

# INTERIM (FIFTH YEAR) REPORT

**Submitted to:**

**New England Association  
of Schools and Colleges, Inc.**

Commission on Institutions of Higher Education

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**Cover Page**

**For**

**Salem State University**

**Fifth-Year Interim Report**

**Submitted to the New England**

**Association of Schools**

**and Colleges**

**Commission on Institutions of**

**Higher Education**

**Salem State University**

**352 Lafayette Street**

**Salem MA 01970**

**Due January 15, 2016**

## Introduction

In 2012, Salem State University received its successful NEASC accreditation, and began a planning process for its five-year Interim Report. Four areas of emphasis were identified from the 2011 self-study and site visit: implementing a comprehensive, integrated approach to planning and assessment; assuring an appropriate role for faculty in strategic planning and budgeting; achieving its goals to increase graduation rates and increase the proportion of students living on campus; and maintaining financial stability. In spring 2014, President Patricia Maguire Meservey appointed two co-chairs, Professor Jeanne Corcoran, Chairperson of the Occupational Therapy department and Bruce Perry, Assistant Dean, Enrollment Management and Student Life, to lead the task. Associate Provost and Dean, Neal DeChillo, supervised the co-chairs on this report, and all three attended the NEASC Interim Report workshop in October 2014. This leadership team met to plan for creation of the NEASC Interim Report team. The Massachusetts State College Association (MSCA) sent out a call to the faculty community for participation. The provost appointed administrators and staff invited to serve on the twelve committees created (see Appendix for a full list of committee members).

Kick-off events were held in November 2014 to engage the President's Extended Cabinet (PEC) in the process, and subsequently to orient all members to their respective committee's responsibilities. The co-chairs met monthly with team leaders from each committee to discuss activities and provide progress reports. Collectively, the associate provost, co-chairs and team leaders comprised an executive committee to oversee efforts on all aspects of the report. Committees for each standard met regularly to create drafts for their assigned standards. All working documents, as well as data and supporting documents, were made available to committee members through the university network share drive. Data was collected from many sources and compiled with the assistance of Nirali Kundaliya, Data Analyst. First drafts from standard teams emerged over the summer months, with editing occurring through completion. The two editors working on the report were Rebecca Haines, Associate Professor of Communications, and Nancy Schultz, Professor of English.

The Provost, Dr. David Silva arrived on campus in March 2015, and began meeting with the associate provost, co-chairs, and editors over the summer months in 2015 and during the fall to solidify the Interim Report final draft. In October 2015, the PEC reviewed and provided feedback on the drafts of the eleven NEASC standards. The Provost presented an overview of the NEASC process to the Salem State Board of Trustees in October 2015. Three campus-wide forums were held in September and October to inform all constituents of the process and to invite their contributions to the report. The co-chairs met with the student government in November to review solicit their feedback. The draft report was made available to the university online and two additional campus forums were held for comments on the draft in December. The committee also sent the report to NEASC in December for review by a Commission staff member. Subsequently, the leadership team completed their revisions of the report. The president and the provost reviewed the final version. The NEASC Interim Report was submitted in mid-January 2016, representing the collaborative efforts of the Salem State community.

## **Institutional Overview**

Salem State University, a large comprehensive, four-year public institution in Massachusetts, boasts a long history as an innovator in the field of education. Originally known as Salem Normal School, it welcomed its first class in 1854; it was the fourth such institution in Massachusetts, and the tenth in America. Today, Salem State University serves 9,220 full-time and part-time undergraduate and graduate students of diverse cultural and linguistic backgrounds, representing 30 states and 63 nations. Located 15 miles north of Boston in the historic city of Salem, in Essex County, it offers 30 baccalaureate majors and 50 graduate programs. Salem State University has been an integral part of the greater Salem community for over 150 years. It 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. Over 60 percent of entering first year students identified themselves as first-generation students (BCSSE, 2014, 2015). Salem State has the one of the highest number of Pell-eligible students (34%) among the state universities in the Commonwealth, and students of color comprise 27 percent of the undergraduate enrollment, making Salem State the most racially diverse of these universities (Salem State University Fact Book, 2014.)

## **Response to Areas Identified for Special Emphasis**

In February 2012, NEASC identified four areas for special emphasis for the fifth-year interim report, highlighted below:

### ***1. Implementing a comprehensive, integrated approach to planning and assessment, including assessment of the core curriculum, academic program review, and the use of data to support budgeting and decision-making.***

Salem State University is making important strides to improve its planning and assessment efforts. Each of the university's divisions is committed to enhancing its approach to outcomes assessment and institutional effectiveness, and to creating an institutional culture of evidence to promote continuous improvement throughout the university. The creation of the Institutional Effectiveness and Planning Office in 2011 led to significant changes in the collection and use of campus data, including regular administration of national surveys to assess students' experiences and outcomes. In addition, the Associate Provost position was expanded to coordinate the assessment of student learning outcomes. Two faculty fellows are given eight hours of release time per week to support faculty and departments with integrating assessment activities into their curricula. Together, the Associate Provost and faculty fellows participate in AMCOA (Advancing a Massachusetts Culture of Assessment), the Department of Higher Education's system-wide program to improve curriculum, learning, and assessment of learning outcomes.

To assure the quality of its academic offerings, the university uses two primary mechanisms – national accreditation and an internal academic program review cycle. Thirteen programs hold national accreditations, the most of any Massachusetts state university. For non-accredited undergraduate and graduate programs, the university maintains a five-year cycle of academic program review that includes assessment by an external evaluator from a peer institution. During 2010–11, all departments participated in academic planning. The academic planning process led to developing several new academic programs (see Standards Two and Four) based on market demand and enrollment capacity, and to the significant revision of others, including a re-structuring of the School of Education (See Standard Two and Reflective Essay regarding the academic planning process).

During this interim report period, a new [general education](#) (GE) curriculum was developed, through a multi-year process that involved more than 50 faculty, staff, and students, with input solicited from the entire campus community. The previous Core curriculum lacked stated, coherent goals, and assessable outcomes. The new GE program provides greater flexibility for students to explore areas of interest. Transitional implementation began in 2013. The expectation that all new students participate in first year seminars resulted in the development of over 65 innovative course offerings largely taught by tenured and tenure-track faculty. Several faculty members are now participating in a pilot assessment program of new GE courses using the [AAC&U LEAP VALUE Rubrics](#).

Extensive community involvement also occurred for over more than a year in developing the university's [strategic plan](#) (2013–2016). Each university committee and division was charged with reviewing a preliminary outline developed by the President's Executive Cabinet (PEC), while two blogs for soliciting student and faculty/staff input were created. A draft was then developed and circulated throughout campus for comment. Following further revisions, the All University Committee and the Board of Trustees approved the strategic plan. With significant transitions in university leadership over the last year due to retirements and promotion opportunities, new vice-presidents recommended modifications, leading to a PEC proposal to extend the current plan through 2017, a recommendation that was approved by the Board of Trustees. During this same period, Salem State also developed a comprehensive [Master Vision Plan](#) that gathered and analyzed data about future program growth relative to challenges and constraints associated with the physical plant and integrated them into a framework to guide future campus development through 2040.

In 2012, the divisions of Enrollment Management and Student Life (EMSL) were merged to integrate services and maximize retention efforts. New positions in Finance and Business and EMSL established a focus on assessment and continuous improvement. External reviews of several EMSL departments (see Standard Two and Reflective Essay) were conducted, resulting in a new focus on employer relations in Career Services, creating an intentional, residential curriculum for Residence Life, and adopting the social change model of leadership development by Student Involvement. Based on these reviews, new leadership was also appointed to foster change and energize staff in several EMSL departments. A plan is being implemented in EMSL to use the [CAS](#) (Council for the Advancement of Standards) guidelines to review each area every five years and to develop benchmark data for each office, serving as the basis of an annual departmental scorecard.

The university also implemented MAP-Works, an early warning system to monitor student progress, promote student success, and facilitate early interventions by faculty and staff. In order to stay apprised of new practices and trends, EMSL and the Finance and Business divisions employ the Education Advisory Board to provide best practice research in the field of higher education and to conduct custom research projects. Progress in planning and assessment was slowed by an extended transition in the Office of Strategic Planning and Decision Support (formerly Institutional Effectiveness and Planning) leadership, but a new director was recently appointed. Responsibilities for this new position include providing guidance to senior leaders in strategic planning, academic planning, enrollment planning, and facilities planning; setting enrollment targets; tracking the institution's performance in achieving these goals, and conducting analyses to further their attainment.

Below are examples of ways in which Salem State has used data to guide decision-making:

- In 2015, following an intensive due diligence study to evaluate the potential acquisition of nearby private art college, Salem State declined to acquire Montserrat College of Art.
- In 2014, the university commissioned a report from Vanderweil Facility Associates (VFA) on the extent of deferred maintenance, to help prioritize capital renewal projects and also to support a public higher education system-wide request to the state for deferred maintenance bond money.
- In 2014, Salem State began construction on a 725 space parking garage on North Campus, to address insufficient parking and related traffic congestion, based in part on the result of traffic and parking studies. The garage opened in November 2015.
- In 2014, while seeking accreditation of its business programs from the American Association of Collegiate Schools of Business, it became clear that it would be appropriate to defer consideration to a later cycle. The university took the opportunity to develop a strategic plan for the business school and cross-referenced its action steps to identify resources to meet AACSB requirements.

The university has identified several areas in need of continued improvement:

- Strengthening links between strategic planning, academic planning, facilities planning, and budgeting processes, especially vis-à-vis the development of new academic programs and the resources they will require, based upon the academic program review and master vision plan.
- Engaging broader participation of the community in the budgeting process, based upon feedback from faculty and the previous NEASC review.
- Expanding development of technology that enables a continuous feedback loop from all evaluation efforts to all constituents affiliated with the campus community.
- Giving full consideration of the overlaps between academic program review and programs with external accreditation requirements in order to maximize the benefits of both while not duplicating efforts.
- Achieving university-wide consensus on a common set of learning outcomes that could bring substantial benefits for maximizing student learning, while increasing the

alignment of goals and the allocation of resources, based upon recommendations from the working group who created a [white paper](#) on assessment.

## ***2. Assuring an appropriate role for faculty in strategic planning and budgeting.***

The Salem State Budget Committee, composed of 11 administrators, eight faculty, and four students, is actively involved in the budget process. Historically, committee members were not engaged in the budget process, but provided oversight for the university's financial reporting. Responding to the Chief Financial Officer's (CFO) goal of improving financial management and increasing transparency, four sub-committees of the Budget Committee were formed in 2014-15 and charged as follows:

- Evaluate opportunities for revenue growth and cost maintenance;
- Assure an appropriate role for faculty in strategic planning and budgeting;
- Develop a rubric for strategic financial resource allocations for consistency and transparency; and
- Evaluate and recommend a budget model, including financial benchmarks and policies.

The results of the 2014-15 sub-committee on the appropriate role for faculty in strategic planning and budgeting have been implemented and are summarized below:

- It set out to document and examine the role of faculty in budgeting and strategic planning processes at other institutions of higher education and utilize this information to provide the rationale for modeling future processes.
- A range of small to large public and private institutions was identified and various individuals on these campuses were interviewed.
- Of the interviewed group, only one institution (Widener) emerged where the faculty claimed satisfaction with their role in the strategic planning and budget process. Characteristics of this successful model were described in detail in the sub-committee report.
- Next steps include the analysis of information collected, the creation of recommendations for consideration, including which aspects of the Widener model might be tailored for Salem State, and processes for implementation.

At the end of the academic year, each governance committee submits an annual report about committee work and recommendations (see Standard Three). These reports are compiled by committee members and reviewed by the relevant administrative area head and the president. The Budget Committee's annual report will be the next formal opportunity to evaluate the increased role for faculty in the budgeting process.

Each year, the university makes \$50,000 available for [strategic plan grants](#), most of which are faculty-directed projects. The university's budget committee, with a strong faculty presence, vets the proposals against the stated criteria and advances the most compelling for funding. To highlight the results and to encourage continued engagement in the process, Salem State is held each year for grant-winners to showcase their results.



Recognizing that faculty involvement in strategic planning and budgeting has been a concern in the past, the new provost and CFO are actively addressing this issue. With a \$622,000 reduction in state operating appropriation in spring of 2015, the provost, who began service in March, had an early opportunity to engage with faculty and administrators regarding financial matters. Undertaking a “listening tour,” the provost began to inventory the ideas, concerns, and suggestions coming from the faculty, the department chairs, and the deans. When pressures on the FY2016 budget became apparent, he engaged in a dialogue about how and where to find savings while preserving academic quality and the student experience. The CFO made a presentation to the Bertolon School of Business in spring 2015 and engaged in conversations about financial issues with all department chairs in August 2015. Moreover, with a new administrator in place for Strategic Planning and Decision Support, the institution recognizes the need to make similar efforts to integrate faculty into the next strategic planning cycle.

### ***3. Achieving its goals to increase graduation rates and increase the proportion of students living on campus.***

Salem State set ambitious goals in 2011-12 to raise graduation rates 13 percent to 56 percent in 2016 and to 62 percent by 2021. In order to achieve these goals, the university embarked on an aggressive drive (see Reflective Essay) to improve student success. This ‘leave no stone unturned’ approach includes implementing best practices (i.e., creating a robust First Year Experience program); bringing data and resources to bear (i.e., using MAP-Works to target at-risk students); and addressing barriers to completion (i.e., overhauling academic progress policies). Consequently, the six-year graduation rate improved from 45 percent (2006 cohort) to 50 percent (2009 cohort) for full-time freshman. The four-year graduation rate increased from 22 percent to 29 percent from 2012-15. The transfer graduation rate reached a high of 68 percent (2015), climbing from 59 percent in 2012. Although these positive changes are gratifying, it is challenging to disaggregate the impact of so many new initiatives. Thus, on-going assessments, such as multiple administrations of the National Survey of Student Engagement (NSSE), Noel-Levitz Student Satisfaction Index (SSI), and MAP-Works data, are used to gauge the return on these investments and, based on the largely promising results, to focus resources where they can make the most impact (see Reflective Essay).

Although it is still a challenge to achieve the goals set, substantial progress has been made from the 37 percent (2001 cohort) graduation rate of the last group before the current president’s administration. The graduation rates from 2012–15 trended positively for several sub-groups when separated by gender, race, income level, residency, and freshman/transfer status. However, figures from 2015 indicated rate decreases for some groups (see Reflective Essay). The university continues to monitor and target support for these sub-groups, although specific data have not emerged to account for these variations. In addition, the percentage of students living on campus grew to 35 to 40 percent during the last three years. These positive trends are the result of a multi-faceted approach to retention implemented to enhance student success, including academic initiatives, programmatic changes, organizational restructuring, and facilities improvements.

Academic initiatives to address student success included creating the new general education (GE) curriculum, introducing first year seminars (FYS), expanding learning communities, and developing learning outcomes at the course, program, and department level through a comprehensive program review process. FYS are one of the key components of the GE program. The commitment to providing FYS for all new students is now in its second year. Assessment of both the GE and the FYS are underway. Learning communities have also been implemented based on academic major, residential location, veteran status, and for faculty. Results from the learning communities have been mixed, but the university continues to explore high impact practices to benefit students.

Policy reforms were implemented to support student progression and completion, holding students to a higher standard. Academic standing policies were made more rigorous in 2009-10 to intervene sooner if students were not succeeding. The policies now require students to pass more than 66 percent of courses attempted, in addition to earning a passing grade point average (GPA) to maintain good academic standing. These reforms restricted the use of dropping and/or re-taking courses to preserve GPA at the expense of making academic progress, a tactic used by some students which extended enrollment while delaying graduation. Students on probation are now required to develop a plan with an academic advisor prior to being re-instated. These changes forced students to seek assistance sooner, enhancing their ability to progress academically. From 2012-14, following implementation of these reforms, the number of course withdrawals dropped by 29 percent, and 20 percent fewer students were placed on probation or dismissed than during the three years prior to these policy changes. In addition, six-year graduation rates more than doubled among those students who were placed on probation, or dismissed, in the years after the new policy, when compared to those students who were on probation or dismissed prior to the policy change.

Student success is also the focus of a variety of programmatic changes. Financial aid for students increased 35 percent since FY 2012. Last year, dozens of staff and faculty used the MAP-Works system to identify over 235 at-risk students, making 270 referrals and 65 appointments. In addition, Salem State initiated contact over 47,000 times, resulting in over 8,000 interactions involving almost 3,500 students through MAP-Works outreach efforts in 2014-15. Over 4,000 of these contacts involved academic progress updates regarding nearly 3,000 students, while over 1,100 students were contacted about tasks they needed to complete to continue their progress at the institution. The focus of these contacts involved academic concerns (87%), personal issues (10%), and financial matters (2%). As a result, 35 percent of students who said they were leaving Salem State on their MAP-Works survey persisted and were retained through such interventions in 2013-14. Based on these data, the university also created educational campaigns to promote support services, meeting with advisors, registering on time, and staying on track to graduate.

Moreover, several student success initiatives provide targeted support to specific populations. These include the Veterans Center, the Diversity Center, the Student Advocacy Office, and the First Year Experience Office. These offices create a safety net and support systems for students. In addition, other offices, including Counseling and Health Services, Student Conduct, the Office for Students with Disabilities, and Residential Life have

increased staffing, programs, and services to meet the needs of a growing residential population. In 2015, the residence life staff implemented a new residential curriculum built around three pillars (leadership development, diversity, and community responsibility) to accomplish a set of defined outcomes for each residence hall program. In addition, both Enrollment Management and Academic Advising use a series of efforts to promote staying on track to graduate, creating a systematic approach to supporting student academic progress. New policy initiatives include an early intervention approach to academic progress and the development of Degree Tracker, an online tool launched in 2011 to allow students to explore the implications of changing majors, minors, or concentrations.

Through re-structuring some key offices and services, Salem State created two new centers focused on increasing student success. These centers enabled re-envisioning academic support services, as well as administrative and business functions supporting students. The Center for Academic Excellence (2012) provides increased access to and coordination of academic support services in the new Learning Commons. The Student Navigation Center (2014), a one-stop service center, consolidating the Registrar, Financial Aid, Bursar and student ID offices into one unit, is the other office addressing student success. These major administrative changes were designed to streamline processes, maximize access, improve service, increase departmental collaborations, enhance staff cohesion, and minimize the stigma of utilizing some support services.

Finally, there have been major facilities improvements to support students and increase the residential population. Achieving a 50 percent residential campus is a university goal. Since 2010, the university added nearly 900 beds based on continuing student need demonstrated through 2007 and 2012 housing feasibility studies. Opening in fall 2015, Viking Hall offered students a new housing choice: mini-suites (double rooms with private bedrooms and bathrooms). This intermediate option provides residents with a transition from first year housing (e.g., shared rooms and floor bathrooms) to apartments (suites with kitchens) that are already available on campus. The decision to build this type of facility to expand housing options was informed by data demonstrating a first to second year decrease in residents, which averaged over 12 percent annually from 2012-14. With the addition of Viking Hall, over 2,400, or nearly 40 percent of students, live on campus.

While more residential students increase the responsibilities on support services, there is research to suggest increased success among residents compared to commuters. Although Salem State has yet to realize the completion benefits seen nationally, retention among first year, full-time residents in 2015 was one percent greater than the retention rate for all students and three percent more than the rate for commuters. Thus, the university continues to support residential student success through innovative efforts (i.e., residential learning communities, faculty-in-residence, residential curriculum) while addressing the demand for more on-campus housing. Several other construction projects enhance the overall effort to increase graduation and retention rates. These improvements include a new four story 124,000 square-foot library and learning commons, a 40,000 square foot fitness and recreation center, a 23 million dollar renovation to create the new performing arts center, and the construction of a 725-car garage.

