee) and includes the Secretary of Administration and Finance, the Executive Director of the GIC, the Executive Director of PERAC, the State Treasurer, the Comptroller, one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue a stand-alone audited financial statements, but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2020 and 2019, and as of the valuation date (January 1, 2019 and 2018), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The University is required to contribute based on Massachusetts General Laws; the rate was 7.29% and 8.79% of annual covered payroll for the fiscal years ended June 30, 2020 and 2019, respectively. The University contributed \$1,304,875 and \$2,015,741 for the fiscal years ended June 30, 2020 and 2019, respectively, equal to 100% of the required contribution for the year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2020 and 2019, the University reported a liability of \$76,582,635 and \$98,703,864 respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2019 and 2018, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2019 and 2018, respectively. The University's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the University's share of total covered payroll for the fiscal years 2019 and 2018. The University's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the University's proportion was 0.439% and 0.531%, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - continued

For the years ended June 30, 2020 and 2019, the University recognized OPEB expense of \$1,092,799 and \$5,887,983, respectively. The University reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	2020	(Restated) 2019
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 1,304,875	\$ 2,015,741
Changes in OPEB plan actuarial assumptions	58,927	94,539
Differences between expected and actual experience	3,071,321	962,317
Changes in the proportion from Commonwealth	186,733	254,622
Changes in the proportion due to internal allocation	<u>9,356,981</u>	<u>12,289,512</u>
Total deferred outflows related to OPEB	<u>\$ 13,978,837</u>	<u>\$ 15,616,731</u>
	2020	(Restated) 2019
<u>Deferred Inflows of Resources Related to OPEB</u>		
Net differences between projected and actual earnings on OPEB plan investments	\$ 35,222	\$ 197,839
Differences between expected and actual experience	98,070	169,111
Changes in proportion due to internal allocations	18,620,429	-
Changes in OPEB plan actuarial assumptions	<u>11,516,060</u>	<u>8,326,697</u>
Total deferred inflows related to OPEB	<u>\$ 30,269,781</u>	<u>\$ 8,693,647</u>

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Contributions

The University's contributions of \$1,304,875 and \$2,015,741 made during the fiscal year 2020 and 2019, respectively, subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ending <u>June 30,</u>	
2021	\$ (4,623,240)
2022	(4,623,240)
2023	(4,218,917)
2024	(2,846,517)
2025	<u>(1,283,905)</u>
	<u>\$ (17,595,819)</u>

Actuarial Assumptions

The total OPEB liability for 2020 and 2019 using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2019	June 30, 2018
Inflation	2.50%	3.00%
Salary increases	4.0% per year	4.0% per year
Investment rate of return	7.25%, net of OPEB plan investment expense, including inflation	7.35%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	7.5%, decreasing by 0.5% each year to 5.5% in 2023 and 2024 and then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for Medical; 5.0% for EGWP until 2025 then decreasing to 4.5% in 2026; 4.5% for administrative costs	8.0%, decreasing by 0.5% each year to 5.5% in 2023 and then decreasing .25% each year to an ultimate rate of 5.0% in 2025 for Medical; 5.0% for EGWP; 5.0% for administrative costs

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Actuarial Assumptions- continued

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	25.0%	85.0%
POS/PPO	60.0%	0.0%
HMO	15.0%	15.0%

The actuarial assumptions used in the January 1, 2019 and 2018 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2017 and 2016 through December 31, 2018 and 2017, depending upon the criteria being evaluated.

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2018 and 2017 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Actuarial Assumptions- continued

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2020 and 2019, are the same as discussed in the pension footnote.

Discount Rate

The discount rate used to measure the total OPEB liability for 2020 and 2019 was 3.63% and 3.95%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.51% at June 30, 2019 and 3.87% as of June 30, 2018) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2029 and 2025 for the fiscal years 2020 and 2018, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.25% and 7.35%, respectively per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Sensitivity of the University's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the University's proportionate share of the net OPEB liability, as well as what the University's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

2020		
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
2.95%	3.95%	4.95%
\$ 91,414,916	\$ 76,582,635	\$ 64,855,476
2019		
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
2.95%	3.95%	4.95%
\$ 117,327,517	\$ 98,703,864	\$ 83,929,689

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 14 - **Other Post-Employment Benefits (Restated) - Continued**

Sensitivity of the University's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the University's proportionate share of the net OPEB liability, as well as what the University's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

2020		
	Current Healthcare Cost Trend Rate	
1.00% Decrease 2.95%	3.95%	1.00% Increase 4.95%
\$ 63,113,767	\$ 76,582,635	\$ 94,353,367
2019		
	Current Healthcare Cost Trend Rate	
1.00% Decrease 2.95%	3.95%	1.00% Increase 4.95%
\$ 83,495,018	\$ 98,703,864	\$ 117,930,360

- (A) - Current healthcare cost trend rate, as disclosed on page 83
- (B) - 1-percentage decrease in current healthcare cost trend rate, as disclosed on page 84
- (C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 84

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 15 - Deferred Inflows of Resources

Service Concession Arrangements – Aramark

The University entered into a 10 year agreement with a new food service provider during fiscal 2019. During fiscal 2019 the University received \$500,000 as commissions paid in advance. This advance was a partial payment of the minimum \$1,500,000 in commissions expected to be received annually commencing in fiscal 2020. Capital investments will total \$3,550,000 which will be received over the next two fiscal years. Of this amount \$2,050,000 has been earmarked for certain projects while \$1,500,000 represents an unrestricted grant.

During 2020 the University finalized the termination with its relationship with this food service provider. In accordance with this termination agreement the University recognized approximately \$1,800,000 due to Aramark as of June 30, 2020 as an accrued expense, including returning a negotiated amount of the payments described in the preceding paragraph.

Service Concession Arrangements - Other

Amounts related to agreements with vendors at June 30, 2020 and 2019 approximated \$72,000 and \$159,000, respectively.

Service Concession Arrangements – Capital Assets

The University reports the carrying value of the capital assets relating to service concession arrangements of approximately \$923,000 at June 30, 2019. There were no capital assets related to service concession arrangements at June 30, 2020.

Note 16 - Rental Income

Assistance Corporation

The Assistance Corporation has long-term operating leases agreements with lessees that expire at various dates through October 2041. Minimum future rentals under the non-cancellable operating leases as of June 30, 2020 are as follows:

Years Ending	Amount
June 30,	
2021	\$ 1,337,823
2022	909,123
2023	883,736
2024	809,734
2025	828,188
Thereafter	16,075,762
Total	\$ 20,844,366

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 16 - **Rental Income - Continued**

Assistance Corporation - continued

The base rent under one of the lease agreements with the University is equal to the monthly debt service on the debt held by TD Bank. The terms of the lease agreement require the University to remit monthly rent directly to TD Bank. During the year ended June 30, 2020, the University paid off this debt.

Note 17 - **Operating Lease Commitments**

The University has numerous operating leases for property at various locations from the Assistance Corporation and for equipment from outside vendors. These leases contain options to extend from one to five years, and contain escalation clauses for increases in base rent.

The leases expire in various years through 2043. Future minimum payments related to these leases are as follows:

<u>Years Ending June 30,</u>	<u>Assistance Corporation</u>	<u>Outside Vendors</u>	<u>Total</u>
2021	\$ 1,080,740	\$ 343,228	\$ 1,423,968
2022	853,857	314,734	1,168,591
2023	871,550	298,663	1,170,213
2024	807,988	276,665	1,084,653
2025	828,188	182,000	1,010,188
Thereafter	<u>16,705,726</u>	<u>-</u>	<u>16,705,726</u>
Total	<u>\$21,148,049</u>	<u>\$1,415,290</u>	<u>\$22,563,339</u>

The rent expense on these leases amounted to approximately \$1,781,964 and \$1,807,673 for fiscal years 2020 and 2019, respectively.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 18 - **Restricted Net Position**

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of the following at June 30:

	2020	2019
Restricted - nonexpendable:		
Scholarship and fellowship	\$1,030,316	\$ 971,914
Restricted - expendable:		
Scholarship, fellowship loans, research grants and contracts	\$6,728,700	\$5,659,632

The Foundation's restricted - nonexpendable and expendable net position consists of investments to be utilized for various scholarships and program support.

Note 19 - **Commitments and Contingencies**

The University is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions and natural disasters for which the Commonwealth is self-insured.

Various lawsuits are pending or threatened against the University which arise in the ordinary course of operations. In the opinion of management, no litigation is now pending, or threatened which would materially affect the University's financial position.

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs' claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there has been no settlements or court decisions on this matter. The University has not been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and, would not be material to the University.

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Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 19 - **Commitments and Contingencies - Continued**

The University receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the University. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the University.

The University participates in the Massachusetts College Savings Prepaid Tuition Program (the “Program”). This Program allows individuals to pay in advance for the future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The University is obligated to accept as payment of tuition the amount determined by this Program without regard to standard tuition rates in effect at the time of the individual’s enrollment at the University. The effect of the program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the University.

The U.S. Environmental Protection Agency (“EPA”) notified the University in August 1998 that it is a potential responsible party with respect to environmental impacts resulting from contaminated soil upon the removal of underground oil tanks in 1991. The EPA has not closed out their investigation. During fiscal year 2020 and 2019, the University paid no remediation costs and received no communication from federal or state agencies. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the University.

Note 20 - **Operating Expenses**

The University’s operating expenses, on a natural classification basis, are comprised of the following at June 30:

	2020	(Restated) 2019
	2020	2019
Compensation and benefits	\$ 124,105,960	\$ 128,639,966
Supplies and services	42,068,187	39,137,163
Utilities	3,780,214	4,213,442
Depreciation	9,276,033	9,215,510
Scholarships and fellowships	10,304,987	7,135,368
Total operating expenses	\$ 189,535,381	\$ 188,341,449

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 21 - **Fringe Benefit Program**

The University participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension and workers' compensation benefits. Health insurance costs for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth.

The overall fringe benefit charge increased from 36.62% in 2019 to 37.91% in 2020 which includes 1.73% and 2.43% in payroll taxes, respectively. The retirement portion of the fringe benefit charge increased from 12.06% in 2019 to 14.08% in 2020. In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

The amount of funding by the University related to benefits other than pensions for the years ended June 30, 2020, 2019, and 2018 were \$3,721,612, \$5,213,093, and \$5,963,606, respectively, which equaled the required contributions each year charged to it through the Commonwealth's fringe benefit recovery program.

Insurance

The Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees, retirees, their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, participating municipalities and retired municipal employees and teachers in certain governmental units.

Health coverage options include an Indemnity plan, Preferred Provider-type Organizations ("PPO"), an Exclusive Provider Organization ("EPO") and multiple HMO plans. The GIC also manages basic and optional life insurance coverage. As part of its UniCare State indemnity and active employee Tufts Health plans, it manages mental health/substance abuse benefits and also manages pharmacy benefits for the indemnity plans.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 21 - **Fringe Benefit Program - Continued**

For active state employees only, the GIC offers a long-term disability (“LTD”) program, two pre-tax employee programs - Health Care Spending Account (“HCSA”) and Dependent Care Assistance Program (“DCAP”), and for managers, legislators, legislative staff and certain Executive Office staff, a dental/vision plan. The GIC also offers a discount vision and a dental plan for Commonwealth retirees.

The GIC administers a plan included within the State Retiree Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios. The GIC does not issue separately audited financial statements. The financial position and results of operations of the plan are incorporated in the Commonwealth's financial statements, a copy of which may be obtained from the Office of the State Comptroller, Commonwealth of Massachusetts, One Ashburton Place, Room 901, Boston, MA 02108.

The GIC is a quasi-independent state agency governed by an 17-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2020 and 2019, the GIC provided health insurance for its members through indemnity, PPO and HMO plans. The GIC also administered carve-outs for the pharmacy benefit and mental health and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage for employees not covered by collective bargaining, a retiree discount vision plan and retiree dental plan, and finally, a pre-tax health care spending account and dependent care assistance program (for active employees only).

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 22 - **Massachusetts Management Accounting Reporting System (“MMARS”)**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth’s Statewide Accounting System, MMARS, using the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. The amounts reported on MMARS meet the guidelines of the Comptroller’s Guide for Higher Education Audited Financial Statements.

The University’s state appropriations are composed of the following at June 30:

	2020	2019
General Appropriations	\$ 49,644,426	\$ 48,609,850
Other Appropriations	277,341	952,332
Total Appropriations	49,921,767	49,562,182
 <u>Add:</u>		
Fringe benefits for benefited employees on the state payroll	17,710,582	17,116,681
 <u>Less:</u>		
Day school tuition remitted to the state and included in tuition and fee revenue	(895,668)	(943,711)
Total unrestricted appropriations	\$ 66,736,681	\$ 65,735,152

A reconciliation between the University and MMARS fund 901 activity as of June 30 is as follows (unaudited):

	2020	2019
Revenue per MMARS	\$ 134,088,518	\$ 123,528,274
Revenue per University	134,088,518	123,528,274
Difference	-	-

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 23 - **Pass-Through Student Federal Loans**

The University distributed approximately \$41,288,000 and \$46,313,000 for the years ended June 30, 2020 and 2019, for student loans through the William D. Ford Federal Direct Lending Program. These distributions and related funding sources are not included in the accompanying financial statements.

Note 24 - **Massachusetts State College Building Authority (“MSCBA”)**

The MSCBA was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing residence halls and other facilities for use by students of the state universities of the Commonwealth, as well as major construction projects on their campuses. The residence halls are leased from the MSCBA for various terms, allowing for periods of up to 10 years.

The University is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls, as well as debt service on instruments issued for dormitory and other major construction projects for the University. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations.

These obligations may include the costs of periodic renovations and improvements to the residence halls, as well as other major construction performed on campus, which has included athletic field construction and repair.

The portions of the semi-annual Revenue Assessments paid to the MSCBA by the University for residence halls, related maintenance, insurance, other costs, historical pooled obligations and other major renovations and improvements for the University for the years ended June 30, 2020 and 2019 were \$14,527,457 and \$14,681,608, respectively, and are included in auxiliary enterprises and operation and maintenance of plant in the accompanying statements of revenues and expenses. All facilities and obligations of the MSCBA are included in the financial statements of the MSCBA.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2020 and 2019

Note 25 – **Subsequent Events**

COVID-19

The COVID-19 crisis has created volatility in the financial markets and a significant decrease in the overall economy. The full adverse impact and duration of COVID-19 on the University's finances and operations cannot be determined.

As a result of the COVID-19 crisis and other factors, student enrollment has decreased for the 2020 fall semester. In addition, capacity of residence hall occupancy has been reduced to meet social distancing guidelines.

MSCBA Refunding Bond Issuance

On July 1, 2020 the MSCBA closed on Refunding Revenue Bonds Series 2020A for the purpose of providing budgetary relief to the University. The refunding included several of the University's bonds which will result in no principal payments due for fiscal year 2021 and an additional reduction in principal payments for fiscal year 2022. It is also anticipated the refunding will reduce fiscal year 2021's assessment due to the MSCBA for the University's use of the dormitories.

REQUIRED SUPPLEMENTARY INFORMATION

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

Year ended	June 30, 2019	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014	June 30, 2014
Valuation date	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015	January 1, 2014	January 1, 2014
Proportion of the collective net pension liability	0.278%	0.341%	0.347%	0.341%	0.389%	0.389%	0.295%
Proportionate share of the collective net pension liability	\$ 40,623,739	\$ 45,107,543	\$ 44,564,278	\$ 46,973,396	\$ 44,297,126	\$ 44,297,126	\$ 21,889,032
College's covered payroll	\$ 22,921,548	\$ 26,467,350	\$ 27,303,392	\$ 25,885,577	\$ 23,448,807	\$ 23,448,807	\$ 21,870,164
College's proportionate share of the net pension liability as a percentage of its covered payroll	177.23%	170.43%	163.22%	181.47%	188.91%	188.91%	100.09%
Plan fiduciary net position as a percentage of the total pension liability	66.28%	67.91%	67.21%	63.48%	67.87%	67.87%	76.32%

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
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Schedule of Contributions - Pension (Unaudited)
Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 2,518,943	\$ 2,764,339	\$ 3,117,853	\$ 2,716,688	\$ 2,446,187	\$ 2,436,331
Contributions in relation to the statutorily required contribution	<u>(2,518,943)</u>	<u>(2,764,339)</u>	<u>(3,117,853)</u>	<u>(2,716,688)</u>	<u>(2,446,187)</u>	<u>(2,436,331)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 17,889,520	\$ 22,921,548	\$ 26,467,350	\$ 27,303,397	\$ 25,885,577	\$ 23,448,807
Contribution as a percentage of covered payroll	14.08%	12.06%	11.78%	9.95%	9.45%	10.39%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
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Notes to the Required Supplementary Information - Pension (Unaudited)

June 30, 2020 and 2019

Note 1 - **Change in Plan Actuarial and Assumptions**

Measurement Date – June 30, 2019

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for supernnuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

SALEM STATE UNIVERSITY
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Notes to the Required Supplementary Information - Pension (Unaudited)

June 30, 2020 and 2019

Note 1 - **Change in Plan Actuarial and Assumptions - Continued**

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

SALEM STATE UNIVERSITY
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Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

Year ended	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
Measurement date	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2017	June 30, 2016
Valuation date	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2017	January 1, 2016
Proportion of the collective net OPEB liability	0.439%	0.531%	0.496%	0.496%	0.441%
Proportionate share of the collective net OPEB liability	\$ 76,582,635	\$ 98,703,864	\$ 86,677,734	\$ 83,576,460	
College's covered payroll	\$ 22,921,548	\$ 26,467,350	\$ 27,303,392	\$ 25,885,577	
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	334.11%	372.93%	317.46%	322.87%	
Plan fiduciary net position as a percentage of the total OPEB liability	6.96%	6.01%	5.39%	5.39%	

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Statutorily required contribution	\$ 1,304,875	\$ 2,015,741	\$ 2,360,585	\$ 2,181,990
Contributions in relation to the statutorily required contribution	<u>(1,304,875)</u>	<u>(2,015,741)</u>	<u>(2,360,585)</u>	<u>(2,181,990)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 17,889,520	\$ 22,921,548	\$ 26,467,350	\$ 25,885,577
Contribution as a percentage of covered payroll	7.29%	8.79%	8.92%	8.43%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
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Notes to the Required Supplementary Information – OPEB (Unaudited)

June 30, 2020 and 2019

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2020

Assumptions:

Change in Inflation

The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions

Salary decreased from 4.5% to 4.0%.