#### **4. Maintaining financial stability**

Financial stability is a function of many related activities: enrollment management, receipt of state financial support, prudent management of investments, the physical plant, and debt, chief among them. It is enhanced by diversification of revenues and careful attention to costs. Although changing demographics and fewer traditional-age high school graduates in the region pose challenges, institutional efforts to expand recruitment and increase retention have enabled Salem State to maintain enrollment levels. The Board of Trustees has supported implementation of fee increases in recent years to fund the debt service and operating costs associated with new or renovated facilities.

In 2014, the new Vice President for Finance and Business/CFO observed an opportunity to strengthen the university's strategic plan regarding financial management. The CFO proposed strategic plan goal 4H to "transform financial management and operations to meet the needs of this increasingly complex university." A variety of objectives, strategies, and action steps are encompassed within goal 4H, which are being pursued over a multi-year time frame. These relate to organizational structure and staffing in the Finance and Business division; business processes and transactional systems; business intelligence and financial reporting; position management system; financial strategies to ensure the long-term financial stability; and creating a multi-year, data-driven financial planning and execution process that aligns resources with strategic imperatives, as well as including an appropriate role for faculty. A new Controller, Payroll Manager, and Director of Continuous Improvement Finance, and Budget Analyst joined the CFO who began in 2014, and the Finance and Business area was reorganized. A search for an Accounting Manager is underway. A very positive development in improving Salem State's financial stability is that Institutional Advancement launched and is concluding a \$25 million comprehensive campaign, which has raised over \$20 million to date.

Salem State University operates with an eye on efficiency and financial prudence, in addition to the effectiveness and quality objectives inherent in the university's operations and activities. Partnerships with external vendors continue to contribute toward diversifying revenue sources. Commissions and other contributions from auxiliary service provider partners generate significant funding. The university's participation in Massachusetts' Partnership Advancing Collaboration and Efficiency (PACE) also results in financial benefits, such as through joint contract awards such as for the bookstore (July 2015). The university joined the business affairs forum of the Education Advisory Board (EAB) in 2015, funded in part by a Davis Foundation grant on behalf of the university's financial sustainability efforts. EAB's advice and resources are being mined to ensure that proven strategies, appropriate to the Massachusetts public higher education arena, are put into practice at Salem State. An example is the receipt in August 2015 of a report customized to Salem State of an analysis of tuition revenue risks and opportunities.

Financial constraints require the university to develop its budget conservatively, meaning that many new activities are funded by reallocation of resources. A sub-committee of the university's budget committee identified strategies to contain costs and is continuing its work focused on the top three means of producing cost savings going forward. Suggestions in the sub-committee's initial report, such as encouraging additional (strategically selected)

positions to move to part-time, were employed in the effort to balance a challenging FY16 budget. The Budget Committee, as endorsed by the President's Executive Cabinet, is moving ahead with these additional follow-up actions:

1. Develop a rubric for strategic financial resource allocations.
  - The development of a "Strategic Resource Allocation Rubric" would provide consistency and transparency in the budget allocation process. Importantly, it would ensure that choices are made to invest resources in the most important areas for which there is reasonable likelihood of successful outcomes, including through the avoidance or management of risk.
  - Examples and best practices from other institutions of higher education were researched and considered by the sub-committee.
  - Alignment with the Salem State Strategic Plan, value/risk potential to the institution, and a broad, flexible structure that can accommodate various resource requests from across the campus emerged as important themes in considering the design of a meaningful rubric.
  - A draft rubric and set of accompanying questions was created and submitted to the Budget Committee for further consideration in 2015-16.
  - The draft rubric and set of accompanying questions were pilot-tested in the FY16 budget reduction work. Developed for investment decisions, the rubric worked reasonably well, but not perfectly, for decisions about reductions. The results made clear that the accompanying questions were at least as important as the actual categories developed in the initial rubric, and that several of the rubric areas could be combined. Also, the rubric was not as comprehensive as needed for consideration of new business opportunities. This feedback was provided to the FY15 subcommittee and, more formally, to the FY16 budget committee, as part of the charge for its FY16 work.
2. Adopting an All-Funds budget model.
  - The university has historically budgeted only its operational funding, without looking across all of its fund types to incorporate their annual revenues and planned expenses. Especially during a time of significant campus development, such as is the case at Salem, this can subject the university to inappropriate risk. In the spring of 2015, the university set the stage with its trustees in moving to an All Funds budget model for the future.
3. Use of appropriate financial benchmarks and policies.
  - Given recent capital development and the aspirations of the master vision plan, the university is formalizing its process of assessing its financial health through use of benchmark ratios pegged to the Moody's medians for public higher education. In the process, the university is consulting with Public Financial Management (PFM) to establish a formal best-practice based policy to guide the issuance of future debt and is developing the capacity to perform future year financial forecasts. Part I of the debt capacity study was presented to the board of trustee's Finance and Facilities committee in its November 2015 meeting. These activities are meant to ensure that debt

(whether on Salem State's books or through third party partners) is strategic and sustainable via dependable future revenue streams, and that affordability (impact of fee increases, needed to service the debt, on students' cost of attendance) is managed. In FY15, the university revised its investment policy to ensure that its portfolio is managed prudently, professionally, and in a manner consistent with its purpose.

### **Standard One: Mission and Purposes**

The university's [mission](#) statement identifies three aspirational purposes: (1) a student-centered and high-quality education; (2) an inclusive, connected, and intellectually-stimulating campus community; and (3) an expectation that graduates will give back, act conscientiously, and serve the diverse needs of the North Shore and the greater community. The university's vision statement also expresses several goals, including advocacy for innovation; student success; global awareness; local action; respecting the past; and preparing for the future, by engaging students through teaching excellence. Specific goals, objectives and action steps articulated throughout the [strategic plan](#) operationalize and pursue these aims.

Salem State's mission and strategic plan, including the plan's three guiding principles (diversity, sustainability and student success) are widely disseminated. These guiding principles are conceptualized as domains that span all areas of the institution. This framework complements Department of Higher Education (DHE) initiatives, such as the Vision Project and the DHE Scorecard measures. One other key document guides Salem State's vision: the institutional [diversity](#) statement, which defines the population Salem State intends to serve. In addition, through its [civic engagement](#) statement and [sustainability mission statement](#), the university affirms these commitments as well.

### **Institutional Effectiveness**

The President's Executive Cabinet (PEC) conducts quarterly reviews of the university mission and strategic plan to measure improvement and insure accountability. The PEC incorporates the information gathered from these efforts into future planning and implementation efforts.

### **Standard Two: Planning and Evaluation**

Salem State made improvements in university data collection methods, organization, assessment, and presentation of the data to all constituents, supporting the process of evaluation and planning university-wide. While significant progress has been made, achieving a broad-based, comprehensive, integrated structure requires additional budget resources to collect, analyze, and disseminate data, including the ability to tie the university activities and outcomes together within key functions to consistently drive decision-making.

### **Planning**

The university remains committed to data-driven planning and efforts at all levels. Transitions in key positions, integrally connected with planning and evaluation, are moving the university toward the total integration of student learning, program improvement, strategic planning, facilities management, and budgeting. An additional objective was added

to the strategic plan that set specific action steps for improving budgeting and reporting, integrating the budget process into strategic planning.

In 2011, all Salem State academic programs completed a program review process (see detailed discussions in areas of special emphasis section 1, and in the reflective essay). The goal was to ensure high-quality academic programs that support the university's mission in spite of substantial budget cuts from the Commonwealth, which also made consolidation and increasing efficiency necessary. Evaluation data from the 2011 program review facilitated positive changes to university structures and/or new initiatives. Four key outcomes from this process included:

- Identifying areas where there was a need to consolidate or expand programming, including the restructuring of majors and minors.
- Recommending "4 + 1" or "combined" undergraduate-graduate programs. Ten academic departments are considering or have added new programs.
- Allowing for program funding reconsiderations. In FY15, the Budget Committee was charged with expanding faculty participation.
- Identifying the need for additional classroom and office space for programs with growth potential. As a result, the university was able to secure additional space when approached by a local synagogue that recently vacated its facility.

Salem State's enhanced efficacy at long-term planning is visible in its [strategic plan](#). One of the priorities of the 2013 strategic plan was addressing planning needs across the university, including campus development, space planning, and cross-campus collaboration through strategic plan grants and academic programming. The university initiated several planning efforts related to campus-wide infrastructure. In 2013, the university completed a [Campus Master Vision](#) document that the university now uses to guide new campus development and major renovations through 2040. A comprehensive assessment of all existing buildings and infrastructure of Salem State University informs capital planning and facilities management with detailed condition assessments and deferred maintenance information. A study for a new North Campus Science Building and the renovation of the campus's largest academic building, Meier Hall, engaged over 20 academic and administrative departments in academic space planning for the future.

### **Evaluation**

The university's investment in assessment activities and efforts (discussed in area of emphasis #1) demonstrates progress in creating a culture of assessment to support institutional goals, such as:

- Creation of the university's GE curriculum to be assessable using the LEAP rubrics.
- Charging the University-Wide Assessment Advisory Committee to promote a campus-wide understanding of LEAP outcomes and assist with the assessment of the new general education (GE) curriculum.
- Making its academic programs more focused on the assessment of programmatic learning outcomes through academic program review (Appendix E1).

These learning outcomes are a major focus of disciplinary accreditation reports and internal

program reviews for non-accredited programs. In 2012, the university was awarded the first of three Performance Incentive Fund (PIF) grants from the DHE in the amount of \$376,592 to improve retention and graduation rates by expanding supplemental counseling, instruction, and peer advising for students. From 2013-15, visits to academic advising increased by 13 percent; email exchanges by 33 percent; and visits to the peer tutoring increased by 40 percent. In 2013, Salem State was awarded another PIF grant of \$484,950 to implement MAP-Works to identify and support “at risk” students (see Area of Emphasis 3). In addition, Salem State:

- Convened a group of key faculty and administrators to create a white paper on the status of the assessment of student learning outcomes, at the provost’s charge. Investing in staff and infrastructure to support assessment efforts at the class, departmental, and institutional levels were among the aspirations of this report. Recommendations will be prioritized by the PEC.
- Based on student concerns about inefficient administrative processes articulated through SSI survey results and explored at a student success summit, Enrollment Management and Student Life (EMSL) consolidated and relocated over 100 staff to a central space creating “one-stop” services for students.
- Initiated a critical Risk Assessment review to determine key areas of concern in 2013-14. The resulting priority list provided a road map for all areas of the university. While the report is not public, the Assistant Vice-President for Risk Management and Public Safety is leading efforts to implement recommendations, such as shelter-in-place trainings and continuity planning for each division.

### **Institutional Effectiveness**

The strategic planning process and academic program review committed the institution to a cycle of planning, evaluation, and continuous improvement. Moving forward, the Office of Strategic Planning and Decision Support will support the campus in strategic, academic, and facilities planning, as well as setting enrollment targets, while tracking the institution’s performance in achieving these goals.

### **Standard Three: Organization and Governance**

In October 2012, the Board of Trustees adopted new bylaws and restructured its committees to mirror its administrative divisions, thereby increasing alignment with and accountability over the university administration. The board conducts periodic surveys of its members, and has instituted annual retreats with senior leadership to review and to consider current issues in board governance and higher education.

Salem State’s leadership has changed significantly in personnel and structure. The transition from a college to a university, in addition to the retirement of two long-term leaders and career advancements for the former provost, allowed the president and the Board of Trustees to reconfigure the leadership positions of the institution for greater efficiency, creating increased specialization among executive leaders. A vice president for marketing and communications (appointed May 2011) has been added, and though this individual left the institution in December 2015, an interim plan is in place until a search begins. In 2012, student life and enrollment management were consolidated under one vice president of enrollment management and student life to improve efforts for retention and student



success. The general counsel and vice president of administration oversees capital planning and facilities, human resources and equal opportunity, information technology, risk and asset management, and university police (appointed August 2014). A vice president for finance and business was appointed in July 2014. The vice president for institutional advancement (serving continuously) is now focused on development and alumni affairs. Salem State's new provost and academic vice president began in March 2015.

A new dean for the College of Arts and Sciences was named in December 2015. The search for the dean in the Bertolon School of Business is on-going. The College of Health and Human Services experienced a shift in direction in 2014 when the School of Education became an independent academic entity led by its own dean. External consultants recommended this re-organization based on industry standards and faculty input. This new structure will best serve the many education students in managing the multiple complexities involved in becoming educators. Additionally, due to retirements and professional advancement opportunities elsewhere, the leadership of the school of continuing and professional studies and the graduate school were temporarily consolidated. The retirement of the dean of the library led to a restructuring of responsibilities into two positions: interim director of library (new position) and assistant dean of the Center for Academic Excellence (existing position). These reconfigurations reflect the goal of assessing the ongoing administrative needs of these areas.

The president exercises leadership through the President's Executive Cabinet (PEC), which in 2012 replaced the Leadership Team described in the 2011 NEASC self-study. The president continues to meet regularly with the president of the MSCA Salem chapter of the faculty union. Non-confidential administrators are represented by the Association of Professional Administrators (APA). Non-confidential classified staff, maintainers and campus police are represented by the Association of Federal, State, County and Municipal Employees (AFSCME). Students elect student leaders to serve their interests and appoint members to participate in the committee structure. In addition, the president leads monthly meetings of a cabinet group of over 40 administrators, primarily consisting of the PEC and their direct reports. A concerted effort is being made to engage administrative and academic leadership (2015) through combined cabinet and department chair meetings. These groups have met for a half and daylong summits, and continue to meet periodically, so that university leaders are working collaboratively and effectively. Additionally, in March 2015, a Trust Summit was held assembling a cross-section of the university (faculty, administration, and staff) to facilitate communication and collaboration across and within departments.

Faculty members have a substantive voice in program and curricular development through participation in departmental committees (see Article VII Section H of the [MSCA contract](#)). They play a key role in hiring new faculty for their respective programs through departmental screening committees (see Article VI Section I of the [MSCA contract](#)). Since 2011, work of governance committees starts earlier in the academic year, with more substantive annual reports required, promoting greater productivity and accountability. The president (or designee) charges and reviews committees annually. The wide range of new campus initiatives (general education, assessment, first year experience) have both energized and engaged faculty, but have also led to some concern about doing too much

too quickly. This perception may have slowed faculty participation in committees. Faculty volunteers are not always apparent for every university committee, and faculty have asked for clarity about how this work will be valued in personnel actions. The administration continues to work on encouraging faculty participation in campus committees and is striving to rejuvenate this work to make it more meaningful.

### **Institutional Effectiveness**

The Board of Trustees evaluates its role, and reviews the president's performance annually. The president regularly reviews the university committee structure, consolidating where appropriate, or eliminating those whose charge may be completed. Changes implemented during the period of review reflect leveraging existing opportunities, increased areas of emphasis, or responding to organizational needs as they emerge.

### **Standard Four: The Academic Program**

In keeping with its mission to provide a quality education for a diverse community of learners, the university offers seven undergraduate degrees and twelve masters level degrees in programs administered through four academic areas: the College of Arts and Sciences (CAS), the Bertolon School of Business (BSB), the School of Education (SOE), and the College of Health and Human Services (CHHS). There are 30 [undergraduate majors](#) and 75 minors Salem State also offers over [50 graduate programs](#) in 12 areas in the School of Graduate Studies. The School of Continuing and Professional Studies (SCPS) offers both credit and non-credit programs in a variety of modalities. Degree credit earned through SCPS meets the academic criteria set for the day university. The B.S. in Fire Science Administration and the M.Ed. in Library Media Studies are offered exclusively online.

Faculty and deans ensure the coherence and integrity of all programs offered. The oversight of faculty at the department level, coupled with appropriate advising, ensures that students progress at a reasonable pace. New courses and programs continue to be developed by faculty, and vetted through the governance process. The university maintains oversight through regular departmental accreditation and program reviews as indicated by Form E-1, Part B. In the CHHS, all but one program maintain national accreditation. The remaining department, criminal justice, has external oversight via its qualification for the Quinn Bill. The BSB is in pre-accreditation with the Association to Advance Colleges and Schools of Business (AACSB). In the CAS, eight of twenty departments hold external accreditation (See Appendix for listing). In addition, the Council for the Accreditation of Educator Preparation (CAEP) accredits all undergraduate and graduate teacher licensure programs offered through the SOE. All academic departments, except for those with external accreditation, participate in a five-year cycle of program reviews, including site visits by external evaluators.

### **Undergraduate Degree Programs**

Salem State places great emphasis on student success in its undergraduate programs. This focus resulted in several important initiatives: a completely redesigned [GE curriculum](#); new program development; outcome-based syllabi; stronger assessment of those outcomes; and structural changes across the schools to support new offerings.

### **General Education**

From 2010-2014, Salem State embarked upon a process to develop a new and radically transformed [GE curriculum](#). A committee of over fifty faculty and administrators worked together to forge this new curriculum. In comparison with the previous core, which had not been substantially revised for decades, the new GE is more flexible, requires fewer credits, and is more accommodating to transfer students. Most importantly, the new GE curriculum encompasses the idea of a broad liberal arts education and is outcomes-based, tied to [AAC&U LEAP outcomes](#). Currently, the university is running a pilot program for assessing these outcomes. This new curriculum aligns with the vision of the institution as a “premier teaching university.” Salem State’s GE curriculum encourages choice, ownership of learning, and intellectual curiosity. Whereas students completed the previous core curriculum within their first two years, the new program is designed to be completed throughout a student’s academic career, and can be better tailored to complement and support majors and minors. In addition, the reduction in overall credit hours and the elimination of a specific course-based model offers students more opportunities to explore minors and second majors. It also affords students the opportunity to test various disciplines as they determine their path to graduation.

### **The Major or Concentration**

The dramatic revision of GE and program flow sheets resulted in new interdisciplinary programs and courses, including the Bachelor of Health Care Studies. The Center for Holocaust and Genocide Studies, and the Center for Childhood and Youth Studies have generated interdisciplinary coursework. The SOE has been re-conceptualized, and revised all traditional undergraduate teacher preparation programs into five-year integrated Bachelor’s/Master’s (4+1) degree programs. The CAS reconfigured its Sport and Movement Science (SMS) department, and a new Dance major has been moved from SMS to a re-organized Music and Dance department.

### **Graduate Degree Programs**

The School of Graduate Studies (SGS) offers post-baccalaureate academic degree programs, as well as licensure and certificate programs. The graduate programs have a separate admission process that is overseen by faculty coordinators. [Admission](#) to graduate degree programs is rigorous. Admissions staff and faculty program coordinators review all files and the dean of graduate studies makes final program entry decisions. The graduate school has a strong and professionally diverse faculty. Appropriately credentialed faculty members coordinate programs and are available to students for individual advising assistance. The university offers master’s degrees in the Arts and Sciences, Business, Criminal Justice, Education, Nursing, Occupational Therapy, and Social Work. It also offers seven graduate certificate programs, two advanced professional certificates, and eight educator licensure-only programs. The graduate programs, which are reviewed and approved through the Graduate Education Council (GEC), have defined objectives, admission requirements, and plans of study. In many programs, embedded field-based experiences, clinical experiences, practica, internships, and other required experiences allow students to connect academic theory and professional practice. SGS supports faculty research and scholarship through awarding internal research grants from the Center for Research and Creative Activities and the University Research Advisory Committee,

coordinating the annual Faculty and Graduate Research Symposium, and sponsoring the annual Publication Celebration.