Change in Investment Rate

The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

SALEM STATE UNIVERSITY
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**Notes to the Required Supplementary Information – OPEB (Unaudited)-
Continued**

June 30, 2020 and 2019

Note 1 - **Change in Plan Assumptions - Continued**

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

SUPPLEMENTARY INFORMATION

SALEM STATE UNIVERSITY
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Schedules of Net Position
Dormitory Trust Fund Report (Unaudited)

June 30, 2020 and 2019

Assets

	2020	2019
Assets:		
Cash and equivalents	\$ 945,829	\$ 1,285,324
Accounts receivable, net	314,205	208,440
Total Assets	\$ 1,260,034	\$ 1,493,764

Liabilities and Net Position

Liabilities:		
Accounts payable	\$ 230,712	\$ 115,051
Accrued payroll and fringe benefits	65,172	108,950
Accrued compensated absences	241,489	301,058
Total Liabilities	537,373	525,059
Net Position	722,661	968,705
Total Liabilities and Net Position	\$ 1,260,034	\$ 1,493,764

SALEM STATE UNIVERSITY
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Schedules of Revenues, Expenses, and Changes in Net Position
Dormitory Trust Fund Report (Unaudited)

For the Years Ended June 30, 2020 and 2019

	<u>2020</u>	<u>2019</u>
Revenues:		
Student fees	\$ 14,528,350	\$ 19,122,363
Less: scholarships and fellowships	(1,899,993)	(1,964,365)
Commissions	47,560	52,791
Rentals	199,870	258,026
State grant	36,000	-
	<u>12,911,787</u>	<u>17,468,815</u>
Total Revenues		
Expenses:		
Regular employee compensation	1,916,073	2,170,128
Regular employee related expenses	323	109
Special employee compensation	578,281	747,517
Fringe benefits	919,699	742,475
Administrative	20,668	42,855
Facility operational	85,670	118,048
Energy and space rental	1,441,965	1,580,547
Operational services	66,212	58,223
Equipment purchase	6,647	18,975
Equipment maintenance	781,464	707,094
Loans and special payments	12,421,633	12,548,745
Information technology	9,128	17,950
	<u>18,247,763</u>	<u>18,752,666</u>
Total Expenses		
Excess of Expenses over Revenues Before CARES and Transfers	(5,335,976)	(1,283,851)
CARES funding	3,117,250	-
Net Transfers	1,972,682	776,605
	<u>(246,044)</u>	<u>(507,246)</u>
Total Increase (Decrease) in Net Position		
Net Position, Beginning of Year	<u>968,705</u>	<u>1,475,951</u>
Net Position, End of Year	<u>\$ 722,661</u>	<u>\$ 968,705</u>

**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of
Financial Statements Performed in Accordance with
*Government Auditing Standards***



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT
AUDITING STANDARDS***

To the Board of Trustees of
Salem State University
Salem, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Salem State University (the "University"), which comprise the statements of net position as of June 30, 2020 and 2019, the related statements of revenues, expenses and changes in net position, cash flows, the combining statements of net position of major component units, and combining statements of revenues and expenses of major component units for the year then ended, and the related notes to the financial statements, which collectively comprise Salem State University's basic financial statements and have issued our report thereon dated October 26, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Salem State University's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Salem State University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 26, 2020

Salem State University

October 28, 2020

25 Braintree Hill Office Park, Suite 102
Braintree, MA 02184
617.471.1120



Required Communications

AUDITORS' RESPONSIBILITY UNDER GAAS

- We have a responsibility to conduct our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.
- In carrying out this responsibility, we planned and performed the audit to obtain reasonable – not absolute – assurance about whether the basic financial statements are free of material misstatement, whether caused by error or fraud.
- An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion.

Required Communications - Continued

AUDITORS' RESPONSIBILITY UNDER GAAS - Continued

- We issued an unmodified opinion on the University's financial statements.
- No material weaknesses/significant deficiencies were noted within the Report on Internal Control over Financial Reporting and on Compliance and Other Matters

Required Communications - Continued

Significant Accounting Policies and Transactions

- Initial Selection of or Changes in Policies
 - The Commonwealth of Massachusetts elected to early implement GASB No. 84-*Fiduciary Activities* for the years ending June 30, 2020. Management has examined the funds held by the University and determined these amounts to be immaterial for both of the years ended June 30, 2020 and 2019. As a result, the fiduciary activities have not been presented as separate statements within the University's June 30, 2020 Audited Financial Statements.
 - With the exception of GASB No. 84 discussed above there were no changes in accounting policies. All accounting policies are discussed in Note 1 of the financial statements.
- Significant Transactions- Prior Period Adjustment
 - As disclosed in Note 2, in August 2020, Management of the University was notified of an error in the OPEB calculation performed by the actuary engaged by the Commonwealth of Massachusetts. This error resulted in OPEB expense for the year ended June 30, 2019 to be understated by approximately \$3.4 million.

Required Communications - Continued

Significant Accounting Policies and Transactions – Continued

- Independence
 - We are not aware of any relationships between O'Connor & Drew and the University that in our professional judgment may reasonably impact our independence.
 - Related to our audit for 2020, we are independent with respect to the University within the meaning of the pronouncements of the Independence Standards Board, *Government Auditing Standards*, and under Rule 101 of the AICPA Code of Professional Conduct.
- Audit Adjustments and Uncorrected Misstatements
 - There were no audit differences recorded as a result of the audit that are required to be communicated to the Committee.
 - There were no uncorrected misstatements that are required to be communicated to the Committee.

Required Communications - Continued

MANAGEMENT'S JUDGMENTS AND ACCOUNTING ESTIMATES

- Allowance for doubtful accounts
- Depreciable lives of capital assets
- Fringe benefits
- Net position classifications
- Net pension liability
- Net OPEB liability

OTHER COMMUNICATIONS

- Disagreements with management – None
- Consultation with other accountants/auditors:
 - Auditors for the Massachusetts State Employees' Retirement and OPEB Plans
- Major issues discussed with management prior to retention – None
- Difficulties encountered in performing the audit – None
- Significant written communications between the auditor and management:
 - Engagement letter
 - Management representation letter



Required Communications - Continued

MANAGEMENT ADVISORY SERVICES/TAX SERVICES

- No management advisory services were performed by O'Connor & Drew during 2020.
- O'Connor & Drew performed a Single Audit as required by the Uniform Administrative Requirements, Cost Principles, and Audit Requirements.
 - Waiting on audit guidance from Department of Education to perform audit of CARES funds expended by the University in fiscal year 2020.
 - The final results of the Single Audit will be discussed at a later meeting.



Financial Statement Fraud Risks

PERVASIVE RISK

- No pervasive financial statement fraud risks were identified.

SPECIFIC RISKS PRESUMED BY AUDITING STANDARDS

- Risk of misstatement relating to revenue recognition
- Risk of management override of controls
 - Journal entries and adjustments
 - Revenue recognition
 - Significant accounting estimates
 - Significant unusual transactions

UNIVERSITY'S SPECIFIC RISKS

- General economic factors affecting all entities

GASB Statement 87, *Leases*

- Effective for periods beginning after December 15, 2021
- A lease will be defined as a contract that conveys control of the right to use another entity's nonfinancial asset (e.g. building) for a period of time
- GASB 87 will require lessees to recognize on their balance sheet the rights as an asset and obligations as a liability
- Leases with terms of less than twelve months will not be required to be recognized on the balance sheet under GASB 87
- Currently, leases that meet the capital lease test in which the lessee has ownership rights are recognized on the balance sheet. Leases that do not meet the capital lease test are not recognized on the balance sheet but their terms are disclosed in the notes to the financial statement

December 18, 2020

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

To Whom It May Concern:

This letter is written in regard to Salem State University's institutional self-study report for the NECHE comprehensive evaluation. Please accept the October 28, 2020 presentation from the university auditors, O'Connor & Drew, P.C. included as a separate attachment. A management letter is not provided by the university's auditors, however, this presentation comprises their "Required Communications" with and for the Salem State University Board of Trustees.

Sincerely,



Karen P. House, CPA, CGMA
Vice President for Finance and Facilities
Chief Financial Officer
Salem State University

NECHE Self-Study Summary of Workroom Documents	Description
Introduction-the Self-Study Process	
Evidence template for NECHE Self-Study results.docx	Listing of ideas for evidence from November 26, 2019 Cabinet meeting
NEASC Action Letter 2012.pdf	NEASC action letter, detailing review findings from 2012
NEASC Action Letter 03.30.16.pdf	NEASC action letter, stating areas of emphasis, after 2016 NEASC self-study process.
NECHE 2021 Comprehensive Evaluation Timeline6.4.19.docx	Project timeline for NECHE Self-Study
NECHE Master list as of 10.12.20.xlsx	Self Study feedback compiled following Leadership Cabinet review of standard drafts
NECHE Steering Committee Meeting 2019.12.17.docx	Notes from steering committee meeting in December 2019
NECHE topics by standard as of 2.26.20.docx	Plans from steering committee about which standard will address respective campus issues
PEC overview presentation on 05.06.19.pdf	Summary of NECHE and the Self-Study process
Standard One - Places to start.docx	Lists places to start and types of documents to assemble for standard one committee members
Standard Two-Places to start.docx	Lists places to start and types of documents to assemble for standard two committee members
Standard Three-Places to start.docx	Lists places to start and types of documents to assemble for standard three committee members
Standard Four-Places to start.docx	Lists places to start and types of documents to assemble for standard four committee members
Standard Five-Places to start.docx	Lists places to start and types of documents to assemble for standard five committee members
Standard Six-Places to start.docx	Lists places to start and types of documents to assemble for standard six committee members
Standard Seven-Places to start.docx	Lists places to start and types of documents to assemble for standard seven committee members
Standard Eight-Places to start.docx	Lists places to start and types of documents to assemble for standard eight committee members
Standard Nine-Places to start.docx	Lists places to start and types of documents to assemble for standard nine committee members
Standard One Assessment Template as of 10.25.docx	Standard One Assessment Template to gather ideas and feedback on Standard One items to inform the narrative document.
Standard Two Assessment Template10.21.docx	Assessment template for Standard Two to identify evidence and actions related to drafting the narrative.
Standard Four Assessment Template.docx	Assessment template for Standard Four: the Academic Program
Standard Six Assessment Template.docx	Template for Standard Six: Teaching, Learning, and Scholarship to gather input and evidence from committee members.
Standard Eight Assessment Template.docx	Assessment template used by Standard Eight to brainstorm evidence to gather for narrative.

NECHE Self-Study Summary of Workroom Documents	Description
Institutional Overview	
CIHE Annual Report 2015.pdf	Report for NECHE filed annually by SPDS Office
CIHE Annual Report 2016.pdf	Report for NECHE filed annually by SPDS Office
CIHE Annual Report 2017.pdf	Report for NECHE filed annually by SPDS Office
CIHE Annual Report 2018.pdf	Report for NECHE filed annually by SPDS Office
NECHE Annual Report 2019.pdf	Report for NECHE filed annually by SPDS Office
NECHE Annual Report 2020.pdf	Report for NECHE filed annually by SPDS Office
Presidential Search Prospectus-17.pdf	Prospectus for Salem State from the Presidential Search in 2016
COVID-19 Impact and the University's Response	
Course Modality and Enrollment Fall 2020	Chart summarizing enrollment by course modalities as of Fall 2020
Repopulation Operations plan w_addendum.pdf	SSU plan to repopulate campus after lockdown
Standard One-Mission and Purposes	
Mission statement	SSU mission
Strategic Plan	SSU 2018-21 Strategic Plan
Institutional Diversity Statement	SSU statement supporting institutional diversity
NSSE results	National Survey of Student Engagement 2019 Results
Standard Two-Planning and Evaluation	
Accreditation_Summary_February_2021	Schedule and list of accreditation agencies for SSU programs
Accreditation-Program Review Cycle_2.5.21	Schedule of external program reviews and accreditations
Campaign-10K Reasons Slides	Graphic presentation describing impact of 10,000 reasons comprehensive campaign
BHE Metrics	Metrics from strategic plan for Board of Higher Education
Business Intelligence Accomplishments as of July 2019.docx	Summary of Business Intelligence reports
Campaign-10K Reasons Slides	Graphic presentation describing impact of 10,000 reasons comprehensive campaign
Campaign assessment 12.17	Report assessing effectiveness of 10,000 reasons comprehensive campaign
Campaign Feasibility RFP	RFP regarding outlining feasibility of next SSU comprehensive campaign
Campus Master Vision	Study of campus facilities, needs, and opportunities projected through 2040
Carnegie Classification application.pdf	Self-study application for elective classification as community engaged institution
Climate Study Campus Community Forum presentation.pptx	Powerpoint presentation regarding Climate Survey follow-up from 2018
Climate Study Executive Summary.pdf	Summary report of the Campus Climate study 2017
Climate Study Final Report.pdf	Full report of Campus Climate Study 2017
Climate Study Presentation.pdf	Summary presentation of Campus Climate Study results from 2017
Climate Study-Secondary Analyses Project.pdf	Additional breakdown of results from Campus Climate Study
Climate Study-Snapshot Document.docx	A brief overview of the Campus Climate Survey project, including participation and findings
CGS Strategic Consultation Report	Report from Council of Graduate Schools on SSU SGS

NECHE Self-Study Summary of Workroom Documents	Description
CHS Final Report April 28 2017	External review of Counseling and Health Services
Data Collection Schedule	Schedule of institutional assessments planned for coming years
Fact Book-2020_Admissions.xlsx	Salem Fact Book on Admissions data from 2016-2020
Fact Book-2020_Enrollment.xlsx	Salem State Fact Book of Enrollment data from 2016-2020
Fact Book 2020_Retention Graduation & Degree.xlsx	Salem State Fact Book of Retention data from 2016-2020
Factbook_FY11-15_Admission_Final.pdf	Salem Fact Book on Admissions data from 2011-2015
Factbook_FY11-15_Enrollment_Final.pdf	Salem State Fact Book of Enrollment data from 2011-2015
Factbook_FY11-15_Retention_and_Completion_Final.pdf	Salem State Fact Book of Retention data from 2011-2015
Factbook_FY11-15_Employment.pdf	Salem State Fact Book of Employment data from 2011-2015
Fact_book_FY15-19_Admissions.pdf	Salem Fact Book on Admissions data from 2015-2019
Fact_book_FY15-19_Enrollment_0.pdf	Salem State Fact Book of Enrollment data from 2015-2019
Fact_book_FY15-19_Retention.pdf	Salem State Fact Book of Retention data from 2015-2019
Fact_book_FY15-19_Employee_WEB.pdf	Salem State Fact Book of Employment data from 2015-2019
Graduate 2019 Exit Survey Final	Results from survey of completing graduate students
Hiring Freeze Exemption Request Form updated 121219.pdf	Form for hiring requests during hiring freeze
History Department Program Review	External program review of History department
Information Technology Strategic Plan	Strategic plan for Information Technology Services
Marketing and Creative Services Program Review	Self-study of Marketing and Creative Services
Marketing Communications 2019 Assessment	External assessment of SSU Communications report
North Campus Precinct Study.pdf	Study to explore North Campus facilities and opportunities
Nursing Accreditation	Accreditation materials from School of Nursing
Registrar Office CAS Assessment 2018_19.pdf	External review of Registrar's Office
Repopulation Operations plan w_addendum.pdf	SSU plan to repopulate campus after lockdown
SSU-NSCC Partnership.pdf	Partnership document between Salem State and North Shore Community College
SSU Strategic Plan FINAL BHE.11.2017.pdf	The Strategic Plan affirms the university's mission and vision and presents our expanded core values.
Social Work accreditation.zip	Social Work accreditation materials from 2019
Sociology External Review	External review conducted by Sociology department
Stamats Presentation-1.pdf	Marketing study of regional student demand and workforce needs
Strategic_Plan_2013-16_4 15 update.pdf	SSU strategic plan from 2013-2017
Standard Three-Organization and Governance	
Academic Policies Committee Minutes	Minutes from Academic Policies Committee meetings 2020-21
AFSCME CBA	Collective bargaining agreement for AFSCME employees
All University Committee Minutes	Minutes from All University Committee meeting 2020-21
APA CBA	Association of Professional Administrators collective bargaining agreement
BOT By laws 10.17.18	By-laws for Board of Trustees
BOT Exec Committee Charter rev 10.16.19 - Standard 3.docx	The committee charter dictates committee's mission, authority and responsibilities, composition, how and when meetings will be held and staffed.