Several of Salem State's graduate programs are nationally accredited. Accreditation by the American Council on Occupational Therapy Education (ACOTE), Commission on Collegiate Nursing Education (CCNE), Council for the Accreditation of Educator Preparation (CAEP), American Chemical Society, and other professional societies confirms the high standards and academic quality of the graduate programs. Departments engaged in cyclical program reviews include their graduate programs as part of the process. While Salem State follows a common organizational model with a centralized school of graduate studies, it follows a less common model with a separate faculty contract for continuing studies and the graduate school. As a result, departments are challenged to make holistic decisions that support both graduate and undergraduate education and an additional layer of administrative process may occur. Recently, SGS developed strategies to strengthen the faculty governance model, ensuring that each department that offers graduate programs has an active graduate faculty committee.

### **Integrity in the Award of Academic Credit**

The university values the integrity of its degree. The Curriculum and Academic Policies Committees post all proposed curriculum and policy changes and keep records of all actions on the governance website. All forms and procedures for submitting changes also are available online. The university provides a [catalog](#) where all program requirements are available. [Flow sheets](#) for each major and concentration are also available online through the Registrar's office website. These curricular guides list all degree requirements, and provide guideposts for students and their advisors to track academic progress. The university credit hour policy is under development and will be submitted through the institutional governance process in spring 2016. This policy is based upon U.S. Department of Education credit hour definitions to ensure that credit is only awarded for work that meets federal requirements (see <https://ifap.ed.gov/dpccletters/attachments/GEN1106.pdf>). The university established policies specific to transfer credits and has established articulation agreements with several two and four year academic institutions. Transfer credit policies are found at <https://www.salemstate.edu/admissions/1302.php>

At the undergraduate level, Salem State offers a BA (involving study of a second language through the intermediate level), BS, BSW, and a BFA. Students graduate with a minimum of 120 credits at the baccalaureate level, and graduate programs range from 30-94 credits. Both day and the graduate and continuing studies faculty undergo a series of evaluations to ensure quality in their courses, and course evaluations play an important role in personnel decisions. Three-credit courses meet three hours per week, and some laboratory courses meet four hours per week. Most semester-long courses are 15 weeks, and summer session classes meet for extended classes twice per week for six weeks or once per week for twelve weeks. One-week intensive institutes and travel seminars are also offered. To ensure that student identity is verified for online courses, policies established by the registrar ensure student identity integrity, e.g., students register with a secure login and password, as well as signing an acceptable use policy. In addition, student ID pictures are available for faculty to verify participation in coursework.

The university has three offsite graduate programs for the School of Education (2014-15) as well as a continuing studies online program in Fire Science, and an online graduate program in Library Media Studies. The offsite programs are designed and administered by full time faculty and librarians. In 2010, the university began systematic evaluations of online courses. Faculty are observed and evaluated by chairpersons entering the course as guest instructors. Students enrolled in graduate and continuing studies courses evaluate their instructors via an online survey prior to accessing their semester grades.

### **Assessment of Student Learning**

The GE curriculum described above was developed in direct response to feedback during the university's last NEASC accreditation. Each GE category is linked to one or more [LEAP VALUE Rubrics](#), and the criteria for proposed courses requires the demonstration of how student experiences in the course will meet category criteria (see discussion in area of emphasis number one, Standard Two, and the Reflective Essay). With the initial implementation of the GE curriculum beginning in 2014-15, and with few faculty having experience working with the LEAP VALUE rubrics, the decision was made to focus our initial GE assessment efforts on familiarizing faculty with the rubrics and their use and not emphasizing rubric scores. During 2014-15 faculty scored their own students' work on the rubrics and faculty focus groups were held at the end of each semester to discuss the use of the rubrics. While such an approach did not lead to quantifiable data to assess student achievement of learning, it provided a means of introducing the rubrics as a useful tool in the teaching/learning process. Summaries of focus groups and survey findings indicated that faculty found this to be a useful approach. In fall 2015, faculty again scored their own students' work and data are currently being organized to disseminate findings to the campus in spring 2016. With the university's participation in the Multi-State Collaborative to Advance Learning Outcomes Assessment in spring 2016, student work addressing three key GE outcomes (Critical Thinking, Quantitative Literacy and Written Communication) will be assessed by blind raters as a part of the project. In addition, the university plans to use this opportunity to train more Salem State faculty in the use of the rubrics and to begin the blind assessment of student artifacts on campus. Dissemination of the findings and campus-wide discussions, including students, are planned for spring 2017.

Beyond the assessment of GE outcomes, individual programs and departments undertake assessment activities appropriate to their discipline. Some programs utilize standardized tests (Accounting/Finance, Chemistry); some portfolio review (Art + Design, Occupational Therapy, Communications); and others assessment of capstone projects (History, Political Sciences). Each May, the university sponsors an all-day assessment workshop. In 2015, the primary focus was on the assessment of GE, though individual academic programs presented their work. The May 2016 workshop will emphasize departmental assessment. To support departmental assessment efforts, the Associate Provost and Faculty Fellows began to work with departments in fall 2015 to refine their programmatic goals, student learning outcomes, and to develop curricular maps. While departments will progress at different rates, each will provide annual updates to their respective deans.

### **Institutional Effectiveness**

The creation of the new general education program was a major step forward in creating a

dynamic and assessable foundation for Salem State's majors, minors, and other academic programs. Salem State is working proactively to expand this culture of assessment into undergraduate and graduate programs, while ensuring the continued integrity of its academic credit.

### **Standard Five: Faculty**

The Strategic Plan identifies promoting distinguished academic programs and innovative educational experiences as its first goal. Faculty commitment to student success, reinforced by the continued pursuit of professional, scholarly, and creative activities, supports this goal. The [2014-17 MSCA Day Contract](#) governs the faculty's relationship to the university, and a separate contract for Graduate and Continuing Education expired on December 31, 2014. Contract negotiation is ongoing; DGCE continues to operate normally as negotiations continue. The criteria for tenure, promotion, and post-tenure review are governed by the MSCA agreement, and discussions are underway to help new faculty better understand expectations for research, service, and teaching. Summary statistics regarding the composition of Salem State's [faculty](#) are included in the Interim Report forms and are located on the webpage.

The university has undertaken several initiatives to provide opportunities for faculty leadership development. The university has funded several faculty "fellow" positions that help bridge academic and administrative initiatives. For example, following Salem State's creation of a Faculty Fellow for Service-Learning, the university added Faculty Fellows for STEM, Diversity, First Year Experience, General Education, Assessment, and Civic Engagement. The Center for Teaching Innovation has also added a faculty fellow to work specifically with part-time faculty. Faculty are integral to the hiring process in academic departments. They assist in recruiting qualified candidates, interviewing, and forwarding the name of the selected candidate for approval and hiring. New faculty positions are advertised to maximize applications from well-qualified, diverse candidates. In disciplines where a diverse presence could reasonably be expected per IPEDS data, applicant pools containing little or no diversity are held for further recruitment efforts. Faculty are appointed to the School of Graduate Studies by department recommendation to the graduate dean, and rank is determined by credentials.

### **Teaching and Advising**

All full-time undergraduate and graduate students are assigned faculty advisors. Undergraduate students must meet with an advisor at least once a semester before registering for classes, and schedule additional meetings as needed. In 2012, following the Student Success Summit, the president charged a task force with reviewing academic advising. Following the committee's 2013 report, staffing re-organizations were made to provide more generalist advisors. In addition, a peer advising program for undeclared students was established through a 2012 Performance Incentive Fund grant. This initiative grew into a peer mentoring program in the Academic Advising Center and now supports students from all majors. Other recommendations from the committee have not yet been acted upon due to budgetary concerns and leadership transitions. Resources to support faculty advising include the Academic Advising Center, which provides additional advising

resources for students and information sessions for faculty; Degree Tracker, which students and faculty use to monitor degree requirements in real time; and MAP-Works, which monitors at-risk students. The standard faculty assignment is 24 semester hours of credit instruction (SHCI) for the academic year, typically a four/four undergraduate load. Over the past two years, a committee explored the benefits and consequences of alternatives to the four/four model. Members of the committee have met with the president and provost and the committee will continue its work to explore alternatives that support the university's mission.

First year and senior students report nine percent higher levels of satisfaction with the quality of faculty interactions than among other New England public masters granting institutions (NSSE 2015). Salem State honors its commitment to teaching by allocating resources to achieving and maintaining distinction in teaching. University support for teaching includes the [Center for Teaching Innovation](#) (CTI), a [Writing Intensive Curriculum](#) (WIC), and the [Council for Teaching and Learning](#) (CTL). The CTI is the hub for many curricular endeavors and supports faculty seeking resources, information, and guidance on new teaching methodologies. 27 percent of faculty participated in one or more CTI offerings in 2014-15, reflecting a 15 percent increase.

Salem State administered the Faculty Survey of Student Engagement (FSSE 2013-15) to gauge faculty opinions and practices. Due to the positive associations with student learning and retention, special undergraduate opportunities are designated as "high-impact practices" (HIP's) in the FSSE. Faculty valued HIP's such as service-learning (55%), research with faculty (63%), internship or field experience (84%), and a culminating senior experience (90%) in the 2015 FSSE. Faculty report providing the following HIP's three or more times in a week: internship or field experience (38%), research with faculty (42%), and service-learning (44%). Since the implementation of Salem State's general education (GE) curriculum, CTI and WIC staff assisted in its assessment, and more than 200 faculty participated in programs about the new GE. In 2015, Salem State inaugurated two annual awards for teaching excellence, for tenure/tenure-track and adjunct faculty respectively.

### **Scholarship, Research, and Creative Activity**

Salem State faculty are active scholars in their academic and professional fields. In the 2014 annual publications list, faculty reported publishing 57 articles, 16 books, 20 chapters, and 5 music CD's, as well as participating in numerous presentations, panels, and performances. Salem State established [The Center for Research and Creative Activities \(CRCA\)](#) in 2012-13 to support scholarship and creative, non-curricular professional activities of faculty and librarians. The CRCA sponsors three types of grants to support faculty scholarship: for Summer Research and Creative Activities, Research and Creative Activities, and Seed Money. The [MSCA Day Contract](#) outlines the provision of funding for continuing scholarship available to faculty each academic year. The funding usually yields an annual stipend of about \$800. Additional support comes from department funds, the deans' offices, and/or the provost's office for activities such as conference presentations. In 2014, faculty grants from a variety of national, state, and local sources yielded over \$3 million in support. Sabbatical leave may be granted every seven years for full-time faculty for creative and scholarly pursuits. To ensure the ethical conduct of research, Salem State's [Institutional](#)

[Review Board](#) (IRB) and Institutional Animal Care and Use Committee review all proposals. Due to increasing research demands, the size of the IRB grew to 12 members, while faculty on the board increased from three to seven. In addition, the IRB is engaged in a rigorous analysis of its policies and procedures with full implementation slated for spring 2016.

### **Institutional Effectiveness**

Both students and faculty identify faculty teaching and faculty commitment to student success as major strengths of this university. Salem State engages in ongoing evaluation of the effectiveness of the faculty and programs to meet the vision, mission, and goals of the university. Ongoing initiatives such as the workload assessment help create a balance between faculty expectations for teaching, service, and scholarship.

### **Standard Six: Students**

#### **Admissions**

In the last five years, the undergraduate and graduate admissions offices have implemented several initiatives, including new approaches to open houses and accepted student days, information sessions, online webinars, Spanish language information sessions, transfer programming, and special outreach to middle/high school students. As a result, undergraduate applications increased seven percent and enrolled undergraduates remained stable since 2012. Meanwhile, graduate applications grew by 15 percent and enrolled graduate students climbed 8 percent during the same period. Transfer applications fell by 16 percent and enrolled transfer students dipped by 10 percent. Due to the regionally shifting demographics, including decreasing numbers of high school graduates and the projected increase in Hispanic/Latino students, the undergraduate admissions team implemented a multicultural recruitment plan. Consequently, the university's already diverse undergraduate student body has diversified further. Over 27 percent undergraduate and 19 percent graduate students are non-white, degree seeking, and full-time in Fall 2015, compared to 24 percent undergraduate and 12 percent graduate students in Fall 2012. Thus, the university has been able to increase student diversity while SAT scores and average high school GPA's remained stable among incoming students. International admissions have decreased by 10 percent. Although this figure counters the prevailing trend, it is primarily due to a stricter institutional definition. The university adopted a more narrow definition (tracking only students on visas as international students) during the period of review, because this provides a more definitive category and is considered a best practice in international admissions. Consequently, the number of international students decreased even as the integrity of the classification increased.

At the graduate level, the university focused on developing programs with the capacity to increase and maintain stable enrollments and meet the workforce needs of the Commonwealth. The university launched several new graduate programs (master's and certificates), and graduate admissions partners with academic affairs in marketing, recruitment, and admissions for these new programs. Simultaneously, new reports are being implemented to identify feeder colleges and programs, where increased outreach efforts will yield enrollment increases. Furthermore, graduate admissions attended diversity recruitment conferences, began the development of a multicultural recruitment plan, and changed policies around GRE/MAT and TOEFL requirements to increase accessibility.



The university enhanced the online transfer process for undergraduates, providing improved communication regarding transcripts between admissions and the registrar's office. In addition, the university was proactive in developing summits with community colleges to enhance advising and to develop an online self-service transfer credit resource. These summits identified areas requiring improvement, and corresponding efforts are underway. Although Salem State's full-time undergraduate headcount remained stable with an average of nearly 5,900 from 2012-15, decreases in transfer enrollment have been largely offset by increased retention efforts and stability in the first year population. Admissions and academic departments have collaborated to review current enrollment and to establish enrollment projections. In fall 2015, the university implemented a test optional admissions pathway to ensure equitable access for students whose academic potential may not be adequately reflected by standardized test scores. Financial aid awarded since 2012 increased by 35 percent.

### **Retention and Graduation**

The first-year to second-year undergraduate retention rate climbed from 74 percent in 2012 to 80 percent in 2015. Six-year graduation rates for undergraduate students improved by five percentage points in the past four years. The number of graduate degrees averaged over 530 annually. Although graduate enrollment dipped due to the cessation of several partnerships, it recovered with targeted recruitment and efforts to implement new and grow existing in-demand programs during the period of review. Each of these accomplishments is evidence of the success of on-going efforts to improve student success. Beyond setting the goal to raise graduation rates to 56 percent by 2016, the university also established goals in 2011-12 to address equity gaps for three sub-groups (Hispanic, African-American, and male students). The 2009 cohort gap in graduation rates between Hispanic and white students is zero, already achieving the university goal set for 2021. This outcome is very encouraging for the largest and fastest growing population among students of color. However, the current gap in graduation rates between African-American and white students is 13 percent, seven percentage points higher than the equity gap goal set for May 2016. This difference is counter to the consistent progress being made, as the 2013 graduation rate gap was four percent, while the 2014 gap between African-American and white students was three percent. Yet there is promising potential for renewed progress in reducing the equity gap for African-American students in the future, as the first-year to second-year retention for full-time, African-American freshman was 82 percent in 2015, the highest among all racial/cultural sub-groups. Finally, the gap between women and men is 11 percent, well above the goal of four percent set for May 2016. Men are graduating at higher rates in recent years, but women are matching the increase, sustaining the gap at 11 percent. As with the equity gap for African-American students, the potential for future gains may be found in the 80 percent first year retention rate for men, which is identical to both the rate for women, and the overall undergraduate retention rate after one year.

Salem State introduced several new initiatives to improve retention and graduation. For example, to increase retention of students early in their academic careers, Academic Affairs established the First Year Experience (FYE) office in 2012 (discussed in the reflective essay and in Standard Four). The university also launched MAP-Works (see Areas of Emphasis) in

fall 2012. From 2012-15, the percentage of full-time undergraduate students in residence increased from 35 to 40 percent, moving closer to the institutional goal of a 50 percent residential population. Within the residence halls, live-in peer academic mentors, living-learning communities, and the number of faculty living on campus have increased. The Faculty-in-Residence program now functions in five university residence halls.

### **Student Services**

The 2012 merger between Student Life and Enrollment Management increased communication and collaboration between offices, resulting in new practices and programs for student success (see Reflective Essay). Additionally, in 2012 and 2013, the president convened two student success summits. New initiatives such as the Student Navigation Center and MAP-Works arose from collaborative efforts to address issues identified in the 2011 Student Satisfaction Index (SSI). The university also administered the National Student Survey on Engagement (NSSE) in 2013-2015 and re-administered the SSI in 2012 and 2014, with encouraging results. Student satisfaction levels rose in important areas such as campus support services, student centeredness, service excellence, registration effectiveness, campus life, financial aid, and campus climate (SSI 2014; see Reflective Essay). The university targeted staffing additions and re-organized resources to improve programs and services, while also investing in new technologies and over \$175 million in new facilities and facility improvements to address student success and student concerns.

### **Institutional Effectiveness**

Salem State regularly evaluates student services, admissions, and retention processes on the basis of data gathered through multiple evaluative processes. Over the past four years, student success initiatives have been at the forefront of the strategic work to increase graduation rates and foster the intellectual and personal development of all students.

### **Standard Seven: Library and Other Information Resources**

The new 120,000 square foot Berry Library and Learning Commons opened in August 2013. The new library facility houses a variety of academic support services (see the Reflective Essay) in the learning commons. The library collection includes more than 325,000 high-quality scholarly books, periodicals, and media. Additionally, the library's electronic resources include more than 300,000 electronic books and 57,000 journals, with a total of 4,378 titles and 4,860 items added to the collection over the past year. Its collection of e-journals and e-books includes JSTOR, ProjectMUSE, Oxford Journals Online, Oxford Scholarship Online, SpringerLink, Wiley Blackwell journals, Sage Premier and Backfiles, Sage eReference, ScienceDirect College Edition, ScienceDirect ebook health sciences/nursing backfile, EBSCO Discovery, and e-journal backfiles. The library collections are supplemented by strong relationships with other libraries, including more than 3 million items in the NOBLE (North of Boston Library Exchange) online catalog.

Librarians provide faculty, staff, and students with training and support that facilitates their effective use of library resources. In three high-tech classrooms, librarians provide orientation to the library's resources and services, such as sessions on how to locate and use print and digital information, and subject-specific upper-division and graduate-level research instruction. Librarians also teach information literacy sessions for specific

classes, and also consult individually with students on their research projects. In 2014-15, Librarians taught 378 information literacy classes, reaching 6,084 students, faculty, and staff, plus held 837 individual research consultations.

The library is organized on an academic model, functioning as an academic department. The personnel structure changed with the retirement of the Dean of the Library in 2015. An Interim Director oversees [nine professionally qualified librarians](#). All librarians and three paraprofessionals have master's degrees in library science or the equivalent, and three librarians also have second master's degrees in a subject specialization. Subject specialist librarians provide instruction, research assistance, and collection development and support all academic departments. The library uses Association of College and Research Library's Guidelines for University Library Services, and comparisons to comparable universities to assess staffing levels. There is room for growth of the professional staff to meet the needs of certain disciplines and future challenges in the face of technological change.

The Berry Library boasts more than 150 public access computers (50% more than the interim library and satellite locations), as well as an adaptive technology workstation, a specialized group study room on the first floor, and more than 1,000 study seats (a 500% increase in seating). These study seats vary in form to include collaborative workstations, lounge seating, study carrels, laptop tables, individual and group study tables, and 12 group study rooms where students collaborate on class projects, gather in study groups, and meet for scholarly purposes. The weekly hours of access increased 17 percent in the new library facility.

The library staff conducted three assessments from 2011-15: user surveys from the interim library and new facility, as well as an information literacy analysis. Results from the pre- and post-assessment of the two libraries praised the new facility, services, and resources. User satisfaction, use of resources, and visits to the library all increased substantially. Over 90 percent of respondents rated lighting, signage, seating, temperature, noise, atmosphere, and hours of the new library as either favorable or very favorable. In addition, this research was used to aid subject librarians in better meeting the needs of students in specific majors. From 2013-14, the Library participated in the Association of College and Research Libraries (ACRL) Assessment, investigating the impact of information literacy instruction on student work products in several courses. Rubrics were applied to 130 students' work products. The information literacy analysis was used to gauge the effectiveness of library instruction, resulting in altered teaching approaches by some librarians.

### **Information and Technological Literacy**

As part of the general education (GE) curriculum revision, the university removed the computer literacy requirement, which in the previous core had been met through a course. In the new curriculum, information literacy is a specific learning outcome more broadly integrated into three GE categories (personal growth and responsibility, the human past, and contemporary society). In addition, individual academic programs build information literacy skills appropriate to their program of study. Librarians also use a variety of technologies to facilitate classroom instruction. Librarians use tools such as Jing and

Captivate screen capturing software to enhance eLearning experiences. The librarians use LibGuides to create attractive multimedia guides, share knowledge and information with the campus community, and promote library resources while providing librarians with an opportunity to use features such as chat and instant messaging to enhance reference instruction opportunities between faculty and students. In fall 2015, the library hired a specialist in Digital Humanities.

### **Information Technology Services (ITS)**

[Information technology services](#) (ITS), with 51 staff members, is responsible for core information technology services and infrastructure. There are an additional eight university employees who provide information technology support to the academic or administrative units. ITS's main divisions include Application and Client Services, Technology Services, and Information Security. The department oversees all technology services on the campus. ITS is responsible for web server infrastructure, content management system support, backups and disaster recovery, and is working with Marketing on the web redesign project (see Standard 10). There are five open computer classroom/labs at Salem State and 51 department specific classroom labs with a total of 742 computers. In some departments, specialized staff members provide local support for faculty and staff, and manage specialized research and instructional systems such as GIS capabilities.

Salem State has a mature [IT Governance process](#) that enables all members of the community to submit proposals to their unit heads for consideration. The process ensures ideas for technology to support student success are considered, regardless of whether they are conceived by leadership or members of the general community. Academic technology support follows the centralized/distributed support model. The director of faculty support services for ITS ensures training to staff, faculty and students on Canvas and other technologies at orientations and supplemental workshops throughout the year. The [ITS help desk](#) offers 24-hour support for the learning management systems and business support for the administrative core applications. ITS conducts customer satisfaction surveys annually. Participants expressed a level of satisfaction over 85 percent with customer support and 90 percent satisfaction with general communications. Over 95 percent of participants state that ITS systems and services are important or extremely important, with 85 percent satisfied with the technology environment overall. During 2015 the security team made a major impact on community awareness by meeting with the board of trustees, PEC, and several administrative departments to ensure staff appreciate the risks and their responsibilities in regard to information security. Awareness sessions have also been held with academic units where sensitive data is handled in the normal course of business. An executive committee for security initiatives guides the security team.

### **Institutional Effectiveness**

Salem State evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology, using these findings to improve the effectiveness of these services. Evaluation of the effectiveness of its library services, instructional content, and its information technology capabilities is accomplished through user surveys, the results of which are used to make appropriate changes.

### **Standard 8: Physical and Technological Resources**

Since 2012, there have been several new construction and renovation projects on the campus. Facility improvements include construction of the library in 2013, the Gassett Fitness Center in 2013, a new residence hall, a parking garage, and relocation of the School of Social Work to renovated space in 2015. Furthermore, a \$23 million complete overhaul of the Mainstage Theatre is underway, with an anticipated completion date 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). Renovation and relocation projects include moving several offices to create the Learning Commons (2013), the Student Navigation Center (2014), the Administration Office area (2015), the Center for International Education (2015) and the movement of the University Police (2014), which cleared the area for construction of Viking Hall (2015). Each new building is equipped with the latest technology, supporting curricular and access needs. The university has policies in place to address compliance with ADA standards. However, changing the institutional culture to think and make decisions inclusively about unique abilities, access, and learning needs is ongoing.

Salem State's physical plant consists of 42 buildings containing approximately 1.6 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. There are 152 classrooms of which 149 are equipped with audio-visual equipment to one of four levels, placing the institution in a strong position to support teaching and learning. This is a 33 percent increase over classroom space since the 2011 NEASC report. In addition to the base room configuration (projector, screen and speakers), 63 rooms have additional features, including a lectern with resident computer, document camera, smart board, 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.

Educational outreach through online and other means has been implemented to institutionalize a culture of data protection and information security while re-engineering processes and documenting best business practices. ITS implements a wide-range of technology initiatives and advancements to support university strategic plan goals (see Standard 7). The ITS security team is involved in IT projects at the design phase to ensure security is built in at the beginning, consistent with best practice. Systems have been built to automatically alert the team of malicious software present in the environment and to restrict the unsecure transmission of sensitive data. The security team identifies incidents almost daily, takes quick action to analyze whether sensitive data may have been exposed, and takes action to close the vulnerability that allowed the attack to succeed. Planning continues toward the goal to regularize the safe and compliant destruction of paper records.

The university is engaged in a systematic planning process to facilitate the achievement of strategic plan goals through assessing space, facility, and technology concerns, to prioritize those needs, and identify resources to address them. For example, ITS created a smart classroom plan (2011); the Campus Master Vision Plan was commissioned (2013); and a comprehensive assessment of all existing buildings and infrastructure was undertaken by an

external consulting firm to guide facilities management (2014). Modeled after the ITS governance procedure and informed by the VFA analysis, a Capital Planning Review Team was instituted (November 2015) to review and prioritize capital projects for more transparent and data driven decisions.

Facilities continues to manage available space to assure optimal utilization and planning for the back filling of spaces that become vacant through completion of new construction, such as the library/learning commons. Each year, the university spends approximately five percent of its general operations budget on deferred maintenance projects. This list of projects originates with departments and divisional leaders before facilities establishes priorities among these infrastructure projects. Future plans include relocating Institutional Advancement in summer 2016, due to aging facilities; and developing plans for the Weir property, a site adjacent to Central Campus currently used for parking. A planning study for a new \$55 million, 70,000 gross square foot science building was recently completed. The new building will contain science laboratories for biology, geology, chemistry and physics, and a greenhouse. While funding is under review, the desired completion date is January 2019. In addition, plans are proceeding to design and renovate the Campus Center (FY18), and construct the next residence hall (FY18). A project was implemented to review the university utility use (water, gas, oil, and electricity) and to develop a plan to replace and repair infrastructure, balancing cost with savings payback to finance projects.

### **Institutional Effectiveness**

Salem State engaged consultants to inform long-term and short-term decision-making about space planning and facilities. Competitive, open processes have been established to select projects to meet technology and facilities infrastructure needs. Formal assessment procedures for technology services are in place.

### **Standard 9: Financial Resources**

The university's [financial resources](#) are used to support educational programs of quality, with the largest [expense category](#) being Instruction and Academic Support. In recent years, the university has worked to improve the physical campus to support student engagement and student success, leading to growth in operations and maintenance expenses, as well as depreciation (see [Chart 1](#) Expenses by Category). As facilities have been built or renovated, revenues to support them have been provided by the Commonwealth through the Division of Capital Asset Management and Maintenance (DCAMM), gifts, debt, or fees (room rents, capital improvement fees, parking fees) so as to not detract from funds for instructional and operational purposes. Appropriations from the Commonwealth are recovering following the difficult market conditions of 2009-10. In FY15, appropriations of \$54.4 million are approximately 35 percent of total revenues, a \$16.8 million improvement from the low point in 2010 of \$37.6 million that was approximately 31 percent of total revenues that year.

Despite the decline in high school graduates in Massachusetts, the university's net tuition and fees have grown and, together with auxiliary revenues due to increased residential capacity, have contributed to financial stability (see [Chart 2](#) Total Revenue; [Chart 3](#) Auxiliary Revenue). The university's investment portfolio of \$12.8 million at 9/30/15 was accumulated over a number of years, and is used for large, strategically important projects

that would be inappropriate to fund with debt. In FY16 and FY17, for example, investments are funding the major overhaul of the university's website. On paper, due to the implementation in FY15 of the Governmental Accounting Standards Board (GASB) 68 accounting standard that assigned for the first time to the university, a share of the Commonwealth's unfunded pension liability, the university's unrestricted net position is reported to be negative. This is due to the \$21.9 million pension liability that was recorded as a restatement of June 30, 2014 balances. The Commonwealth has implemented several pension reforms over the years and intends to fully fund the program by 2036, at which point the liability should be removed from Salem State's financial statements. The university's Net Position is \$118.9 million at 6/30/15 even with impact of the GASB 68 liability, an increase of \$48.7 million from \$70.2 million five years ago.

### **Fundraising**

The 2011 NEASC Accreditation report cited the need to preserve and enhance resources sufficient to maintain financial stability and uphold the mission of Salem State. Given the reductions in state support which have strained resources and prompted annual increases in student fees, it was considered essential to enter into a comprehensive fundraising campaign as called for in the university's strategic plan. As a result, in February 2011, following a feasibility study and assessment of our resources, the Salem State Board of Trustees and the Salem State Foundation, Inc. voted to enter into a five year \$25 million campaign. [10,000 Reasons](#) is Salem State's first-ever comprehensive fundraising campaign. With a \$25 million goal, it is also the largest fundraising effort in school history.

The campaign's funding priorities were developed in concert with campus leaders in the academic, financial, and student life areas:

1. \$4 million commitment to Student Life: to ensure a vibrant campus and student success by providing the highest quality support services and co-curricular opportunities.
2. \$4 million commitment to Financial Assistance: to guarantee that financial assistance is available to every student who cannot afford a Salem State education.
3. \$5 million commitment to Faculty and Academic Programs: to recruit and retain diverse and talented faculty, to support their work with professional development, new professorships, and research opportunities and to expand academic programs, international programs, and technological resources.
4. \$3.5 million commitment to the Sophia Gordon Center for Creative and Performing Arts is: to complete the renovation of the Sophia Gordon Center for Creative and Performing Arts for the benefit of the entire North Shore region.
5. \$8.5 million commitment to Annual Support, Unrestricted Funds, and University Endowment: to create a more stable financial base for university operations.

### **Campaign Progress**

10,000 Reasons campaign gifts received from July 1, 2010 through December 31, 2015 include pledges, cash received, and new planned gifts from donors who reach age 60 within the timeframe of the campaign.

<b>Campaign Goal</b>	<b>\$25,000,000</b>
<b>Raised 7/1/2010 through 12/31/15 - 82% to goal</b>	<b>\$20,429,822</b>
<b>Balance to be raised by 6/30/16</b>	<b>\$4,570,178</b>

One of the goals of the Salem State University Foundation upon entering the comprehensive campaign was to double the endowment of \$12 million, which has been achieved:

#### **Endowment and Total**

<b>Portfolio Market Value</b>	<b>Endowment</b>	<b>Portfolio</b>
Balance as of 7/1/10	\$12,081,504.47	\$15,831,521.83
FY 2015	\$25,128,501.24	\$27,919,903.52

Foundation scholarship dollars available from endowments have increased by 59 percent or \$102,000 in just the last year, from \$173,000 in FY15 to \$275,000 in FY16.

#### **Campaign Milestones**

The public phase launched in April 2014 with more than \$15 million already raised from about 8,500 donors. As of September 2015, more than 10,300 donors have contributed. Critical to our success in the 10,000 Reasons was our Campus Community Campaign (CCC). A 36-member team representing nearly every department and discipline on campus succeeded in achieving a 90 percent participation rate of full-time employees. An important, direct byproduct of so many members of our community supporting the campaign is that they can see more clearly the value in collaborating with institutional advancement on outreach and fundraising efforts. The visibility of advancement work on campus has greatly increased due to the groundwork of the CCC effort. Now, faculty and staff in many areas of the university are thinking proactively about how to raise funds for their own programs, which is fundraising sustainability in its simplest, most effective form.

#### **Administration of Financial Resources with Integrity**

The CFO is a CPA/CGMA with more than 25 years of public higher education finance experience and who has completed CBMI, the SCUP Planning Institute, and other higher education professional development programs. The VP strengthened the financial team through reorganization of duties and key hires. The new Controller and new Director of Continuous Improvement (DCI) in Finance are also CPAs and the DCI also has the Project Management Professional (PMP) certification. Given the need to provide enhanced financial advice to academic affairs and to a growing auxiliary operation, a new Budget Analyst with higher education experience has also recently joined the division. The General Counsel/VP of Administration is the university's Internal Control Officer and oversees an AVP for Risk Management and a quality assurance position split between the AVP for Risk Management and the Director of Continuous Improvement in Finance.

Thus, new tools and systems are being acquired in financial reporting, financial modeling and position control and a careful review of debt policy is underway. The budget committee has been energized and charged with assisting with development of integration of planning processes with financial planning, enhancing transparency through decision rubrics, assisting with cost containment, and increasing faculty engagement in these matters. Quarterly financial updates are provided to the board's Finance and Facilities committee along with reviews of investment performance and discussions of policies in addition to



routine matters such as determining rates. The university recently completed its FY15 financial statements successfully, and the FY15 annual audit of federal programs (A133) resulted in no audit findings. The auditors attended the meeting of Risk Management and Audit committee of the board to review the audit in detail and to meet with the committee members in executive session, a regular practice to ensure open and direct communication between trustee fiduciaries and external auditors. The board's academic affairs and student life committee meets regularly with the Provost and the VP for EMSL, which provides another opportunity to review financial aid policies at the trustee level, and the impact of the financial aid program on recruitment, retention, and student success. In addition, EMSL is implementing regular reviews of each department; Financial Aid will be reviewed in 2016, as its last review was in 2011 by Scannell and Kurz.

### **Institutional Effectiveness**

Strategic plan goal 4H was created within the last year as a way of organizing a variety of improvement initiatives underway in the Finance and Business division. The university seeks to springboard from existing effective transactional operations and strong internal controls, to provide finance services and support that is more strategic in an efficient manner.

### **Standard 10: Public Disclosure**

Salem State is making significant investments toward better providing the information its various audiences need to make informed decisions about the institution. The current website is nearly seven years old. Despite its crucial role in public disclosure efforts, the site has a number of shortcomings, including challenging navigational schemes. The university recognizes its shortcomings, and has made a major investment in redesigning the external site and improving the internal facing information portals. A new information architecture, content management system, and content strategy aim to make the site a useful, informative, and engaging tool for external audiences. A parallel project to build out the internal student and staff portals will make them robust and comprehensive resources for members of the campus community. The website has become the primary information channel for most outside audiences, including prospective students and their families, prospective employees, and alumni. It is one of several sources of critical information for current faculty, students and staff. For example, the university's [mission](#), vision and values statements are front and center on the webpage. Contact information is linked from all pages, financial statements are available on the "[Finance and Facilities](#)" pages, and key facts and figures are given their own [page](#). Information about cost of attendance and a net price calculator can be found on the admission [page](#). Other information for current students, including financial aid information was recently moved off the website to an information database called "Right Answers." The university is beginning the process to improve website navigability.

Most important academic information, including admission requirements, academic policies, and current course listings can be found in the [academic catalogs](#) which are published online and archived for the past 12 years. Salem State is working to develop comprehensive ways to address alignment between department webpages and the catalog, and to better publicize programs or courses. The website also features a directory with a comprehensive listing of faculty, staff, and administration, and it includes details about the board of

trustees. Departmental home pages list full- and part-time faculty, who are able to set up a page describing their educational background and professional accomplishments. Currently many academic programs include assessment information on their webpages, but over the next couple of years all academic programs will be expected to include evidence of student learning. The newly designed website will be available in fall 2016.

### **Institutional Effectiveness**

The website redesign will address areas of concern that emerged in the university's review of the current site. Feedback on the current and new website is collected through a variety of means to insure continuous improvement in meeting campus and community needs.

### **Standard 11: Integrity**

Salem State has a continuing commitment to act responsibly and with integrity, and expects the highest ethical standards from all constituents. The university has policies and procedures that address ethics, conflict of interest, privacy rights, academic integrity, research integrity, and the handling of grievances. Student rights and responsibilities are clearly stated, well publicized, and include the student grievance procedure. Student complaints may be filed by following procedures at <http://www.salemstate.edu/27033.php>. Conducting a systematic review of policies and procedures (in 2013), the university compiled a comprehensive list of all existing [policies](#) for the webpage. An annual review of policies is conducted to insure that this resource is current and inclusive. All vice presidents and governance committees are also charged with developing new policies where needed.

During the last 18 months, over 1,300 employees participated in 15 different types of professional training programs. Feedback from those participating in these programs is overwhelmingly positive. New faculty, staff and administrators learn of the university's commitment to and expectations regarding integrity through orientation programs, the [Employee Handbook](#), the collective bargaining agreements, and the ethics statement for non-unit administrators. The conduct of all employees is governed by the rules of the State Ethics Commission regarding Political Activity and the Conflict of Interest Law. In order to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) that protects the privacy of educational records, all Salem State employees are required to complete a training tutorial. In 2013, the university became aware of a significant data breach. Employee data, including student employee information, was impacted. The breach was due to a virus on the human resources office computers. The virus was detected quickly and steps were taken to isolate it and limit its ability to transmit data. Salem State contracted with Experian to assist with the notification process, sending letters to all those affected. Each affected person was offered a year of free Experian monitoring. Two security positions were created as part of the response plan.

The university addresses academic dishonesty through its [academic integrity](#) policy. Research integrity is an essential component of the university's culture and supported through university committees, such as the [Institutional Review Board](#) (IRB). The institution ensures that the rights and obligations associated with academic freedom are part of the actual practice of its teaching and research by making academic freedom an integral part of its bargaining agreement. The [2014-17 MSCA Contract](#) encodes university safeguards for

the policy and practice of academic integrity. The language of the collective bargaining agreement also specifies the distinct entitlements and rights of both faculty members and librarians with respect to the free pursuit and dissemination of knowledge. Salem State is committed to non-discrimination, diversity, and openness. Examples of inclusivity initiatives include the creation of a Chief Diversity and Inclusion Officer position reporting directly to the president, revisions to the hiring policies and procedures, increased tracking and accountability concerning search processes. Institutional efforts to diversify the faculty and staff led to a five percent increase in faculty and a two percent increase in staff that identify as people of color since 2010. The university's strategic plan has diversity as one of its three guiding principles and the diversity statement expresses its beliefs and aspirations.

### **Institutional Effectiveness**

The application of relevant trainings, policies, and processes insure equity and transparency regarding matters of integrity, enabling the university community to monitor how well Salem State is adhering to the values of the university mission and strategic plan. When issues arise, the university is able to make adjustments as needed to improve integrity, as demonstrated through the Trust Summit undertaken in response to campus concerns expressed through a national survey.

### **Reflective Essay on Assessment, Retention, and Student Success**

Salem State University'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 to serve as a resource to advance the region's cultural, social and economic development. The university draws a majority of its degree-seeking undergraduates from the culturally and economically diverse cities and communities located north and west of Boston. Salem State serves nearly 10,000 undergraduate, graduate, and continuing education students in its respected College of Arts and Sciences, College of Health and Human Services, School of Business, School of Education, School of Graduate Studies, and School of Continuing and Professional Studies. The majority of entering first year students is first-generation (over 60 percent in 2014, 2015), with significant numbers who are Pell-eligible (34 percent among all students; 40 percent among first-time full-time students in 2015) and students of color (27 percent undergraduate; 19 percent graduate).