NECHE Self-Study Summary of Workroom Documents	Description
BOT Finance and Facilities Committee Charter - rev 2018 10 17 - Standard 3.pdf	The committee's charter indicates the committee's mission, responsibilities, composition, how and when to meet, and staffing.
BOT FY2019 Names and Affiliations.pdf	FY2019 List of BOT Members names and their affiliations
BOT Institutional Advancement , Marketing & Communications Committee Charter rev 11.23.15 - Standard 3.docx	The committee's charter indicates the committee's mission, responsibilities, membership, how and when to meet, and staffing.
BOT Minutes 11.29.17 approve Strategic Plan	Minutes from BOT meeting in which current strategic plan was approved
BOT Risk Management & Audit Committee Charter app 12.2.15_rev 17_ - Standard 3.pdf	The committee's charter indicates the committee's mission, responsibilities, composition, how and when to meet and staffing.
DGCE 2018-2020-Agreement-Final	Division of Graduate and Continuing Education collective bargaining agreement
Employee Handbook Revised March 2019.pdf	Resource/reference book of university policies and practices for employees
Fact-Book_FY15-19_Employee_WEB.pdf	Salem State Fact Book of university employment data from 2015-2019
Factbook_FY11-15_Employment.pdf	Salem State Fact Book of university employment data from 2011-2015
FF Annual Report as of 2018 03 30.pdf	Annual Report from Finance and Facilities Spring 2018
FY2018 Institutional Advancement Annual Report as of March 31 2018.docx	Institutional Advancement Annual Report from Spring 2018
Grad Ed Council Minutes	Minutes from Graduate Education Council meetings from 2020-21
Inclusive Excellence Annual Report FY19.docx	Inclusive Excellence Annual Report from Spring 2018
MGL Chap 15A sec 21 Board of trustees for Sec. 5 institutions; membership; qualifications; tenure; vacancies - Standard 3.docx	Details the BOT for sec 5 of MGL Chap 15A sec 21 institutions (other than UMass); membership; qualifications; tenure; vacancies
MGL chapter 15A sec 1 Policy and goals.docx	The Mass General Laws codify the laws of the Commonwealth.
MGL chapter 15A sec 22	Mass General Laws outline powers and duties of Board of Trustees
MSCA Day CBA 2017-2020	Day faculty collective bargaining agreement
NUP HandbookJuly2016	Non-unit professional handbook
PEC Organizational Chart	President's Executive Council organizational chart
Student Life Committee Minutes	Minutes from Student Life Committee from 2020-21
Standard Four-The Academic Program	
Academic Data List as of Fall 2018.docx	A listing of data reports, assessment reports, and annual reports from Academic Affairs and academic departments as of September 2019.
Academic Integrity Regulations	Academic integrity policies and regulations
Accreditation_Summary_February_2021	Schedule and list of accreditation agencies for SSU programs
Biology_Program_Review	External review conducted by Biology department
CGS Strategic Consultation Report	Report from Council of Graduate Schools on SSU SGS
Curriculum Committee Minutes	Minutes from curriculum committee meetings 2020-21
Curriculum Committee Proposals	Folder of proposals from curriculum committee, including gen ed recertifications
Course Information Policy	Academic policy regarding information available about each course
Dual Enrollment Policy	Academic policy on dual enrollment courses
Factbook_Employment_FY14-18.pdf	Salem State Fact Book of university employment data from 2014-2018
General Education One Page View	Summary of General Education curriculum and learning outcomes
General Education proposal	Governance proposal to transform General Education curriculum
Graduate 2019 Exit Survey Final	Results from survey of completing graduate students

NECHE Self-Study Summary of Workroom Documents	Description
History Department Program Review	External program review of History department
Honors Program Annual Report	2020 Annual report from Honors Program
LEAP Essential Outcomes Chart	AAC&U's LEAP learning outcomes (aligned with General Education curriculum)
Multistate Collaborative Summary-17 Combined.pdf	Report summarizing results from the multi-state collaborative project, assessing student learning across states using VALUE rubrics from 2015-16.
Nursing - BORNActionSalemState10July2019.pdf	Nursing outcome from Massachusetts Board of Registration in Nursing (BORN)
Nursing - Evidence for SEP AY20-21 - 12.24.2020.zip	Nursing SEP for Massachusetts Board of Registration in Nursing (BORN)
Nursing - NECHEJanuary2018report.docx	Nursing report for NECHE related to Massachusetts Board of Registration in Nursing (BORN)
Nursing - NECHEJuly2018report.docx	Nursing report for NECHE related to Massachusetts Board of Registration in Nursing (BORN)
Nursing Spring transferData as of 12.19.18 BORN Report.xlsx	Nursing data for Massachusetts Board of Registration in Nursing (BORN)
Program Review Cycle	Schedule for external program review and accreditations
Sabbatical Request Guidelines	Guidelines for faculty requesting sabbaticals from campus intranet
Senior Survey 18 Quant Findings.pdf	Senior Survey results from 2018
Senior Survey 2019.pdf	Senior Survey results from 2019
Social Work accreditation.zip	Social Work accreditation materials from 2019
Sociology External Review	External review conducted by Sociology department
Standard Five-Students	
Athletics GSR report 2019	Grade reports for student-athletes
Athletics GSR report 2020	Grade reports for student-athletes
Fact Book-2020_Admissions.xlsx	Salem Fact Book on Admissions data from 2016-2020
Fact Book-2020_Enrollment.xlsx	Salem State Fact Book of Enrollment data from 2016-2020
Fact Book 2020_Retention Graduation & Degree.xlsx	Salem State Fact Book of Retention data from 2016-2020
Factbook_FY11-15_Admission_Final.pdf	Salem Fact Book on Admissions data from 2011-2015
Factbook_FY11-15_Enrollment_Final.pdf	Salem State Fact Book of Enrollment data from 2011-2015
Factbook_FY11-15_Retention_and_Completion_Final.pdf	Salem State Fact Book of Retention data from 2011-2015
Fact_book_FY15-19_Admissions.pdf	Salem Fact Book on Admissions data from 2015-2019
Fact_book_FY15-19_Enrollment_0.pdf	Salem State Fact Book of Enrollment data from 2015-2019
Graduate 2019 Exit Survey Final	Results from survey of completing graduate students
SNC Resource Guide	Student Navigation Center guide
SNC Resource Guide - Spanish	Student Navigation Center guide in Spanish
Test Optional Year 1.docx	Study of test optional student success
Standard Six-Teaching and Learning	
Carnegie Classification application.pdf	Self-study application for elective classification as community engaged institution
Factbook_FY11-15_Employment.pdf	Salem State Fact Book of Employment data from 2011-2015
Fact_book_FY15-19_Employee_WEB.pdf	Salem State Fact Book of Employment data from 2015-2019
FSSE 2019	Summary results from 2019 Faculty Survey of Student Engagement

NECHE Self-Study Summary of Workroom Documents	Description
Sabbatical Request Guidelines	Guidelines for faculty requesting sabbaticals from campus intranet
Standard Seven-Institutional Resources	
10K Reasons Slides	Graphic presentation describing impact of 10,000 reasons comprehensive campaign
Business Intelligence Accomplishments as of July 2019.docx	Summary of Business Intelligence reports
Campaign assessment 12.17	Report assessing effectiveness of 10,000 reasons comprehensive campaign
Campus Master Vision	Study of campus facilities, needs, and opportunities projected through 2040
COP Faculty Salary Study 12.16	Council of Presidents Faculty Salary Study
Employee Handbook Revised March 2019.pdf	Human Resources and Equal Opportunity Employee Handbook
Equal Opportunity Plan	Equal Opportunity, Diversity and Affirmative Action Plan
Factbook_FY11-15_Employment.pdf	Salem State Fact Book of Employment data from 2011-2015
Fact_book_FY15-19_Employee_WEB.pdf	Salem State Fact Book of Employment data from 2015-2019
Foundation 990 Tax Form FY10.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY11.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY12.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY13.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY14.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY15.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY16.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY17.pdf	SSU Foundation annual tax form
Foundation 990 Tax Form FY18.pdf	SSU Foundation annual tax form
Hiring Freeze Exemption Request Form updated 121219.pdf	Form for hiring requests during hiring freeze
Information Technology strategic plan	Strategic plan for Information Technology Services
Library Use Policies	Library policies
Management letter 2020 for NECHE signed kph.pdf	Management letter from SSU CFO Karen House
NUP Personnel Policies handbook.pdf	Non-unit professional handbook
North Campus Precinct Study.pdf	Study to explore North Campus facilities and opportunities
Required Communications 10.26.pdf	Required communications regarding SSU finances
SSU BOLD full report.pdf	SSU BOLD report
SPFTF - A Sustainable Path Forward charge.pdf	Sustainable Path Forward Task Force charge
SPFTF - FINAL Recommendations.docx	Recommendations from Sustainable Path Forward Task Force
Technology in Classrooms listing.xlsx	Listing of technology resources in classrooms
VISP.pdf	Voluntary Separation Incentive Program.pdf
Standard Eight-Educational Effectiveness	
Alumni Heatmap	Graphic depicting where alumni live in Massachusetts
BORNActionSalemState10July2019.pdf	Nursing outcome from Massachusetts Board of Registration in Nursing (BORN)
Data Collection Schedule	Schedule of institutional assessments planned for coming years
Fact Book-2020_Admissions.xlsx	Salem Fact Book on Admissions data from 2016-2020