The university's [Institutional Diversity Statement](#) asserts the critical importance of an inclusive community in fostering a transformational educational experience. This document affirms the university's rich history of valuing diversity, the learning opportunities inherent in sharing unique perspectives through academic inquiry, and the aspirational goals of developing culturally competent students. Salem State's mission, vision, and guiding principles are student-centric, inclusive, and a primary means of gauging student and institutional achievement.

### **Overview**

The four goals of the strategic plan address the academic program, the student experience, civic and community engagement, and the university's resources and financial positioning. Among twenty objectives identified in the university strategic plan, one relates directly to assessment, four address retention, and six focus either directly or indirectly on student

learning and success. The remaining objectives may be broadly categorized as supporting institutional success or advancement (i.e., promoting the comprehensive campaign, marketing the university). To measure progress in advancing the strategic plan, a detailed spreadsheet to the sub-action step level was created to identify the responsible administrator, the target objective, the measure, and the status for all strategic plan goals. One or more vice-presidents direct and monitor efforts to achieve the action steps identified and report quarterly to the President's Executive Cabinet (PEC) about progress. A summary report with information to the action step level is prepared annually for the Board of Trustees and the president presents an update on the strategic plan at the State of the University presentation each September. The current strategic plan was intended for 2013-16, but was extended another year by the Board as a result of transitions at the PEC level.

Historically, the institution's budget process has not been tied to strategic planning. Budget development had primarily been an incremental annual process, while strategic planning has had a longer time horizon. However, in 2014, the president charged the new Vice President for Finance and Business/CFO with bringing these two processes together, and substantial progress is being made toward achieving this goal (see Standard Nine). A campus-wide budget committee that includes administrators, faculty, staff, and students was established to foster transparency and greater participation in the budget process from all constituents.

Student learning and the return on investment from a state-supported university education is an important concern for students, families, and citizens of the Commonwealth of Massachusetts. Historically, Salem State has had the lowest graduation rates in the Commonwealth's state university system. The campus community set about to reverse this trend and is making substantial improvement in this area. From 2012-15, Salem State has been able to increase full-time freshman one-year retention rates (6%), graduation rates (5%), while sustaining undergraduate enrollment and increasing graduate enrollment (8%). High school GPA's and SAT scores among incoming students remained consistent, even as the institution has moved to a test optional admissions policy. International student enrollment decreased by ten percent, yet students of color increased by three percentage points among full-time undergraduates, and seven percent among graduate students. Although equity gaps persist, the largest gains in graduation rates have been among the growing population of Hispanic students (13% increase), while the 2015 one-year retention rate is highest for African-American students (82%) among all racial groups. Thus, the university has been able to increase diversity, maintain enrollment, and sustain the bar for entry while still increasing completion rates and reducing equity gaps.

As the institution fosters greater student success, defined by increased retention and graduation rates, a culture of assessment is evolving. These efforts align with the Vision Project, the ambitious plan to make Massachusetts the home of "the best educated citizenry and workforce in the nation." The Department of Higher Education proposes to achieve this goal by addressing the three big challenges facing Massachusetts public higher education: the economy's need for more college graduates; projected declines in the number of high school graduates; and the cumulative impact of underfunding public higher education. With these goals in mind, Salem State's strategic plan is both an aspirational vision and a practical benchmark for assessing student success and advancing the institution.

## Findings and Analysis

In the four years since the last NEASC review, substantial progress has been made on a number of key objectives from the strategic plan. The broad efforts undertaken to make these improvements can be grouped into four main categories: 1) outcomes of retention and student success initiatives, 2) outcomes of assessment of student learning, 3) outcomes of special programs/efforts to improve student success and 4) infrastructure improvements. More specifically, significant institutional achievements include developing and implementing a new general education (GE) curriculum; creating an office for institutional effectiveness and planning (now strategic planning and decision support); establishing first year seminars for all new students; making significant gains in retention rates and graduation rates; demonstrating growth in service-learning courses and community service resulting in being named to the Presidential Honor Roll for Community Service each of the last two years; raising over \$20 million toward a \$25 million goal through the university's first comprehensive campaign; and creating a one stop service center to improve the business of being a student. Assessment efforts are ongoing for each of these initiatives to ensure continuous improvement and congruence with institutional objectives.

Students consistently report higher levels of satisfaction in the National Student Survey on Engagement (NSSE) than peers at comparable New England Public institutions. Four of five first year students (81%) rate their overall experience as good or excellent, four percent higher than peers at comparable institutions (2015 NSSE), while 78 percent of seniors rate their experience good or excellent, only two percent lower than peers. Moreover, 83 percent of first year students and 78 percent of seniors would definitely or probably attend Salem State again; 11 percent and three percent higher, respectively, than peers (2015 NSSE). Salem State students report significantly higher satisfaction ( $p < .05$ ) on two campus environment engagement indicators: quality of interactions and supportive environment.

The three-year trends (2013-15) in NSSE results across most engagement indicators are positive or holding steady. NSSE results for first year students are trending positively on 13 of 15 indicators reported and across four themes: academic challenge, learning with peers, experiences with faculty, and campus environment. These positive results reflect the strength of the experience provided by faculty, and support the investments made by the university to improve student success, including the new general education curriculum, FYS, FYE office, MAP-Works, and consolidating academic support services in the learning commons. The two areas where results have been trending downward for first year students concern the amount course reading and pages of writing assigned, which have fallen by one percent or less over three years. The academic deans and provost will monitor these items, as the variation over time is relatively low, and one that is within the control of faculty to address if it becomes a cause for concern.

2013-15 NSSE results for seniors trending positively or holding steady (varying by .1 or .2 percent over multiple years), on 13 of 15 engagement indicators, too. These widely positive results reflect the quality of the educational experience and, coupled with the increasing graduation and retention rates, also suggest that the efforts the university is engaged in to support students are having a beneficial impact. Two areas where results for seniors dipped were in the amount of assigned reading, and discussions with diverse others, both of which

fell less than one percent. Again, these are areas to monitor, as the variation reported is relatively low. Of greater concern from the NSSE results is the statistically significant finding ( $p < .05$ ) that Salem State students engage in lower levels of collaborative learning than their peers at comparable institutions. While this engagement indicator is increasing for first year students, it is trending negatively for seniors over the three years reported. This result has not been widely discussed with faculty, but will be a topic for the provost to introduce through existing structures such as the CTI, CTL, and faculty development forums. Given the many positive indicators of engagement with faculty shown in the NSSE results, increasing collaborative learning seems an achievable goal.

In addition to targeting substantial personnel and administrative resources to support students, the university leadership also sought to engage the entire campus in the drive to improve retention and graduation rates. The 2011 Student Satisfaction Index (SSI) demonstrated high levels of importance and dissatisfaction ascribed to several factors impacting students' experience at Salem State. Among these were academic advising, parking, registering for classes, and getting concerns resolved on campus. This data was used to frame discussions at the 2012 Student Success Summit about student needs, perceptions, and experiences, many of which coalesced around improving 'the business of being a student' on campus. In both 2012 and 2014, the SSI was administered again. Students in 2014 were more satisfied with campus support services, service excellence, campus climate, student centeredness, registration effectiveness, recruitment and financial aid, academic advising, concern for the individual, and campus life. Statistically significant increases were reported on the quality of library resources and services ( $p < .001$ ); on the helpfulness of personnel involved in registration ( $p < .01$ ); and on the adequacy and accessibility of computer labs ( $p < .01$ ).

The SSI also provides benchmark data compared to four-year public institutions. Specifically, Salem State students reported lower satisfaction levels than comparable public universities on 11 items ([Chart 4](#)), while also reporting higher levels of satisfaction than similar publics on 10 items ([Chart 5](#)). These charts illustrate the improvement on measures relative to 2012, as well as examples of related initiatives to address these items. Plans are in place to administer the SSI again in fall 2016 to continue to track student perceptions. One exception to these encouraging trends is the item about the commitment to racial harmony on campus. Although satisfaction decreased, the overall student satisfaction rating for this item is still higher than at comparable institutions. To further explore student perceptions about race and gender, a comprehensive survey is planned for spring 2016 to assess the campus climate. In addition, the university is continuing with efforts to support diversity (i.e., creation of multicultural affairs office and plans to hire a Chief Diversity and Inclusion Officer), expecting that they will yield more positive results over time.

Although many of the changes implemented on campus are relatively new, the improved SSI results on so many items seem to indicate that the campus efforts associated with these items are having a positive impact on the student experience. Using the benchmarks from these previous surveys, Salem State plans to continue to measure progress over time for both NSSE and SSI, among other assessments. These results provide data to help the institutional leadership to prioritize future efforts.

## Staffing Enhancements

Over the past four years, the university invested significantly in new staffing and re-organization efforts to improve institutional effectiveness and address student needs. For example, the need to construct a new library created opportunities to re-envision academic support services such as Academic Advising, Writing Center, Honors Program, Disability Services, Tutoring, Supplemental Instruction and specialized program support staff. Consolidating these academic support services into the learning commons created greater student awareness and visibility of services, increased access while minimizing potential stigmas, and fostered increased collaboration among staff in these offices. Through the creation of the Center for Academic Excellence, the institution expanded key academic support services (pre-college transition, tutoring, and peer mentoring) to all students, rather than serving only those who were struggling academically, while also increasing the number of academic advisors available to students.

The president led three faculty and staff summits, on student success, collaboration, and trust, to focus on the collective need to increase institutional effectiveness. In 2012, the Student Success Summit brought together faculty and administrative leaders to discuss how to best support students. This day-long retreat featured several presentations and breakout sessions designed to engage the campus community in identifying ways to address the challenges facing students and the institution. Sub-groups met following the retreat, reporting back to the campus community at different intervals. A series of proposals resulted from the summit, and work began to implement these changes to improve services and the student experience. The creation of a one-stop center, improving academic advising, and increasing training and professional development opportunities for faculty and staff were identified as strategies to pursue. In each case, substantial changes were implemented to address these concerns. Significant progress was made on each of the initiatives arising from the Student Success Summit. In 2014, the Student Navigation Center opened, bringing the Registrar, Bursar, Financial Aid, Student ID, and Admissions Operations offices together into one unit with over 100 employees. As part of this plan to improve the 'business of being a student,' new positions were developed from each office to create a cross-trained set of professionals to manage the day-to-day operations and student traffic, allowing the respective offices to focus on increasing efficiencies, improving services, and streamlining policies and procedures.

The Center for Academic Advising went through a similar transformation after the Student Success Summit, merging with the Center for Academic Excellence (CAE) in the new Learning Commons. This merger made additional academic advisors available to students. An Academic Advising Initiative Task Force produced a report and recommendations in the spring of 2013. Efforts to improve academic advising based on the task force's recommendations are ongoing. This re-organization provided an infusion of more staff to support the advising process while also broadening the scope of this new office that provides academic support services, such as the Summer Bridge Academy, TRIO programs, Peer Tutoring, and Supplemental Instruction. Consolidating academic support services in the new learning commons in fall 2013 increased visibility and traffic to these key resources for student success. In 2013-15, visits to academic advising increased by 13 percent and the

office's email exchanges grew by 33 percent. During the same period, the number of visits to the peer tutoring program increased by 40 percent.

In spring 2013, the focus of the next university summit was promoting greater collaboration across campus between faculty, staff, and administrative units. This conference led to the creation of an on-going campus committee of faculty and administrators charged with identifying barriers to collaboration and ways to break down traditional silos and work more collaboratively. The marketing theme "Forward Together" was infused as a means to promote a cultural change on campus. The Collaboration Committee continues to work on ways to enhance collaborative efforts. One such effort was hosting a "Collaboration Day" in fall 2013. This one-day event included 175 participants from across campus discussing ways to work together to better understand each other's roles and responsibilities.

An external survey called "Great Colleges to Work For" raised the institution's awareness of the need to improve communication among internal and external constituencies. Based on the work of Franklin Covey consultants, a Trust Summit was held in spring 2015 among 150 faculty, staff, and administrators to build better relationships across campus. This event was followed by 11 additional summary sessions, engaging another 100 community members who were not part of the initial summit. These sessions are ongoing to improve communication across campus. Furthermore, faculty department chairs and the president's cabinet assembled for a daylong meeting over in summer 2015, and continue to meet periodically to cross boundaries on campus and collectively move the institution forward.

Additional staffing and inter-departmental efforts were targeted to address changing institutional needs, and to capitalize on grant funding and philanthropic opportunities. For example, the clinical staff of Counseling and Health Services grew from six to eight (2012) to meet the needs of an increasingly residential student population. Career Services expanded employer relations efforts, adding two positions, based on the recommendations of a 2011 external review, and supported by generous donor support. Two new Diversity and Multicultural Affairs staff positions were created to promote campus inclusion and support the increasing student diversity (Summer 2013). The Veterans Center manager position was previously grant funded and since 2012 became an institutional commitment. The MAP-Works Office was funded in 2012 through a Performance Incentive Funding (PIF) grant and since 2015 became a university investment. A Student Advocacy Office was created (Summer 2012) to serve an ombudsperson role, assisting students with personal challenges or crises in continuing their education. A director of Civic Engagement was hired in July 2015 to lead university efforts in this area. Through the support of an alumni donor, the coordinator of spiritual life position was expanded to full-time (January 2016). This position provides multi-faith programming and support for community spiritual life needs. And a new Chief Diversity and Inclusion Officer position was recently created and recruitment is underway.

### **Outcomes of Retention and Student Success Initiatives**

Over the last four years, Salem State increased recruitment efforts to draw more students from further away from campus, while still serving students from the North Shore area of Massachusetts. Undergraduate Admissions increased these efforts to meet the challenges of



a dynamic regional recruitment environment, including fewer traditional age high school graduates and increased competition to attract these students. With the goal of increasing graduation rates, the university also made a strategic decision to reduce the number of discretionary exceptions to the Commonwealth's admissions standards to well below the ten percent permitted. Consequently, the university reduced the size of the Summer Bridge Academy population from a high of 25 percent of first year students in cohort 2008 to an average of 12 percent in cohorts 2012-15, lowering the number of at-risk students in half to a size better served by the available institutional support services.

### **Retention and Graduation Progress**

The university set an ambitious goal to increase graduation rates 13 percent by 2016 and implemented several strategies to improve student success. The 2009 cohort achieved a 50 percent six-year graduation rate, a five percent increase over the 2006 cohort. The first year to second year retention rate among full-time, first year students has climbed from 74 percent in 2012 to 80 percent in 2015, while the transfer graduation rate increased from 59 percent to 68 percent in this time frame.

In [Chart 6](#) Undergraduate Retention Rates from first year (FY) to second year are disaggregated for several sub-groups. Steady improvement is shown over time across multiple groups, including, full-time transfers, male, female, residents, Pell-eligible, and white students. The balance between men and women after the first year is worth noting, especially when compared to graduation rates where there is greater disparity, with women graduating at higher rates. In 2015, African-Americans achieved the highest one-year retention rate among full-time, first year students among all racial/cultural groups. The data also reflect opportunities for the institution to focus on supporting Summer Bridge Academy, African-American, Hispanic, Asian, and commuter students more substantially to sustain higher retention, as rates for each of these groups dipped from the previous year.

Other student subgroups receiving specialized services and programming who exhibited higher first year retention rates in 2015 compared to the rest of the student body include Commonwealth Honors Program students (98%) and student-athletes (93%). Housed in the new learning commons, the Honors Program office provides centralized support for students. The faculty coordinator works closely with these high-achieving students, building a supportive community through a summer retreat for new students and a structured program to support their success. Student-athletes achieved first year retention (93% in 2015) and six-year graduation rates (78% for 2008 cohort) that are also substantially higher than for the student body. The structure of NCAA requirements provide a framework for academic success, but exit interviews with senior student-athletes indicate that the support and relationship they develop with teammates, coaches, and the Athletics staff are primary factors contributing to their success. MassTransfer students also returned at a higher rate (86% in 2015), seeming to bolster increased efforts to support transfer students' transitions. Furthermore, Summer Bridge Academy students averaged an 85 percent retention rate over the last four years, with a high of 90 percent in 2014. However, the retention rate of this group dipped below the 80 percent average in 2015. This decrease prompted staff supporting this at-risk group to work more closely with other offices on campus to identify factors contributing to the dip in retention.

[Chart 7](#) Undergraduate Graduation Rates are reported and disaggregated by transfer/first year, residency, gender, race, income, and Summer Bridge Academy membership. The data reflect consistent progress among most sub-groups, including full-time transfers; first year students graduating in four, five, and six years; men, women, commuters; and Hispanic, Asian and white students. The data shows that there is an 11 percent gap between male and female graduation rates that is not evident after the first year. In addition, there is a 14 percent differential in the graduation rate between African-American students and white students. This difference, too, appears after the first year between the two groups. These are substantial opportunities for the institution to continue to work to find ways to provide a more equitable educational experience for male and African-American students that will enable more of them to pursue their academic goals to completion. In addition, there are opportunities for the university to facilitate more equitable experiences for resident students. [Chart 8](#) Graduate Programs reports graduate program retention and graduation rates. Most graduate programs are part-time and are not cohort programs. As a result, the data for the respective programs is consolidated across all graduate programs. The data reflect consistent success of students within these programs over time.

Seeking to support students early in their academic experience, the university created a First Year Experience (FYE) Office in Spring 2012. Among the initiatives offered by the FYE Office are the Student Success Series, a variety of workshops to support students; a common reading program for new students; required First Year Seminars (FYS) as part of GE program; Alpha Lambda Delta, an honor society for first year students; and an extended orientation program to assist new students in their transition to the institution. Housed within Academic Affairs, the FYE Office is closely aligned with faculty, supporting the FYS classes and working with two first year faculty fellows and several graduate retention fellows, who serve as success coaches for new students. First year students report that Salem State places an “emphasis on providing support for their overall well-being,” nine percentage points higher than comparable New England public institutions (NSSE 2015). Moreover, near the end of the first year, 83 percent of FY students would “definitely or “probably” attend this institution again; 11 percent higher than other New England public institutions (NSSE 2015). FYE also oversees non-residential learning communities, e.g., the Veteran learning community, the first year arts community, and initiatives to help first-year students connect with faculty within their academic majors.

Another major investment Salem State made is the allocation of graduate positions to support student success. The Higher Education in Student Affairs (HESA) graduate program initiated a retention fellows program in 2012 to support the university retention efforts. A total of 18 graduate positions work 20 hours a week in areas such as FYE, Map-Works, Residence Life, and Student Involvement. These graduate students serve as success coaches, student organization advisors, or staff in key student support service offices improving undergraduate student success throughout the university. As [Chart 9](#) indicates, the number of degrees conferred has averaged over 530 for graduate programs and over 1,500 for undergraduates. Licensure rates have been at or near 100 percent in Education, Athletic Training, Occupational Therapy, and Nuclear Medicine. Rates for Nursing have consistently been in the 80 percent range, while in Social Work have been in the 70 percent

range for undergraduates, in the 80 percent range for clinical, and in the 90 percent range for master's candidates (See S Series form for rates).

Technological advances were implemented in a number of areas to support student success. The university upgraded its learning management software program (2012) to Canvas, a more comprehensive system offering increased accessibility, capacity, and flexibility. Online systems have been created in several areas, such as monitoring academic progress (Degree Tracker 2011), online billing and direct deposit (TouchNet in 2012) choosing a tutor (2014), finding a campus job (2013), or making an appointment in counseling and health services (2014), to increase efficiency by providing self-service functions. In addition, Counseling and Health Services (CHS) employs electronic medical records and a self-service, online health portal, and third-party billing enables CHS to offer more services to students without increasing costs. Furthermore, the university uses a de-centralized process of reserving space on campus for events with multiple software applications. Progress is being made in consolidating systems and streamlining processes to reduce this complexity.

The Student Navigation Center's (SNC) increase in online and self-service resources complement the service model to educate students about how to resolve similar issues in the future, rather than simply processing transactions. In addition, other online tools remind students when they must act, such as registering or paying the bill, for their education to progress. In conjunction with the creation of the SNC, an ever-evolving database program (Qnomy in 2014) allows greater opportunities for student self-service. As questions arise and students search for answers online, staff can identify gaps in the knowledge base and supply the necessary information to allow students to more efficiently find the information they need. Furthermore, the university launched Sales Force, a new customer relations manager (CRM), bringing together multiple systems to more effectively manage admissions and recruitment functions (2015). In addition, the Admissions team implemented targeted recruitment plans for emerging populations, utilized assessment strategies to determine program demand, and developed systems and processes that effectively manage enrollment. These efforts enable better coordination and collaboration with academic departments to set enrollment projections in order to better meet workforce needs.

Historically, Salem State used an in-house survey to collect outcomes about recent graduates. While this data was extensive and valuable, the process of gathering it was very labor intensive, taking career counselors away from direct service to students. As a result, the university moved to a standardized, national survey process to provide benchmarking information and to gather data on new alumni three, six, nine and 12 months after graduation. This new approach relieved the staff in Career Services, but response rates are not yet as robust. EMSL continues to explore alternatives to efficiently and effectively collect these data. Results, however, continue to be positive, indicating that over 66 percent of recent graduates were working full-time, while over 32 percent were enrolled in or pursuing additional educational opportunities at the three month interval in 2014. Moreover, 79 percent of recent graduates were working in an area that is very or somewhat related to their academic program after three months, which rose to 83 percent after six months.

Furthermore, more academic departments are tracking post-graduation outcomes for students from their major. For example, the School of Education implemented a 35-item questionnaire to learn about the experiences of recent graduates from the educator preparation programs. Education faculty found that 89 percent of graduates in 2014 and 96 percent in 2015 reported they were satisfied to very satisfied with the educator preparation program at Salem State. Among these alumni, 84 percent in 2014 and 87 percent in 2015 secured a teaching position for the next academic year. Moreover, of those graduates who were not yet employed as a teacher, 62 percent in 2014 and 50 percent in 2015, reported that they were working in a field related to education. The School of Education uses the qualitative and quantitative data collected through these instruments to improve the quality of these programs and to identify possible supports for alumni.

### **Outcomes of Assessment of Student Learning Academic Program Review**

A university-wide task force convened from 2010-11 to engage in an Academic Program Review of each department. Evaluation criteria were developed to align with Salem State's mission as a teaching institution, and its commitment to serve a diverse student body. The criteria were broad and applied across both liberal arts and professional programs. The goals of the academic review process were to ensure that the university was engaged in the provision of high quality academic programs, and to provide a blueprint for the creation of new programs and the streamlining of the curriculum. Some factors considered in evaluating programs included: the demand for a program; the uniqueness of a program within the state system; and resources required to maintain a program. In addition, the committee could consider the history of a program; its relation to the university's mission; its reflection of the unique location and heritage of Salem State; and its capacity for serving the university's diverse student body. Additionally, the task force was asked to consider potential cross and interdisciplinary relationships among departments to assess opportunities to share or re-purpose resources. Following the academic program review process, the regular cycle of program review began again in 2012-13 for programs that do not have an external accreditation, including graduate programs. The Academic Program Review process led to reforms supporting more strategic decision-making and highlighted the need for a new general education (GE) curriculum. The academic program review resulted in a report on all academic units. Findings were shared with the Provost as well as individual departments. Departments used information gleaned from this process to inform strategic planning, programmatic offerings, and related planning efforts. As a result, several departments are moving forward with 4 + 1 bachelor-to-masters programs, and new academic programs have been approved based on market demand and enrollment capacity, including Bachelor of Science in Healthcare Studies, Saturday Master of Social Work, an online RN to BSN program, a Direct Entry Program in Occupational Therapy, and four new graduate certificate programs to launch in Spring 2016. As one example of the academic review process, the School of Social Work took the initiative to develop a Saturday MSW program. The provost and CFO collaborated on a test approach to a gain-share financial model to support and incentivize this type of program enhancement activity. As a result, the initial mounting of the program has significantly exceeded enrollment goals, with two cohorts rather than one. This positive outcome allows recalibration of the gain-share model to better account for indirect costs, and is providing resources to the School that will better

support undergraduate and graduate degree programs. Salem State is using this pilot to develop templates for costing and gain-sharing that will be used as other new program initiatives are put forward.

### **General Education Curriculum**

The university conducted an extensive process to create a new GE curriculum. The GE curriculum is no longer course specific, but is linked to specific learning outcomes that can be assessed using the corresponding LEAP VALUE rubrics. The transformation of GE has also effected changes in many programs and majors across campus as each program and departments were required to revise their own programs of study to align with the new foundational program. In particular, with the goal that student choice be a priority in GE, departments could no longer mandate specific courses to be used to fulfill GE categories. The new GE curriculum is designed to be more transfer-friendly and the greater flexibility that emerged removed barriers to graduation, providing increased choice for students. The transition from the old core to the new GE curriculum is still in progress. For 2014-15, all first year students admitted in September 2014 began the new GE; while all existing students had the option to choose the old Core or the new GE curriculum. In order to ease the transition from old to new for students and the institution, 2014-15 and 2015-16 were considered transitional years in which specific courses from the old Core were accepted into the new GE for that period. A faculty fellow position for GE was created in 2015 to support this new curriculum transition and chair the university's general education committee. With the development of the GE Curriculum, the university now has a commitment to GE learning outcomes, beyond those articulated in academic curricula. A consensus around institutional learning outcomes has not yet been developed, but is a goal to address in the future. The potential for greater alignment of resources and programmatic efforts is substantial if a common set of institutional learning outcomes can also be developed. Building consensus around institutional learning outcomes is a challenging proposition, but defining these outcomes is important to articulating the value of a Salem State education to constituents and to strengthening the university's institutional identity.

### **University Academic Assessment Efforts**

As noted in the discussion of the first area of special emphasis, Salem State is making important strides forward in integrating planning and assessment efforts through key staffing changes and programmatic initiatives. The creation of the Office of Strategic Planning and Decision Support (formerly the Office of Institutional Effectiveness and Planning) led to changes in the collection, analysis, and sharing of campus data. As noted earlier, the Associate Provost and faculty fellows for assessment participate in [AMCOA](#). Through this initiative, Salem State participated in the Massachusetts pilot in 2013-14 and will be participating in the Multi-State Collaborative in spring 2016. Both projects are designed to assess student learning by applying the LEAP rubrics to student artifacts. The methods and lessons learned from these projects will be used in the on-going efforts to assess the GE curriculum, as well as program specific assessment efforts. The university has a strong record of programmatic assessment, possessing more national accreditations than any other MA state university. The Student Outcomes Scorecard (see Appendix) includes information concerning national accreditations, programmatic assessment, and indicators of student learning by academic programs. Specific examples of academic assessment efforts

include the Occupational Therapy Department's use of the Canvas online learning platform e-portfolio for continuous formative and summative course and program assessment of student learning. In another example, the School of Education created a data warehouse for educational assessment data. For undergraduates pursuing classroom teaching, various transition points and specific criteria help determine when a student is eligible to move to the next phase of the licensure program. In addition, the Bertolon School of Business (BSB) uses a number of assessment tools track progress throughout the BSB curriculum in order to help students achieve BSB learning goals.

### **Student Life Assessment**

The 2012 merger of the Enrollment Management and Student Life divisions was undertaken in large part to focus on improving retention and service to students. Following a division-wide retreat on assessment practices (spring 2013), a group of staff was assembled to lead departmental assessment activities and capacity-building efforts. Assessing learning and operational outcomes resulted in data on dozens of outcomes annually since 2014 to inform future practice and continuous improvement efforts. For example, 99 percent of students affirmed that the university does not tolerate sexual harassment or sexual assault, affirming Title IX training efforts; 70 percent of students report learning about diversity from living on campus; 94 percent of student leaders attending a campus leadership conference said that the social change model helped them better understand their roles; and a survey to assess food security led to the creation of a food bank on campus. A systematic five-year plan is underway to use the CAS guidelines to review each department and to develop benchmark data for each office, serving as the basis of an annual departmental scorecard. Plans are in place for periodic ongoing assessment of student satisfaction and priorities through standardized instruments, including SSI (Student Satisfaction Index), NSSE (National Student Survey on Engagement), MAP-Works and other assessments, to gauge congruence, accountability, and continuous improvement in the delivery of programs and services. In addition to assessing university resources, it is also important for the institution to be responsive to student concerns regarding contracted vendors, such as the bookstore, shuttle service, and food services. For example, in 2012 the food services vendor expanded hours in one of the dining halls on weeknights, as a result of concerns among student-athletes, student leaders, students involved in rehearsals, who found it challenging to participate in campus activities and eat in the dining hall under the previous schedule.

At the undergraduate and graduate levels, information obtained through the evaluative process helped Salem State revise its goals in admissions and retention—focusing, for example, on maintaining a robust undergraduate student body by emphasizing retention, rather than an overreliance on transfer admission. Consistent tracking, analysis and evaluation of recruitment, enrollment, retention and graduation data are reviewed at monthly EMSL department head meetings, informing retention and enrollment planning efforts. The implementation of the new CRM (customer relations manager) will enable more detailed analyses resulting in targeted efforts to maintain a consistent yield, despite declining numbers of traditional-age first year students regionally.

Using data to inform their decisions about program offerings, Athletics eliminated track and field and cross-country (2014) as a varsity sport due to declining demand and the lack of

track facilities. Conversely, due to growing student interest, Women's Lacrosse (in Spring 2012) and Women's Ice Hockey (in Winter 2015) transitioned from club sports to intercollegiate teams. The Athletics program, including the Viking mascot and logo are a source of great pride for students. In 2013, an eight-foot tall bronze statue of a Viking was installed at the entrance of the new Gassett Fitness Center, funded by the Athletic foundation, alumni donors, and student government. The statue is emblematic for the institution and became an instant icon for students. Students and families gather round the statue for photos at events ranging from commencement to orientation. In 2014, the Men's Hockey team competed in the Frozen Fenway tournament, raising the profile of both the program and the institution. In addition, evidence of increased pride and school spirit among students emerged since becoming a university, as bookstore sales of Salem State clothing grew by 20 percent in the next year. Each year since clothing sales continue to rise, increasing by seven, five, and 14 percent, respectively in each of the last three years.

In recognition of the student population Salem State serves, the university has gradually raised the level of institutional financial aid each year (35% since FY12). There were a significant number of Pell-eligible students (40% of the first year students and 34% overall) in 2015. Working with many low-income students, including an average of 30 homeless students annually, the Student Advocacy office created and maintains a campus food bank based on a survey in which 200 students reported persistent issues with hunger.

Among other ways to support students, Salem State was the only Massachusetts institution awarded a \$300,000 federal grant (2015) annually for three years from the Department of Justice's Office on Violence against Women. These funds will be used to create a campus office staffed by a professional and a graduate assistant to reduce sexual and relationship violence and stalking on campus, enhance victim services, increase prevention and education, and strengthen campus security. The creation of a Conduct Coordinator position (Fall 2013) to manage student conduct and mediation services was added, also addressing bystander intervention programming and Title IX compliance. The university's policies, procedures, and training model were used as a foundation for the development of a state university standard for addressing Title IX education and response. Furthermore, Behavioral Intervention and Threat Assessment Teams work with city and state law enforcement agencies to manage, track, and respond to threatening situations. Established emergency response procedures and shelter-in-place trainings enabled the university community to prevent further injury after a fall 2013 incident with an armed suspect at large on campus.

In fall 2015, the residence life staff launched their residential curriculum, an intentional programmatic effort to educate students living in the halls across a range of topics to support and enhance student success. Each residence hall program offered is assessed individually, and a plan to assess the overall residential curriculum is in place. The faculty-in-residence program was also expanded to a fifth faculty member with the opening of Viking Hall and responsibilities for these faculty were re-organized to provide increased access to faculty in the first year buildings.

Student Involvement and Activities expanded leadership development initiatives following a 2012 external review, resulting in expanded credit-bearing leadership seminars, the

creation of leadership conferences, an interdisciplinary honor society, and additional training and development opportunities for student leaders and advisors. The department now employs a social change model as a framework, surveying students regularly to inform needs assessment and continuous improvement efforts. In addition, based on a 2013 audit of programming, the department shifted to providing higher impact, better quality activities in a more targeted way than offering many smaller events. Greek life emerged on campus in 2011, and working closing with nationally chartered organizations, the university now recognizes two fraternities and two sororities, involving over 130 students.

A donor funded two Career Services positions to focus on employer relations, resulting in a 10 percent increase in utilizing the department's online job posting board and a 10 percent increase in the number of jobs and internships posted. However, institutional efforts to create a signature internship program are still in progress. Across the university, inconsistencies in internship experiences, credits, policies, and procedures create structural barriers to developing a signature program. With different models and practices developing at the departmental level, greater institutional cooperation and consensus is needed to advance this university goal. Despite this challenge, seniors report they've learned "quite a bit" or "very much," when asked how Salem State contributed to their development in "working effectively with others" (70%); "acquiring job- or work-related knowledge and skills" (67%); and "understanding people of other backgrounds" (66%; NSSE 2015).

## **Outcomes of Special Programs/Efforts to Improve Student Success**

### **Diversity Initiatives**

Employers value students with cultural competency skills and the ability to work effectively in teams. As the most diverse of all state universities, the institution is working diligently to leverage this asset. Seniors report that Salem State places an "emphasis on encouraging contact among students from different backgrounds," at 12 percent higher than the average for comparable New England institutions (NSSE 2015). Students build self-esteem and critical social capital by learning and living in a diverse, inclusive community, enabling them to achieve their academic goals and increasing graduation rates. The decision to create a Chief Diversity and Inclusion Officer reflects Salem State's continuing commitment to community. Furthermore, in addition to extensive campus programming, leadership and involvement opportunities, the diversity and multicultural affairs office leads two student success initiatives for men and women of color respectively; a Latina/o student success task force; and provides professional development for faculty about marginalized students.

### **High Impact Practices**

In addition to integrating FYS and learning communities into the curriculum, Salem State has also invested in other high impact practices, such as senior capstone courses and service-learning. More seniors report completing a senior culminating experience (12% greater) and participating in a community-based project, such as service-learning (10% higher) than students at other regional Public Master's institutions (NSSE 2015). Salem State created a robust service-learning program that trains faculty to develop service-learning projects in courses linked to academic learning outcomes. An ability to "tag" courses with "SL" has been implemented to aid in reporting. More than 50 faculty members across campus have been trained in service-learning and more than 30 unique courses (and



nearly 50 course sections) have been taught with SL pedagogy, although more courses have included this pedagogy without being formally “tagged” as such.

In the 2013-15 NSSE results, high impact practices (HIP's) for first year students are trending negatively as fewer students have or intent to participate in learning communities, service-learning, and research with faculty. However, the number of first year students who intend to participate in internships, study abroad, and culminating senior experiences is increasing. Raising expectations for and participation levels in HIP's is a goal for the new provost through his work with the faculty, faculty fellows, CTI, and CRCA. Salem State seniors report (NSSE 2015) participating in two or more high impact practices at a rate of seven percent more than at comparable institutions. Seniors also report growing participation in all HIP's, except for internships, which is down five percent over three years (NSSE 2013-15). Due to this trend regarding internships and the challenges in establishing a signature program, the university formed a committee in fall 2015 to promote access, foster participation, and ensure consistency among internships and field experiences.

### **Internationalization**

Another comprehensive campus-wide project to support student success is the internationalization of the university (begun in 2013). Salem State is currently participating in the 2014-16 cohort of the ACE Internationalization Laboratory. The programming is transforming the previously decentralized, independent pockets of international activity on the campus into a coordinated effort. This multi-faceted, multi-disciplinary approach is infusing internationalization throughout the university's curriculum, campus climate, study-abroad programs, visiting scholars, student engagement, English as a second language programs, immigrant populations, international students, and community engagement.

### **Civic Engagement**

At her 2008 inauguration, the president proposed the creation of a Center for Civic Engagement to promote community service, service-learning, and civic learning. However, due to the financial crisis then, the president delayed the creation of a formal, staffed Center, and engaged members of the campus community in a grass roots effort to build capacity in this area. These activities included AmeriCorps\*VISTA volunteers (2009–12) and creating faculty fellow positions for service-learning (2012-15), before formally hiring a director and opening the new center in 2015. The university was named to the President's Higher Education Community Service Honor Roll in 2013 and 2014. In the recent application for this honor, the university reported over 2,700 students engaged in academic service-learning and community service, logging over 429,000 hours of service collectively.

### **Partnerships**

Salem State increased partnerships with community-based organizations to expand access to local underserved populations. Regional organizations, including [Bottom Line](#) and [LaVida Scholars](#), support low-income, first-generation, students of color in accessing higher education opportunities. These organizations assist in both preparing students for higher education and supporting them through the college transition.

Salem State also partners with arts, business, civic, educational, local, and regional organizations on a host of wide-ranging efforts. For example, in addition to community service, students are also engaged in internships, student teaching, and field experience opportunities, while university police support the city police during the rigors of October, and especially Halloween. Building relationships and partnering with local community-based organizations offers mutual benefits by providing access and information about the value of higher education, including opportunities at Salem State. In order to engage with the community, the university established an External Affairs Office within the President's Office to support new initiatives related to civic engagement as well as to connect the university with surrounding communities. External Affairs provides access to a broad range of valuable resources, and fosters communication with community members. Neighborhood meetings, presentations to the community, sharing plans in the development stage, and online blogs related to current construction projects are regular efforts by the university to communicate and be transparent. However, despite these neighborhood relations efforts, the new parking garage generated high levels of concern from some neighbors. The new structure is sited in an existing parking lot, next to a seven-story residence hall. Neighbors who live adjacent to or very nearby the current parking lot organized in opposition to this project, objecting to the location and the height of the four-story structure. As a result of these concerns, the university made modifications to the landscaping around the garage and increased the height of the walls of the new facility to limit sightlines from the upper levels. There were also neighborhood concerns related to the construction of the new residence hall. As a result, the university reduced the size of the overall building by one floor.

### **Pipeline Programming**

Salem State's access initiatives with K-12 school systems are also multi-faceted. Among these efforts are relationships with local organizations such as [LEAP for Education](#), who offer college transition programs for underserved students. The university also supports [Upward Bound](#) on campus serving over 50 students annually. In addition, access to the university may also be achieved through the [Summer Bridge Academy](#), a six-week summer program enabling students who do not meet the Commonwealth's admissions standards to satisfy academic requirements to matriculate in the fall. Since 2012, over 500 students have participated in the university's dual enrollment program. Working with school districts in Amesbury, Byfield, Haverhill, Gloucester, Manchester-by-the-Sea, Rockport, Revere, and Winthrop, Salem State University offers a total of six contract courses each year at the high schools. In addition to these contract courses, Salem State makes available to qualified high school students in surrounding cities and towns, such as Salem, Beverly, Lynn, Danvers, and Ipswich all eligible courses offered in a given semester, subject to open enrollment and course eligibility requirements. Dual enrollment is part of the university's mission to serve regional communities. However, a total of 11 percent of students participating in dual enrollment programs (2012-15), subsequently registered as a degree-seeking student at Salem State.