NECHE Self-Study Summary of Workroom Documents	Description
Fact Book-2020_Enrollment.xlsx	Salem State Fact Book of Enrollment data from 2016-2020
Fact Book 2020_Retention Graduation & Degree.xlsx	Salem State Fact Book of Retention data from 2016-2020
Factbook_FY11-15_Admission_Final.pdf	Salem Fact Book on Admissions data from 2011-2015
Factbook_FY11-15_Enrollment_Final.pdf	Salem State Fact Book of Enrollment data from 2011-2015
Factbook_FY11-15_Retention_and_Completion_Final.pdf	Salem State Fact Book of Retention data from 2011-2015
Fact_book_FY15-19_Admissions.pdf	Salem Fact Book on Admissions data from 2015-2019
Fact_book_FY15-19_Enrollment_0.pdf	Salem State Fact Book of Enrollment data from 2015-2019
Fact_book_FY15-19_Retention.pdf	Salem State Fact Book of Retention data from 2015-2019
Graduate 2019 Exit Survey Final	Results from survey of completing graduate students
Institutional Learning Outcomes draft 8.25.20	Institutional Learning Outcomes draft 8.25.20 to governance committees
Mapworks summary data 15-17 presentation.pptx	Summary presentation of data from Mapworks surveys 2015-17
Navigate Intake Survey	Initial survey of students using Navigate
Navigate Intranet Landing Page	Introductory information from university intranet regarding Navigate
Navigate-Student Milestone Analytics 8.13.20	Navigate intake results
NSSE 19 executive summary.docx	Summary of NSSE 2019 results
NSSE 19 results - HIP.pptx	Presentation summarizing NSSE results related to HIP's from 2019
NSSE engagement indicator items	List of NSSE engagement indicators
NSSE 19 results.pptx	Presentation summarizing NSSE results from 2019
NECHEJanuary2018report.docx Nursing	Nursing report to NECHE related to Board of Registration in Nursing (BORN)
Noel Levitz SSI 2020 Results	Presentation summarizing Student Satisfaction Index results
Nursing Spring transferData as of 12.19.18 BORN Report.xlsx	Data regarding Nursing program for BORN report
Nursing - BORNActionSalemState10July2019.pdf	Nursing outcome from Massachusetts Board of Registration in Nursing (BORN)
Nursing - Evidence for SEP AY20-21 - 12.24.2020.zip	Evidence of Nursing SEP
Nursing - NECHEJanuary2018report.docx	Nursing report to NECHE in January 2018
Nursing - NECHEJuly2018report.docx	Nursing report to NECHE in July 2018
School of Education 2019 Education Employment Data	Employment results from School of Education graduates
SSU Goals Jan 2012 (through 2021)	Goals for SSU graduation rates from President Meservy in 2012
Student Life Curriculum Executive Summary2.pdf	Student Life curriculum model
University-wide assesment plan	Assessment plan and activities across the university
Value - Written Communication 2019 Averaged	Report summarizing results from the VALUE project, assessing student learning across states using VALUE rubrics from 2019.
Standard Nine-Integrity, Transparency, and Public Disclosure	
Affirmation of Compliance	NECHE form for self-study
Hiring freeze email 5.18	Message announcing hiring freeze
SPFTF sub-committees email 11.2.20	Message announcing SPFTF sub committees

Salem State University: Accredited Academic Programs and Departments

Department(s)	Program Areas	Accrediting Agency	Last Visit/ Review	Next Visit/ Review
All	All	NECHE - New England Commission of Higher Education	2011	2021
Art + Design	Art	NASAD - National Association of Schools of Art & Design	2017	2026-2027
Biology	Biology, Nuclear Medicine Technology	JRCNMT - Joint Review Committee on Educational Programs in NMT	2018	2025-2026
Chemistry & Physics	Chemistry	ACS - American Chemical Society	2015	Spring 2022
Computer Science	Computer & Information Studies	CAC-ABET - Computing Accreditation Commission-Accreditation Board of Engineering and Technology, Inc.	2015	2021-2022
Music	Music	NASM - National Association of Schools of Music	Spring 2016	2021-2022
Sport and Movement Science	Physical Education Concentration	CAEP/NASPE - Council for the Accreditation of Educator Preparation/National Association for Sport and Physical Education	2013	Transition to certify quality via the MA DESE approval Summer 2021
Sport and Movement Science	Athletic Training	CAATE - Commission on Accreditation of Athletic Training Education	2015	2021-2022
Theatre and Speech	Theatre Arts	NAST - National Association of Schools Theatre	Fall 2012	April, 2022
Accounting & Finance, Management, Marketing & Decision Sciences	Business Administration (all)	AACSB International - Association to Advance Collegiate Schools of Business	November, 2020	2025-2026

Salem State University: Accredited Academic Programs and Departments

Department(s)	Program Areas	Accrediting Agency	Last Visit/ Review	Next Visit/ Review
Occupational Therapy	Occupational Therapy	ACOTE - Accreditation Council for Occupational Therapy Education	Spring 2018	2027
Social Work	Social Work	CSWE - Council on Social Work Education	Spring 2019	2026
Education	Early Childhood Education, Elementary Education, Middle School Education, Teacher of Students with Moderate Disabilities, Specialist Teach of Reading, Principal/Assistant Principal, BS, M.Ed., CAGS	CAEP - Council for the Accreditation of Educator Preparation	2013	Transition to certify quality via the MA DESE approval Summer 2021
Education	Spanish, Physical Education, Biology, Chemistry, English, History, Mathematics, English as a Second Language, BS, BA, MAT	CAEP - Council for the Accreditation of Educator Preparation	2013	Transition to certify quality via the MA DESE approval Summer 2021
Education	Early Childhood Education, Elementary Education, Middle School Education, Teacher of Students with Moderate Disabilities, Specialist Teacher of Reading, Principal/Assistant Principal Spanish, Physical Education, Biology, Chemistry, English, History, Mathematics, English as a Second Language, School Counseling, Visual Art, Theatre, BS, BA, CAGS, MAT, M.Ed.	DESE - Massachusetts Department of Elementary and Secondary Education (Regulatory Approval)	Fall 2013	Spring 2021
Nursing	Nursing	CCNE - Commission on Collegiate Nursing Education (AACN Accrediting Body)	Fall 2012	Fall 2022
Nursing	Nursing	BORN - Massachusetts Board of Registration in Nursing (Regulatory Approval)	Fall 2019	Fall 2021
Criminal Justice	Criminal Justice	Quinn Bill - Massachusetts Board of Higher Education (Regulatory Approval)	Fall 2020	Fall 2021

Salem State University: Accreditation and Program Review Cycle for Academic Departments and Programs

College/School	Department/Program	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Bertolon School of Business	Accounting & Finance			AACSB International		AACSB International					AACSB International	
College of Arts and Sciences	Art+Design		NASAD									NASAD
College of Arts and Sciences	Athletic Training (Sport and Movement Science)				Self-Study and site visit			CCATE AC				
College of Arts and Sciences	Biology				ER					ER		
College of Arts and Sciences	Chemistry & Physics						ACS					
School of Education	Childhood Education and Care											
College of Arts and Sciences	Computer Science						CAC-ABET					CAC-ABET
Maguire Meservey College of Health and Human Services	Criminal Justice				DHE and ER	DHE	DHE	DHE	DHE	DHE	DHE	DHE
College of Arts and Sciences	Dance*** (Music and Dance)								ER			
College of Arts and Sciences	Economics			ER						ER		
College of Arts and Sciences	English					*	ER*					
College of Arts and Sciences	Geography and Sustainability						ER					
College of Arts and Sciences	Geological Sciences				ER					ER		
Maguire Meservey College of Health and Human Services	Healthcare Studies***							ER				
College of Arts and Sciences	History				ER				ER			
College of Arts and Sciences	Information Technology*** (Computer Science)											ABET or ER
College of Arts and Sciences	Interdisciplinary Studies				ER				ER			
Bertolon School of Business	Management				AACSB International		AACSB International					AACSB International
Bertolon School of Business	Marketing & Decision Sciences				AACSB International		AACSB International					AACSB International
College of Arts and Sciences	Mathematics								ER			

College/School	Department/Program	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
College of Arts and Sciences	Media & Communication									ER		
College of Arts and Sciences	Music (Music and Dance)	ER					NASM*					
College of Arts and Sciences	Nuclear Medicine (Biology)			JCNMT							JCNMT	
Maguire Meservey College of Health and Human Services	Nursing							CCNE-AACN				
Maguire Meservey College of Health and Human Services	Nursing	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN	MBORN
Maguire Meservey College of Health and Human Services	Occupational Therapy			ACOTE								ACOTE
College of Arts and Sciences	Philosophy							ER				
College of Arts and Sciences	Political Science					ER**						
College of Arts and Sciences	Psychology		I-O Psychology	ER		I-O Psychology Internal Review		ER				
School of Education	Secondary and Higher Education											
School of Social Work	Social Work				CSWE							CSWE
College of Arts and Sciences	Sociology				*	ER*						
College of Arts and Sciences	Sport & Movement Science							ER				
College of Arts and Sciences	Theatre & Speech Communication					*	NAST*					
College of Arts and Sciences	World Languages & Cultures							ER				
All	All					NECHE						

KEY: * = postponement due to COVID-19
**** = delayed until site visit can be in person**
***** = new program; not yet reviewed**