Furthermore, the university was awarded a highly selective \$200,000 Performance Incentive Funding grant from the Massachusetts Department of Higher Education in 2015 for an innovative early college program partnering with two regional community colleges. The focus of this grant is to attract and graduate more students from underserved populations

by improving college readiness, maximizing portability of credits, shortening time to degree, and reducing costs for high school students and their families. Over three years, up to 120 high school students from two gateway cities will have the opportunity to earn up to 30 credits in college-level courses. The grant serves first-generation, low-income students from under-represented populations to develop and diversify the workforce in high need fields. These new pathways of study will expand upon the university's dual enrollment programs and the Massachusetts Articulated System of Transfer (MAST) agreements, to enable a seamless transition into associate and baccalaureate degree programs.

### **Facilities Improvements**

Salem State invested over \$175 million in major facilities improvements to support student success. Projects completed or under construction since 2012 include the library and learning commons (Fall 2013). Through the creation of the Center for Academic Excellence, the institution expanded key academic support services (pre-college transition, tutoring, and peer mentoring) to all students, rather than serving only those who were struggling academically, while increasing the number of advisors available to students. As noted above, consolidating academic support services into the learning commons created greater student awareness and visibility of services.

A new fitness center (Fall 2013) dramatically increased recreational space, intramurals, and exercise programs. Over 500 students visit the center daily, and over 2,000 students use it regularly. The Gassett Fitness Center gave students more than five times more space for intramurals and recreation than the former Wellness Center, built in 1996. This project arose from a campus survey that indicated that nearly 90 percent of students supported the construction of a new fitness center. In its first year, over 3,000 students participated in intramurals, and over 4,500 people participated in programming offered by the Gassett Center. In 2014-15, memberships increased by 41 percent to over 8,000; program participation grew by 118 percent to over 18,000; intramural offerings expanded by 29 percent; unique intramural participants rose by ten percent; and total visits topped 90,000. Student participation and pride have grown with the addition of this new facility.

With the opening of Viking Hall in 2015, the university moved closer to achieving the goal of creating a student body that is half residents and half commuters. Building this sixth residential area increases the number of residents by 352, bringing the total number of students on campus to over 2,400, or 40 percent of the undergraduate population. Furthermore, Viking Hall fills a gap identified through examining student retention rates in housing. This new building offers double rooms targeted for sophomores while other housing options offer apartments, providing more cost and living options for upper class students. Diversifying the student body in this way leverages the expanded learning opportunities available to students living on-campus, infusing the potential for more positive outcomes to more students.

A Veterans Center (Fall 2014) supports 250 students who serve or served in the military each semester. The creation of this center was enhanced by grants from Home Depot and UPS, which helped the university earn the designation as a military friendly school by GI

Jobs (since 2010) and two additional military and veteran friendly designations in the last two years by Military Advanced Education and Transition and Military Times.

The Center for Diversity and Cultural Enrichment (Fall 2013) moved, doubling the size of this resource. The relocation of the Center for International Education (Spring 2015) created a more centralized location on North Campus from its previous, isolated location. Plans are in process for a multi-phase expansion of the campus center over the next several years. The size of the student population long ago outgrew this nearly 50-year-old facility.

The decision to build a 725-car student garage, with a net increase of 450 spaces provides increased access to parking, reducing pressure on the surrounding neighborhoods. Over 75 percent of students supported the construction of a new parking garage when surveyed in 2010. This new facility tackles a perennial concern head-on to better meet student needs as parking access has consistently been the lowest rated item on the SSI. Increasing the residence population is another strategy to reduce the campus' parking challenges. However, in conjunction with building more residence halls, securing more off-campus parking sites, and providing transportation services for students to access these lots, was necessary to support the increasing number of upper-class students living on campus.

The creation of a new center for creative and performing arts, another element of the campus infrastructure plan, is underway. The \$3 million gift from the Gordon family, loyal patrons of the university's nationally recognized theatre program, spurred this project. When completed in 2016, the new center will provide increased rehearsal and preparation space for theatre productions, a more spacious lobby with an art gallery, as well as a beautiful new performance space.

Another recent project to improve campus infrastructure is the rental and renovation of the building at 287 Lafayette Street. As a result of the academic review process, the university prioritized programs in need of more space and with growth potential. When a new facility near the campus became available, the university was able to renovate this space, relocating the School of Social Work, as well as English as a Second Language classes, to this new site. Although Social Work is one of the university's more popular academic programs, their previous facilities were among the oldest and poorest on campus.

In addition, with each construction project, there has been attention to creating new outdoor green spaces for students to gather and recreate. For example, in the fall of 2015, the human resources department relocated from a temporary trailer to the Administration building, allowing the courtyard behind the Sullivan building to be returned to its previous size. The shape and location of the new library and learning commons, the construction of the last two new residence halls, and the new entrance to the performing arts center created or will create new outdoor green spaces around them for students. Furthermore, the extensive use of glass in the design of Viking Hall creates a striking, contemporary gateway, welcoming visitors to Central Campus, while also featuring a central courtyard and outdoor green spaces for students to gather.

Three additional projects in the development stage are expected to move forward in the next few years. First, a new science building is planned to occupy some of the footprint of the former library. This new building will provide more modern and increased lab space to meet the needs of the university's science programs. However, since construction on this project had not yet begun, it was subject to a freeze on new construction imposed by the new Massachusetts Governor this year. All indications are that production on this project will resume when the freeze is lifted and new science labs will be completed in 2019. Expanding the size of the Ellison Campus Center is scheduled as the second project in the planning phase. Architectural studies have been conducted to develop multiple options that could be phased in over time. Salem State was the first state university campus to have a student union building, but now that facility is the oldest in the state. Since the center was built for a student population that was five times smaller than the current one, it is now inadequate for student and campus needs. As the residential population grows the need for additional programming and recreation space in the Ellison Center is even more apparent. Finally, construction of the next residence hall is the third project that is in the beginning stages, as the university pursues its goal of a 50 percent residential campus.

### **Appraisal and Projection**

There are many challenges facing higher education, and Salem State, in the future. Yet within every challenge lie unrealized opportunities. For example, declining local birthrates and changing demographics underscore the need for Salem State to continue to expand and diversify recruitment efforts, to remain focused on retention efforts to support student success, and to build upon the progress in diversifying the university's faculty and staff. Strengthening relationships with community college partners through outreach, participating in MAST agreements, and the current PIF grant provide opportunities to expand higher demand transfer programs and facilitate students' successful transfer to Salem State. Over 30 million students in the U.S. have earned some college credit, but not a degree, which highlights the need to expand alternative modes of delivery through online, weekend and cohort programs based on the university's academic program review process ("Creating a Unified System of Transfer," DHE, 2014)

Improving retention and graduation rates have been the driving force behind the widespread transformative changes undertaken during the last four years. The increases in student success rates are deeply gratifying, but the effort continues to be mission-critical both for students and the institution. While resource constraints and challenges persist, the need to be strategic in resource allocation and institutional decision-making to demonstrate effective return on investment remains paramount to future success. Therefore, expanding planning and assessment efforts is crucial. Identifying those retention efforts that are most effective is instrumental to maximizing institutional efficiency. Among the areas that Salem State is focused on continuing effort for improvement priorities to support student success include:

- Securing funding for the new science building planned to address the inadequacies of current science facilities.
- Successful completion of the 10,000 Reasons comprehensive campaign to provide additional university resources.

- Leveraging the benefits of high impact practices and experiential learning opportunities, such as service-learning, study abroad, internships, student employment and leadership development.
- Through systematic analysis of publicly available data, Salem State is updating its list of peer institutions, peer aspirants, and competitors in order to assure itself of appropriate external data to inform future decisions.
- The previous financial reporting system had not been fully implemented before going “end of life,” leading the new VP for Finance and Business to undertake the selection and implementation of a successor system, Blackboard’s Pyramid Analytics. When fully live, this system will expand the budget reports available from a variety of perspectives. The lack of a user-friendly, accurate, and timely budget reporting system contributes to ongoing dissatisfaction with the amount of detailed financial information available to the university community.
- Analytical reports are being created from the student system to provide the ability to validate revenues reported to the general ledger and to form a basis for more accurate, scenario-based, multi-year forecasts.
- Management-oriented financial reports, such as the aging of accounts receivable, are being developed to ensure the accuracy and effectiveness of collection efforts and to provide insight into actual tuition and fee revenue attainment as compared to budget, earlier in the fiscal year.
- Although there are many steps remaining, Salem State remains committed to creating a new alignment model for the day and evening divisions in the future. Historically, a duality in academic programs has existed at the state universities between day programs, largely serving the full-time undergraduate population; and evening programs, primarily serving part-time, continuing education and graduate students. However, re-aligning the day and evening divisions poses significant challenges to institutional revenue potential. In addition, two distinct MSCA contracts govern the respective day and evening programs for faculty. Salem State seeks to remove this administrative barrier to increase student access, reduce duplication of services, and streamline delivery systems.

### **Salem State University: Looking Forward (2016-2021)**

During the next five years, Salem State will work toward strengthening its commitment to its mission: “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.”

**PROVIDING A HIGH QUALITY, STUDENT-CENTERED EDUCATION** requires the university to assess continually the needs and aspirations of not only current students, but also future students. The faculty and administration understand that students need to be met where they are, and that the university should provide the necessary academic opportunities and support to move them to where they *want* to be and where they *need* to be. Such efforts necessarily begin on campus, as Salem State builds upon existing programs to ensure that new students – be they first-time college goers, undergraduate transfer students, or graduate students – are poised for success at the very outset of their university experience.

Establishing a leadership role in the region's educational landscape requires the university to extend its scope and influence on both sides of the matriculation experience of current students. It must work diligently with educational partners in both the K-12 sector and the community college sector, not only to promote the value of a four-year degree, but also to ensure that those who seek a baccalaureate credential are optimally prepared for the task. These efforts come in the form of a portfolio of programs that provide meaningful pathways to Salem State:

- college and career exploration initiatives with elementary and middle school students,
- early college dual-enrollment programs for high school students,
- robust transfer articulation agreements with community college partners,
- innovative academic exchange programs with sister state universities, and
- meaningful outreach to non-traditional adult learners with the drive and desire to complete a college degree.

Efforts to support students must also extend beyond graduation, as the campus seeks to maintain healthy relationships with alumni, supporting them in their efforts to establish careers grounded in the knowledge and skills acquired during their tenure at the university and, as appropriate, to welcome them back to the university for continuing educational experience that further enhances their capacity for career growth and professional advancement through a variety of post-baccalaureate credentialing options (degrees, certificates, CEUs).

**PREPARING A DIVERSE COMMUNITY OF LEARNERS TO CONTRIBUTE RESPONSIBLY AND CREATIVELY TO A GLOBAL SOCIETY** requires that the university simultaneously embrace its mission as a regional institution with its roots in Massachusetts and extend its sphere of engagement and influence into the global context. To these ends, the university must continue to develop our human resources – students, staff, faculty, and administration – in ways that recognize the multiplicity of human perspectives in the teaching-and-learning process by promoting diversity training and constructing a more globally-aware curriculum. Salem State's participation in the 2014-16 cohort of the ACE Internationalization Laboratory has proven a fruitful means of operationalizing the institution's commitment to diversity and globalization. In the time leading to the next NEASC reaccreditation effort, the university will implement the recommendations to arise out of its ACE internationalization work with an eye toward expanding formal and informal partnerships abroad through multiple means, including creating new international memoranda of agreements, engaging in additional short- and medium-term study-travel programs, and further development of the newly implemented general education curriculum in the areas of World Cultures, Personal Growth and Responsibility, The Human Past, and Contemporary Society.

As Salem State continues to **SERVE AS A RESOURCE TO ADVANCE THE REGION'S CULTURAL, SOCIAL, AND ECONOMIC DEVELOPMENT**, it seeks to strengthen its presence as a thought-leader in key academic sectors: the traditional arts and sciences, including the humanities, STEM disciplines, the visual and performing arts; the so-called "helping professions," such as education, social work, nursing, occupational therapy; and business education,

particularly in areas of need and growth in our region. Central to such efforts is a deep and abiding commitment to place: given the institution's unique geographic, historical, and socio-economic location, Salem State is positioned to offer educational experiences that are distinct and distinctive on a global stage. Whether conducting interdisciplinary research on the environment of the North Atlantic ocean and seashore, or exploring prospects for new means of sustainable aquaculture, or delving deeper into the social, cultural, and political history of colonial America, or pursuing a passion for human rights and social justice of the sort tested in 1692 by the Witch Trials, Salem State University is poised to bring its intellectual capital to bear on local issues that have global implications. Moreover, the university is committed to bringing the students into these important discussions, thereby inspiring them to "think globally" and "act locally."

Realizing these elements of Salem State's mission requires it to be increasingly mindful of the ever-changing landscape in which it operates. The demographics of education in Massachusetts are shifting. Salem State students come with new needs, new expectations, and new skills. The professional contexts into which students will enter are changing. With an understanding that modern problems will require solutions informed by multiple perspectives, Salem State must prepare to educate in new ways. Part of such a change in how Salem State operates requires continual assessment all of the institution's academic programs, with an eye toward balancing a need to be responsive to workforce needs with an unwavering commitment to an educational experience firmly grounded in the liberal arts. Salem State must continue to understand what sorts of knowledge and skills its graduates will require while impressing upon them the timeless values associated with the ability to think critically, to express oneself eloquently, and to collaborate effectively with others.

Advancing as a premier teaching university requires Salem State not only to address curricular matters: in doing so, Salem State must also be attentive to a host of operational matters that create the necessary context for optimal delivery of a comprehensive educational experience for all of our students. These include:

- Ongoing professional growth of the faculty
- Staff development and preparation
- Robust systems and infrastructure campus-wide
- Engaging business and policy leaders
- Continual assessment of all university programs and operations

In looking to the future, Salem State has been most recently guided through a comprehensive four-year strategic plan. During the current academic year (2015-16), the university leadership is engaging the larger community to develop a framework for a new strategic vision, one that will guide the institution through to its next NEASC review and will be grounded in our vision: Salem State University will continue to be a premier teaching university that engages students in an inspiring transformational educational experience.





**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514  
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

**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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	Policy to be sent to Governance Spring 2016
Print	In Process for Governance Approval
Fifth-year report Pg. Ref.	Page 18

- 2. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	<a href="https://www.salemstate.edu/students/27580.php">https://www.salemstate.edu/students/27580.php</a> <a href="http://issuu.com/salemstate/docs/ada_transfer_brochure">http://issuu.com/salemstate/docs/ada_transfer_brochure</a> 6 15
Print	University catalog available online Transfer Brochure
Fifth-year Report Pg. Ref.	Page 19

- 3. 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* 6.18, 10.5, and 11.8.)

URL	<a href="https://www.salemstate.edu/27033.php">https://www.salemstate.edu/27033.php</a> <a href="http://www.salemstate.edu/assets/documents/Guide_to_Living_on_Campus.pdf">http://www.salemstate.edu/assets/documents/Guide_to_Living_on_Campus.pdf</a>
Print	2015-2016 Guide to Living on Campus
Fifth-year Page Ref.	Page 32

- 4. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	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.
Fifth-year Report Page Reference	Page 19

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: 1/11/16

# Salem State University

November 18, 2015

# Required Communications

- *AUDITOR'S 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

- *AUDITOR'S RESPONSIBILITY UNDER GAAS – CON'T*
  - We issued an unmodified opinion on the University's financial statements.
  - No material weaknesses/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

GASB Statement 68, *Accounting and Financial Reporting for Pensions – an amendment to GASB Statement 27* was adopted and implemented for FY 2015. Net position at June 30, 2014 was restated to reflect the College's proportionate share of the net pension obligation for the Massachusetts State Employees' Retirement System.

No other changes in accounting policies. All accounting policies are discussed in Note 1 of the financial statements.

# Required Communications - Continued

- *SIGNIFICANT ACCOUNTING POLICIES AND TRANSACTIONS – CONT*

## Significant Transactions

- Division of Capital Asset Management and Maintenance (DCAMM) funds used for Clean Energy Investment Program to upgrade campus-wide lighting controls, water conservation controls, motors, pipe insulation, HVAC modifications, and several other energy efficiency upgrades on campus

# Required Communications - Continued

- *SIGNIFICANT ACCOUNTING POLICIES AND TRANSACTIONS – CONT*

## Audit Adjustments and Uncorrected Misstatements

- 1) Prior Period Adjustment to record effect of the College's net pension obligation for the Massachusetts State Employees' Retirement System based on the adoption of GASB Statement No. 68

Dr. Deferred Outflows of Resources	1,734,304	
Dr. Net Position	22,631,382	
Cr. Net pension liability		24,365,686

- 2) To record FY 2014 pension activity in accordance with GASB 68

Dr. Pension expense	1,962,997	
Dr. Deferred Outflows of Resources	1,794,930	
Dr. Net pension liability	2,476,654	
Cr. Deferred Outflows of Resources		1,734,304
Cr. Deferred Inflows of Resources		4,500,277

- 3) To record FY 2015 pension contribution

Dr. Deferred Outflows of Resources	2,436,331	
Cr. Pension expense		2,436,331

# Required Communications - Continued

- *SIGNIFICANT ACCOUNTING POLICIES AND TRANSACTIONS – CONT*

## Audit Adjustments and Uncorrected Misstatements Continued

### 4) To remove parking garage construction and related bonds from books of the University

Dr. Bonds Payable and premium	25,499,207	
Cr. Cash Held at MSCBA		24,445,829
Cr. Interest expense		170,868
Cr. Prepaid expense		377,446
Cr. Construction in progress		505,064

### 5) To record additional adjustments related to amounts owed by MSCBA on garage

Dr. Other receivables	39,962	
Cr. Various expenses		39,962

There were no uncorrected misstatements that are required to be communicated to the Committee.



# Required Communications - Continued

- *Changes to Financial Statements since October meeting*
- Massachusetts pension audit finalized; additional \$2,865 in deferred outflows of resources and deferred inflows of resources based on final internal allocation – no income effect
- Documents showing MSCBA has ownership of the parking garage construction project; parking garage construction and related bond removed from the books of financial statements
- Based on analysis of the agreements of both the parking garage and the new Viking Hall, OCD believes these are capital leases, which means the related liabilities would be on the books of the University. Since neither project was completed as of June 30, 2015, this would be a matter to determine for Fiscal Year 2016.
- The sister institutions within the Massachusetts system have treated similar arrangements with MSCBA as operating leases and therefore do not include the assets and related liabilities on their books. This will be a matter to determine with MSCBA, the State Comptroller's Office and other interested parties.
- Results of the change to the financial statements:
  - Total assets decreased \$25,288,977
  - Total liabilities decreased \$25,499,207
  - Total net position increased \$210,230

# Required Communications - Continued

- *MANAGEMENT'S JUDGMENTS AND ACCOUNTING ESTIMATES*
  - Allowance for doubtful accounts
  - Net Asset Classifications
  - Fringe Benefits
  - Depreciable lives of capital assets
  - Net pension liability



# Required Communications - Continued

- *OTHER MATTERS TO BE COMMUNICATED TO THE BOARD*
  - As part of our internal controls testing on the revenue cycle we noted 3 students (out of a sample of 25) who were charged SGA fees at the full-time rate (\$40) instead of the per credit rate (\$3.33) for part-time students. This was a systemic error that is being investigated and corrected by management. The overall effect is negligible, but the result is that certain students were overcharged slightly.