Accrediting Body Acronym	Accrediting Agency Name or Program Review Process	Department(s)/Programs Accredited or Reviewed
AACN-CCNE	American Association of Critical-Care Nurses - Commission on Collegiate Nursing Education	Nursing
AACSB, International	Association to Advance Collegiate Schools of Business, International	Accounting & Finance, Management, Marketing & Decision Sciences (Business Administration)
ACOTE	Accreditation Council for Occupational Therapy Education	Occupational Therapy
ACS	American Chemical Society	Chemistry
BHE	Board of Higher Education (Quinn Bill - Massachusetts Regulatory Approval)	Criminal Justice
CAATE	Commission on Accreditation of Athletic Training Education	Athletic Training (SMS)
CAC-ABET	Computing Accreditation Commission-Accreditation Board of Engineering and Technology, Inc.	Computer and Information Studies
CSWE	Council on Social Work Education	Social Work
DESE	Department of Elementary and Secondary Education (Massachusetts Regulatory Approval)	Early Childhood Education, Elementary Education, Middle School Education, Teacher of Students with Moderate Disabilities, Specialist Teacher of Reading, Supervisor/Director, Principal, Spanish, Physical Education, Biology, Chemistry, English, History, Mathematics, English as a Second Language, School Counseling, Visual Art, Theatre
ER	External Review	Biology, Dance, Economics, English, Geography and Sustainability, Geological Sciences, History, Interdisciplinary Studies, Mathematics, Media & Communication, Philosophy, Political Science, Psychology, Sociology, Sport & Movement Science, Theatre & Speech Communications, World Languages & Cultures
JCMNT	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	Nuclear Medicine Technology (Biology)
MBORN	Massachusetts Board of Registration in Nursing (Regulatory Approval)	Nursing
NASAD	National Association of Schools of Art & Design	Art
NASM	National Association of Schools of Music	Music
NAST	National Association of Schools Theatre	Theatre Arts
NECHE	New England Commission of Higher Education	Salem State University

Accreditation and Academic Program Review Schedule

Academic Year 2020-2021

Department	Type	Organization	Tentative site visit
Business Administration, BS MBA	Accreditation	AACSB	Fall 2020
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Sociology*	Program Review	ER	Fall 2020
English*	Program Review	ER	Spring 2021
Salem State University	Accreditation	NECHE	Spring 2021
Education: Early Childhood Education, Elementary Education, Middle School Education, Teacher of Students with Moderate Disabilities, Specialist Teacher of Reading, Principal/Assistant Principal, Spanish, Physical Education, Biology, Chemistry, English, History, Mathematics, English as a Second Language, School Counseling, Visual Art, Theatre	Accreditation	DESE	Summer 2021

Academic Year 2021-2022

Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Computer Science Department Computer and Information Studies, BS	Accreditation	CAC-ABET	Fall 2021
Chemistry, BS	Accreditation	ACS	TBD
Geography/Cartography (graduate & undergraduate)	Program Review	ER	Spring 2022
Music, BA	Accreditation	NASM	Spring 2022
Political Science**	Program Review	ER	Spring 2022
Theatre & Speech Communications* BFA Theatre Arts BA Theatre Arts	Accreditation	NAST	Spring 2022

Academic Year 2022-2023

Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Nursing BS-Nursing, MS	Accreditation	AACN - CCNE	Fall 2022
Philosophy	Program Review	ER	Spring 2023
Psychology	Program Review	ER	Spring 2023
Sport and Movement Science Athletic Training, BS	Accreditation	CAATE	2022-23
Sport and Movement Science	Program Review	ER	Spring 2023
World Languages and Cultures	Program Review	ER	Spring 2023
Healthcare Studies	Program Review	ER	Spring 2023

Academic Year 2023-2024			
Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Dance	Program Review	ER	Spring 2024
Interdisciplinary Studies	Program Review	ER	Spring 2024
History	Program Review	ER	Spring 2024
Mathematics	Program Review	ER	Spring 2024
Academic Year 2024-2025			
Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Biology	Program Review	ER	Spring 2025
Economics	Program Review	ER	Spring 2025
Geological Sciences	Program Review	ER	Spring 2025
Media & Communication	Program Review	ER	Spring 2025
Academic Year 2025-2026			
Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Biology BS-Biology, Nuclear Medicine Technology	Accreditation	JRC-NMT	Fall 2025
Social Work BS, MSW	Accreditation	CSWE	2026
Academic Year 2026-2027			
Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill-Regulatory Approval	BHE	N/A
Nursing	Annual Report-Regulatory Approval	MBORN	N/A
Art + Design BA	Accreditation	NASAD	2026-2027
Occupational Therapy BS, MS	Accreditation	ACOTE	Fall 2027
Computer Science Department Computer and Information Studies, BS Information Technology, BS	Accreditation	CAC-ABET	Fall 2027

Data Collection Schedule as of FY 21

Name of Measure	Description	Standardized or Home Grown?	Timing Administered	Frequency	Person Responsible	Future Plans; Notes
Navigate	Survey of student experiences	EAB	On demand	As Needed	S. Ohannesian	Periodically during the academic year
SSI Survey	Student Satisfaction Index	Ruffalo Noel Levitz	Late Fall	Every other year	B. Perry	Administered in 2020; next in 2023; follow-up to NSSE; every 3 years
Cultural Attitudes & Campus Climate Survey (Students)	Student cultural attitudes and campus climate	Developed for SSU with Rankin and Associates	Spring	5 years	S. Bennett	Administered in 2017; Next administered in 2023
Cultural Attitudes & Campus Climate Survey (Employees)	Employee cultural attitudes and campus climate	Developed for SSU with Rankin and Associates	Spring	5 years	S. Bennett	Administered in 2017; Next administered in 2023
Grad Student Exit Survey	Assessment of grad student experience; outcomes	Homegrown	Spring	Annually	S. Bellar	Annually since 2016
FSSE Survey	Faculty Survey of Student Engagement	NSSE - Indiana University	Spring	Every 3 years	B. Perry	Administered in 2019; next administered in 2022
NSSE Survey	National Student Survey of Engagement	NSSE - Indiana University	Spring	Every 3 years	B. Perry	Administered in 2019; next in 2022
Senior Survey	Assessment about LEAP related outcomes from college experience; student future plans (employment, grad school, etc.)	Homegrown	Spring prior to Commencement	Annually	B. Perry	Annually since 2018

NECHE 2021 Self-Study Committee

David J. Silva, Provost and Academic Vice President, Accreditation Liaison Officer

Strategic Planning and Decision Support:

Chunju Chen, Executive Director

Karen Sayles, Associate Director

Nirali Kundaliya, Data Analyst

Self-Study Co-Chairs:

Monica Leisey, Associate Professor and MSW Program Coordinator, School of Social Work

Carla Panzella, Associate VP and Dean of Students

Bruce Perry, Assistant Dean, Academic Affairs

Editor:

Nancy Schultz, Professor Emeritus, English

Steering Committee:

Standard One: Bonnie Maitland, Staff Associate, Student Navigation Center

Standard Two: Roopika Risam, Chair, Secondary and Higher Education; **Bruce Perry**, Asst. Dean, Academic Affairs

Standard Three: Rita Colucci, Vice President and General Counsel

Standard Four: Emerson Baker, Vice-Provost and **Megan Miller**, Registrar

Standard Five: Elisa Castillo, Associate Dean for Wellness

Standard Six: Gail Gasparich, Dean, College of Arts and Sciences

Standard Seven: Curt King, Chief Information Officer; **Mark Quigley**, Assistant VP HR and Equal Opportunity

Standard Eight: Lauren Hubacheck, Associate Dean of Students; **Martine Francois**, Director, TRIO Program

Standard Nine: Corey Cronin, Assistant VP, Marketing and Creative Services

Data Support:

Oliver McArdle, Associate Director, College of Arts and Sciences

Russ Bethoney, AVP, Comptroller

Jon Amari, Director, Budgets

Nicole Lefavour, EDP Systems Analyst, Human Resources and Equal Opportunity

Working Committees	Responsibilities	Members
1. Mission and Purposes (Monica Leisey)	Standard One Narrative; Data First Form 1.1	Bonnie Maitland (Chair) Lee Brossoit, John Keenan, Jeramie Silveira, Peter Smolianov
2. Planning & Evaluation (Bruce Perry)	First, third areas of emphasis; Standard Two Narrative; Data First Form 2.1	Roopika Risam (Co-Chair) Bonnie Galinski, Megan Williams, Emily O'Brien, Nirali Kundaliya
3. Organization & Governance (Bruce Perry)	Second area of emphasis; Standard Three Narrative; Data First Forms 3.1-3.2	Rita Colucci (Chair) Lynne Montague, Amy Everitt, Joanna Gonsalves
4. Academic Program (Monica Leisey)	Standard Four Narrative; Data First Forms 4.1-4.5	Tad Baker (Co-Chair), Megan Miller (Co-Chair), Linda Frontiero, Nicole Harris, Kathy Hess, David Silva, Liz Duclos-Orsello, Sami Ansari
5. Students (Carla Panzella)	Third, fourth areas of emphasis; Standard Five Narrative; Data First Forms 5.1-5.4	Elisa Castillo (Chair), Jackie Haas, Laura DiChiara, Lisa Bibeau, Melissa Thayer, Megan Penyack, Marion Frost, Amy Carmack
6. Teaching, Learning and Scholarship (Monica Leisey)	Standard Six Narrative; Data First Forms 6.1-6.5	Gail Gasparich (Chair), Vickie Ross, Gail Rankin, Elizabeth Kenney, Cheryl Crouse, Cynthia Lynch, Lisa Johnson, Keja Valens
7. Institutional Resources (Carla Panzella)	Fifth area of emphasis; Standard Seven Narrative; Data First Forms 7.1-7.8	Curt King (Co-Chair), Mark Quigley (Co-Chair), Elizabeth McKeigue, Ben Szalewicz, Russ Bethoney, Barbara Layne, Karen House, Emily Topacio, Mike Rose, Jon Amari, Fernando Colina, Taylor Dunn
8. Educational Effectiveness (Bruce Perry)	First, third areas of emphasis; Standard Eight Narrative; Data First Forms 8.1-8.4	Lauren Hubacheck (Co-Chair), Martine Francois (Co-Chair), Michelle Pierce, Joe Cambone, Rosa Taormina, Jim Gubbins
9. Integrity, Transparency, and Public Disclosure (Carla Panzella)	Standard Nine Narrative; Data First Forms 9.1-9.3	Corey Cronin (Chair), Rebekah Boudreau, Nicole Giambusso, Tom Cesso, Gene Labonte, Chunju Chen

Items in bold = appear more than once

Committee Members:

Standard One: Lee Brossoit, Assistant Provost, CAE
John Keenan, President
Jeramie Silveira, Chair, Occupational Therapy
Peter Smolianov, Professor, Sport Movement & Science

Standard Two: Megan Williams, Director, Research Administration
Nirali Kundaliya, Data Analyst, SPDS
Bonnie Galinski, VP, Enrollment Management
Emily O'Brien, Assistant Director, Institutional Adv.

Standard Three: Lynne Montague, Special Assistant, President's Office
Joanna Gonsalves, Professor, Psychology
Amy Everitt, Chair, Healthcare Studies

Standard Four:	<p>Linda Frontiero, Associate Dean, Nursing Nicole Harris, Associate Dean, Education Kathleen Hess, Associate Dean, Business David Silva, Provost and Academic VP Liz Duclos-Orsello, Chair, IDS Sami Ansari, Dean, Maguire Meservey College of Health and Human Services</p>
Standard Five:	<p>Jackie Haas, Director, Admissions Laura DiChiara, Executive Director, Nav Center Lisa Bibeau, Assistant Dean, Disability Services Melissa Thayer, Academic Advisor, Academic Advising Megan Penyack, Coordinator of Academic Services CAE Marion Frost, Associate Professor, Nursing Amy Carmack, Assistant Dean, Student Life</p>
Standard Six:	<p>Vickie Ross, Staff Associate, Academic Affairs Gail Rankin, Executive Director, Deputy CIO, ITS Elizabeth Kenney, Assistant Dean, Graduate School Cheryl Crouse, VP, Institutional Advancement Cynthia Lynch, Executive Director, CCE Lisa Johnson, Dean, Social Work Keja Valens, Professor, English</p>
Standard Seven:	<p>Ben Szalewicz, Assoc VP, Capital Planning Elizabeth McKeigue, Dean, Library Russ Bethoney, AVP, Comptroller Barbara Layne, Dean, Continuing Education Karen House, VP, Finance and Facilities Emily Topacio, Director, Human Resources Mike Rose, Deputy CIO Jon Amari, Director, Budgets Fernando Colina, Assistant Professor, Marketing Taylor Dunn, Director, Campaign & Donor Relations</p>
Standard Eight:	<p>Michelle Pierce, Associate Dean, CAS Joe Cambone, Dean, Education Rosa Taormina, Business Advisor, BSB Jim Gubbins, Associate Professor, IDS</p>
Standard Nine:	<p>Rebekah Boudreau, Assistant Director, HR Nicole Giambusso, Director, Public Relations Tom Cesso, Chief Information Security Officer Gene Labonte, Assoc VP, University Police Chunju Chen, Executive Director, SPDS</p>

Acronyms	Meaning
AAC&U	Association of American Colleges and Universities
AACSB	Association to Advance Collegiate Schools of Business
ACHA	American of College Health Association
ACOTE	Accreditation Council for Occupational Therapy Education
ACTFL	American Council of Teaching Foreign Languages
ACUE	Association of College and University Educators
AFSCME	Association of Federal, State, and County Municipal Employees
AMCOA	Advancing Massachusetts Culture of Assessment
APA	Association of Professional Administrators
APR	Alternative professional responsibilities
ASWB	Association of Social Work Boards
AUC	All University Committee
BBP	Black Brown and Proud
BEES	Bold, Empowered, Educated Sisters
BHE	Board of Higher Education
BIPOC	Black, Indigenous, and People of Color
BL	Berry Library
BORN	Board of Registration in Nursing
BOT	Board of Trustees
BSB	Bertolon School of Business
BSW	Bachelor of Social Work
CAE	Center for Academic Excellence
CAGS	Certificate of Advanced Graduate Study
CAS	College of Arts and Sciences
CBA	Collective Bargaining Agreement
CBO	Community based organizations
CC	Community college
CCE	Center for Civic Engagement
CCIEE	China Center for International Economic Exchanges
CDEP	Commonwealth Dual Enrollment Partnership
CE	Continuing Education
CECL	Critically Engaged Civic Learning
CFRS	Campus Financial Reporting System
CGS	Council for Graduate Schools
CHS	Counseling and Health Services
CIE	Center for International Education
CLEP	College level examination program
COP	Council of Presidents
CRCA	Center for Research and Creative Activities
CRM	Customer Relations manager
CS	Computer Science
CSWE	Council on Social Work Education
CTI	Center for Teaching Innovation
CUPA	College and University Professional Association
DCAMM	Division of Captial Asset Management and Maintenance
DESE	Department of Elementary and Secondary Education

Acronyms	Meaning
DGCE	Division of Graduate and Continuing Education
DHE	Department of Higher Education
DPDS	Diversity, Power Dynamics, and Social Justice
EAB	Education Advisory Board
EI	Engagement Indicators
EM	Enrollment Management
ERG	Employee Resource Group
ERT	Emergency Response Team
EXPECT	Experiential Learning in Communications
F&F	Finance and Facilities
FAFSA	Free Application for Federal Student Aid
FSSE	Faculty Survey of Student Engagement
FTFT	First-time Full-time
FY	First-year
FYE	First-year Experience
FYRE	First-Year Reading Experience
GAAP	Generally accepted accounting principles
GASB	Government Accounting Standards Board
GE	General Education
GEC	Graduate Education Council
HBM	Horace Mann Building
HEED	Higher Education Excellence in Diversity
HIP	High-Impact Practice
HMB	Horace Mann Building
IA	Institutional Advancement
IE	Inclusive Excellence
ILO	Institutional Learning Outcomes
IPEDS	Integrated Post-secondary Education Data Set
IRB	Institutional Research Board
ISA	Income share agreements
ITS	Information Technology Services
LEAD	Leadership, Engagement, Advocacy, and Diversity Office
LEAP	Liberal Education and America's Promise
LEED	Leadership in Energy and Environmental Design
LMS	Learning Management System
MBORN	Massachusetts Board of Registration in Nursing
MEPA	Massachusetts Equal Pay Act
MGL	Massachusetts General Laws
MHA	Meier Hall Addition
MOU	Memorandum of Understanding
MSC	Multistates Collaborative
MSCA	Massachusetts State College Association (faculty union organization)
MSCA/MTA	Massachusetts State College Association/Massachusetts Teachers Association
MSCBA	Massachusetts State College Building Authority
MSW	Master of Social Work
MTEL	Massachusetts Test for Educator Licensure

Acronyms	Meaning
MYFP	Multi-Year Financial Plans
NACAC	National Association of College Admissions Counseling
NAST	National Association of Schools of Theatre
NBCOT	National Board of Certification in Occupational Therapy
NCATE	National Council for the Accreditation of Teacher Education
NCBI	National Coalition Building Institute
NCLEX	National Council of Licensing Examination
NCOA	National change of address database
NSCC	North Shore Community College
NSSE	National Survey of Student Engagement
OER	Open Educational Resources
OPEB	Other post employment benefits
OT	Occupational Therapy
PEAR	Prevention, Education, Advocacy, and Response program
PEC	President's Executive Council
PFM	Public Financial Management
RMA	Risk management and audit
SBA	Summer Bridge Academy
SBIT	School-based intervention team
SC	South Campus
SCPS	School of Continuing and Professional Studies
SEP	Systematic Evaluation Plan
SGA	Student Government Association
SGS	School of Graduate Studies
SL	Student Life
SLO	Student Learning Outcome
SLTA	Science Lab Teaching Addition
SNC	Student Navigation Center
SoE	School of Education
SPDS	Strategic Planning and Decision Support
SPF	Sustainable Pathway Forward
SPFTF	Sustainable Path Forward Task Force
SQL	Structured Query language
SR	Senior
SR	Senior
SSI	Student Satisfaction Index
STEP	Student Transition and Engagement Program
STLA	Science Teaching Lab Addition
TEAS	Test of Essential Academic Skills
UCC	University curriculum committee
URAC	University Research Advisory Committee
UWAAC	University-wide Assessment Advisory Committee
VALUE	Valid Assessment of Learning in Undergraduate Education
VSIP	Voluntary Separation Incentive Program
WIC	Writing Intensive Curriculum
WLC	World Languages and Cultures