# Required Communications - Continued

- *OTHER COMMUNICATIONS*

- Disagreements with management – none
- Consultation with other accountants/auditors – Consulted with the auditors for the Massachusetts pension plan
- 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

- *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 2015, 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.

# Required Communications - Continued

- *MANAGEMENT ADVISORY SERVICES/TAX SERVICES*
  - No management advisory services were performed by O'Connor & Drew.
  - O'Connor & Drew performed a single Audit under the guidelines of OMB Circular A-133 for Federal Awards

# 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
    - Significant accounting estimates
    - Significant unusual transactions
- *UNIVERSITY'S SPECIFIC RISKS*
  - General economic factors affecting all organizations



# Financial Highlights

See financial statements



# Single Audit under the Guidelines of OMB Circular A-133

- Low Risk Auditee
- Threshold to distinguish between Type A and Type B programs: \$300,000
- Additional programs were tested since Federal guidelines require auditors to exclude large loan programs (SFA cluster) in determining major programs

# Single Audit under the Guidelines of OMB Circular A-133

- Major Programs Tested
  - Student Financial Aid Cluster
  - TRIO Cluster (Student Support Services and Upward Bound)
- No findings
- See summary of Auditors' results for more information

January 13, 2016

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods, Suite 100  
Burlington, MA 01803-4514

To Whom It May Concern:

This letter is written in regard to Salem State University's Fifth-Year Interim Report to NEASC. Please accept the presentation from the university auditors, O'Connor & Drew, P.C. included as Appendix B. 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  
Vice President for Finance and Business  
Chief Financial Officer  
Salem State University

## INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	<input type="text" value="06/30"/>	<input type="text" value="Yes"/>	<input type="text" value="Unqualified"/>
1 Year Prior	<input type="text" value="2015"/>	<input type="text" value="Yes"/>	<input type="text" value="Unqualified"/>
2 Years Prior	<input type="text" value="2014"/>	<input type="text" value="Yes"/>	<input type="text" value="Unqualified"/>
	<input type="text" value="2013"/>	<input type="text" value="Yes"/>	<input type="text" value="Unqualified"/>

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	<input type="text" value="2016"/>
Next Year	<input type="text" value="2017"/>

Contact Person:

Title:

Telephone No:

E-mail address:

**Standard 1: Mission and Purposes**

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	<a href="http://www.salemstate.edu/about/mission-statement">www.salemstate.edu/about/mission-statement</a>	Reaffirmed June 5, 2013

1.1

**Standard 2: Planning and Evaluation**

**PLANS**

**Strategic Plans**

Current Strategic Plan  
Next Strategic Plan

Year of Completion	Effective Dates	URL
2013	2017	<a href="https://www.salemstate.edu/about/26291.php">https://www.salemstate.edu/about/26291.php</a>
TBD	TBD	

**Other institution-wide plans**

Master plan  
Academic plan  
Financial plan  
Technology plan  
Enrollment plan  
Development plan

Year of Completion	Effective Dates	URL
2013	2040	<a href="http://www.salemstate.edu/assets/documents/President/Salem_State_Campus_Master_Vision_03-27-2014_web.pdf">http://www.salemstate.edu/assets/documents/President/Salem_State_Campus_Master_Vision_03-27-2014_web.pdf</a>
TBD	TBD	Under development by Provost
2017	TBD	Under development by CFO; debt study completed in 2015; anticipated by 2017
2017	TBD	Under development by CIO; anticipated by 2017
2012	2016	Available to EMSL staff
2011	2016	Available to Institutional Advancement staff

*(Add rows for additional institution-wide plans, as needed.)*

**EVALUATION**

**Academic program review**

Program review system (colleges and departments). System last updated:  
Program review schedule (e.g., every 5 years)

URL
Available on Salem State intranet
Available on Salem State intranet

2.1

**Standard 3: Organization and Governance**

Please attach to this form:

1) A copy of the institution's organization chart(s).

If there is a "related 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 related entity  
URL of documentation of relationship

N/A
N/A

**Governing Board**

By-laws  
Board members' names and affiliations

URL
<a href="https://www.salemstate.edu/assets/images/President/SSU_By-Laws.pdf">https://www.salemstate.edu/assets/images/President/SSU_By-Laws.pdf</a>
<a href="https://www.salemstate.edu/about/trustees.php">https://www.salemstate.edu/about/trustees.php</a>

3.1

**Standard 3: Organization and Governance  
(Locations and Modalities)**

FY15  
Summer 2014-Spring 2015

**Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)**

*(Insert additional rows as appropriate.)*

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Salem	MA	9/14/1854	11144
<input checked="" type="checkbox"/> Other principal campuses	N/A			
<input checked="" type="checkbox"/> Branch campuses	N/A			
<input checked="" type="checkbox"/> Other instructional locations	Amesbury	MA	9/1/2013	15
Other instructional locations	Cambridge	MA	1/1/2013	17
Other instructional locations	Chelmsford	MA	9/2/2015	16
Other instructional locations	Danvers	MA	1/1/2014	18
Other instructional locations	Revere	MA	1/1/2010	22
Distance Learning, e-learning				
		<b>Date Initiated</b>		<b>Enrollment*</b>
First on-line course		9/1/98		434
First program 50% or more on-line		9/1/07		11666
First program 100% on-line		9/1/07		
<input checked="" type="checkbox"/> Distance Learning, other			<b>Date Initiated</b>	<b>Enrollment*</b>
Modality	RN to BSN		Fall 2015	6
Modality	Fire Science		Fall 2010	51
Modality	M.Ed. Library Media Studies		Fall 2010	27
<input checked="" type="checkbox"/> Correspondence Education			<b>Date Initiated</b>	<b>Enrollment*</b>
	N/A			
<input type="checkbox"/> Low-Residency Programs			<b>Date Initiated</b>	<b>Enrollment*</b>
Program Name	N/A			

**Definitions**

**Main campus:** primary campus, including the principal office of the chief executive officer.

**Other principal campus:** a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition):** a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning:** A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other:** A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

\* Report here the annual unduplicated headcount for the most recently completed year.

**Standard 4: The Academic Program  
(Summary - 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 FTE
Main Campus FTE		5,775	700					6,475
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE		474	43					517
Correspondence FTE								0
Low-Residency Programs FTE								0
<b>Total FTE</b>	0	6,249	743	0	0	0	0	6,993
Unduplicated Headcount Total		7,094	1,305					8,399
Degrees Awarded, Most Recent Year		1,594	443					2,037

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	246	15	
Other Campus FTE			
Branches FTE			
Other Locations FTE	18		
Overseas Locations FTE			
On-Line FTE	19		
Correspondence FTE			
Low-Residency Programs FTE			
<b>Total FTE</b>	283	15	
Unduplicated Headcount Total	797	24	
Certificates Awarded, Most Recent Year	n.a.	n.a.	

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.

**Standard 4: The Academic Program**  
**Headcount by UNDERGRADUATE Program Type - Annual**

	3 Years Prior (FY2013 )	2 Years Prior (FY 2014 )	1 Year Prior (FY 2015 )	Current Year* (FY 2016 )	Next Year Forward (goal) (FY 2017 )
For Fall Term, as of Census Date					
<b>Certificate - None TIV</b>					
Associate					
Baccalaureate	7,143	7,117	7,167	7,093	7111
<b>Total Undergraduate</b>	<b>7,741</b>	<b>7,664</b>	<b>7,600</b>	<b>7,499</b>	<b>7,565</b>

4.2

**Standard 4: The Academic Program**  
**Headcount by GRADUATE Program Type**

	3 Years Prior (FY 2013 )	2 Years Prior (FY2014 )	1 Year Prior (FY 2015 )	Current Year* (FY 2016 )	Next Year Forward (goal) (FY 2017 )
For Fall Term, as of Census Date					
Master's	1,185	1,204	1,273	1,306	1331
Doctorate					
First Professional					
Other	163	146	174	178	178
<b>Total Graduate</b>	<b>1,715</b>	<b>1,637</b>	<b>1,667</b>	<b>1,716</b>	<b>1,775</b>

4.3

**Standard 4: The Academic Program**  
**(Credit Hours Generated at Undergraduate and Graduate Levels)**

?

	3 Years Prior (FY 2012 )	2 Years Prior (FY2013 )	1 Year Prior (FY 2014 )	Current Year* (FY 2015 )	Next Year Forward (goal) (FY 2016 )
Undergraduate	<u>203,180</u>	<u>206,090</u>	<u>202,577</u>	<u>202,702</u>	<u>204,500</u>
Graduate	<u>31,784</u>	<u>27,763</u>	<u>25,898</u>	<u>27,230</u>	<u>32,500</u>

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

4.4



**Standard 5: Faculty  
(Rank, Fall Term)**



	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2013 )		(FY 2014 )		(FY 2015 )		(FY 2016 )		(FY 2017 )	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty</b>										
Professor	127		129		132		133		130	
Associate	103		111		114		116		120	
Assistant	102		92		88		93		92	
Instructor	8	3	12	4	15	4	10	458	10	45
Other		436		408		404				
Total	340	439	344	412	349	408	352	458	352	45

5.1

**(Appointments, Tenure, Departures, and Retirements, Full Academic Year)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2013 )		(FY 2014 )		(FY 2015 )		(FY 2016 )		(FY 2017 )	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b># of Faculty Appointed</b>	22	436	28	408	31	404	32	458	25	445
<b># of Faculty in Tenured Positions</b>	217	0	238	0	252	0	252	0	250	0
<b># of Faculty Departing</b>	10	436	20	408	12	404		458	10	445
<b># of Faculty Retiring</b>	10		6		16				15	

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

**Standard 6: Students  
(Admissions, Fall Term)**

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2013 )	2 Years Prior (FY 2014 )	1 Year Prior (FY 2015 )	Current Year* (FY 2016 )	Next Year Forward (goal) (FY 2017 )
<b>Freshmen - Undergraduate</b>	?				
Completed Applications	4,855	5,216	5,198	5,167	5,400
Applications Accepted	3,364	3,739	3,668	3,866	3,950
Applicants Enrolled	1,095	1,087	1,148	1,088	1,130
% Accepted of Applied	69.3%	71.7%	70.6%	74.8%	73.1%
% Enrolled of Accepted	32.6%	29.1%	31.3%	28.1%	28.6%
<b>Percent Change Year over Year</b>					
Completed Applications	-	7.4%	-0.3%	-0.6%	4.5%
Applications Accepted	-	11.1%	-1.9%	5.4%	2.2%
Applicants Enrolled	-	-0.7%	5.6%	-5.2%	3.9%
<b>Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)</b>	?				
Avg High School GPA	3.09	3.13	3.13	3.14	
Avg 1600 SAT	989	990	986	983	980
<b>Transfers - Undergraduate</b>	?				
Completed Applications	1,761	1,595	1,472	1,477	1,550
Applications Accepted	1,428	1,284	1,267	1,272	1,300
Applications Enrolled	860	782	740	770	800
% Accepted of Applied	81.1%	80.5%	86.1%	86.1%	83.9%
% Enrolled of Accepted	60.2%	60.9%	58.4%	60.5%	61.5%
<b>Master's Degree</b>	?				
Completed Applications	513	576	602	589	650
Applications Accepted	386	425	473	471	525
Applications Enrolled	277	286	335	330	380
% Accepted of Applied	75.2%	73.8%	78.6%	80.0%	80.8%
% Enrolled of Accepted	71.8%	67.3%	70.8%	70.1%	72.4%
<b>First Professional Degree - All Programs</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

**Standard 6: Students**  
**(Enrollment, Fall Census Date)**

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2013 )	2 Years Prior (FY 2014 )	1 Year Prior (FY 2015 )	Current Year* (FY 2016 )	Next Year Forward (goal) (FY 2017 )
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	1,427	1,434	1,433	1,374	1,436
	Part-Time Headcount	475	418	367	343	345
	Total Headcount	1,902	1,852	1,800	1,717	1,781
	Total FTE	1,542.6	1,532.6	1,524.6	1,443.8	1,551.0
Second Year	Full-Time Headcount	1,444	1,466	1,436	1,482	1,496
	Part-Time Headcount	250	218	193	190	190
	Total Headcount	1,694	1,684	1,629	1,672	1,686
	Total FTE	1,509.2	1,529.7	1,491.9	1,529.2	1,559.3
Third Year	Full-Time Headcount	1,709	1,754	1,793	1,793	1,795
	Part-Time Headcount	499	485	478	429	430
	Total Headcount	2,208	2,239	2,271	2,222	2,225
	Total FTE	1,870.8	1,894.8	1,960.5	1,948.1	1,938.3
Fourth Year	Full-Time Headcount	1,195	1,110	1,183	1,213	1,200
	Part-Time Headcount	554	609	590	553	555
	Total Headcount	1,749	1,719	1,773	1,766	1,755
	Total FTE	1,366.5	1,312.2	1,379.0	1,395.9	1,385.0
Unclassified	Full-Time Headcount	87	70	60	60	58
	Part-Time Headcount	101	100	67	68	60
	Total Headcount	188	170	127	128	118
	Total FTE	121.4	102.8	81.0	81.6	78.0
Total Undergraduate Students						
	Full-Time Headcount	5,862	5,834	5,905	5,922	5,985
	Part-Time Headcount	1,879	1,830	1,695	1,583	1,580
	Total Headcount	7,741	7,664	7,600	7,505	7,565
	Total FTE	6,410.6	6,372.2	6,436.9	6,398.7	6,511.6
	% Change FTE Undergraduate	na	-0.6%	1.0%	-0.6%	1.8%
<b>GRADUATE</b>		?				
	Full-Time Headcount	314	360	382	452	495
	Part-Time Headcount	1,401	1,277	1,285	1,263	1,280
	Total Headcount	1,715	1,637	1,667	1,715	1,775
	Total FTE	796.3	805.9	853.2	889.4	921.7
	% Change FTE Graduate	na	1.2%	5.9%	4.2%	3.6%
<b>GRAND TOTAL</b>						
	Grand Total Headcount	9,456	9,301	9,267	9,220	9,340
	Grand Total FTE	7,206.9	7,178.1	7,290.1	7,288.1	7,433.3
	% Change Grand Total FTE	na	-0.4%	1.6%	0.0%	2.0%

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

## Standard 6: Students (Financial Aid, Debt, and Developmental Courses)

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

<https://www.salemstate.edu/about/27252.php>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget* +	Next Year Forward (goal)
(FY 2013 )	(FY 2014 )	(FY 2015 )	(FY 2016 )	(FY 2017 )

### Student Financial Aid

Total Federal Aid	\$52,715,214	\$52,898,646	\$55,710,686	\$61,075,651	\$57,382,007
Grants	\$11,352,354	\$11,320,442	\$11,883,841	\$12,141,625	\$12,240,356
Loans	\$40,857,680	\$40,948,089	\$43,154,624	\$48,419,646	\$44,449,263
Work Study	\$505,180	\$630,115	\$672,221	\$514,380	\$692,388
Total State Aid	\$4,606,557	\$4,296,955	\$4,718,755	\$5,060,718	\$4,860,318
Total Institutional Aid	\$5,197,645	\$4,836,813	\$5,402,520	\$5,040,526	\$5,402,520
Grants	\$5,197,645	\$4,836,813	\$5,402,520	\$5,040,526	\$5,564,596
Loans					\$0
Total Private Aid	\$4,904,804	\$5,728,261	\$5,799,852	\$6,929,159	\$5,973,848
Grants	\$557,049	\$1,291,032	\$1,142,002	\$856,132	\$1,176,262
Loans	\$4,347,744	\$4,437,229	\$4,657,850	\$6,073,027	\$4,797,586

### Student Debt

Percent of students graduating with debt\*\*

Undergraduates	70%	71%	70%		
Graduates	39%	41%	39%		

For students with debt:

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

Undergraduates	18,181	19,421	19,638		
Graduates	9,934	11,128	11,137		

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

Undergraduates	7,309	7,273	7,541		
Graduate Students	15,062	2,446	2,575		

### Percent of First-year students in Developmental Courses\*\*\*

English as a Second/Other Language	1%	1%	1%	0%	1.00%
English (reading, writing, communication skills)	15%	17%	20%	16%	20%
Math	32%	34%	22%	3%	5%
Other					

### Three-year Cohort Default Rate

	(FY 2010 )	(FY 2011 )	(FY 2012 )
Most recent three years	9.3	8.6	7.8

\* All students who graduated should be included in this calculation.

\*\*Courses for which no credit toward a degree is granted.

\*\*\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

**Standard 9: Financial Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

FISCAL YEAR ENDS month & day: ( 6 / 30 )		2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
<b>ASSETS</b>						
?	CASH AND SHORT TERM INVESTMENTS	\$24,401	\$18,138	\$14,471	-25.7%	-20.2%
?	CASH HELD BY STATE TREASURER	\$1,954	\$1,303	\$470	-33.3%	-63.9%
?	DEPOSITS HELD BY STATE TREASURER	\$6,550	\$25,722	\$20,106	292.7%	-21.8%
?	ACCOUNTS RECEIVABLE, NET	\$3,146	\$4,135	\$8,230	31.4%	99.0%
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES				-	-
?	LONG-TERM INVESTMENTS	\$11,175	\$13,390	\$13,626	19.8%	1.8%
?	LOANS TO STUDENTS	\$2,358	\$2,245	\$2,189	-4.8%	-2.5%
?	FUNDS HELD UNDER BOND AGREEMENT	\$334	\$1,495	\$1,407	347.6%	-5.9%
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$130,941	\$151,437	\$155,387	15.7%	2.6%
?	OTHER ASSETS	\$102	\$2,023	\$4,398	1883.3%	117.4%
	<b>TOTAL ASSETS</b>	<b>\$180,961</b>	<b>\$219,888</b>	<b>\$220,284</b>	<b>21.5%</b>	<b>0.2%</b>
<b>LIABILITIES</b>						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$21,831	\$24,439	\$19,797	11.9%	-19.0%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$5,181	\$4,790	\$13,114	-7.5%	173.8%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT	\$23,607	\$44,351	\$46,579	87.9%	5.0%
?	REFUNDABLE GOVERNMENT ADVANCES				-	-
?	OTHER LONG-TERM LIABILITIES	\$17	\$24,380	\$21,889	143311.8%	-10.2%
	<b>TOTAL LIABILITIES</b>	<b>\$50,636</b>	<b>\$97,960</b>	<b>\$101,379</b>	<b>93.5%</b>	<b>3.5%</b>
<b>NET ASSETS</b>						
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	\$14,781	(\$13,761)	(\$14,849)	-193.1%	7.9%
?	FOUNDATION				-	-
	TOTAL	\$14,781	(\$13,761)	(\$14,849)	-193.1%	7.9%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$3,674	\$4,427	\$4,634	20.5%	4.7%
?	FOUNDATION				-	-
	TOTAL	\$3,674	\$4,427	\$4,634	20.5%	4.7%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$111,870	\$131,262	\$129,120	17.3%	-1.6%
?	FOUNDATION				-	-
	TOTAL	\$111,870	\$131,262	\$129,120	17.3%	-1.6%
	<b>TOTAL NET ASSETS</b>	<b>\$130,325</b>	<b>\$121,928</b>	<b>\$118,905</b>	<b>-6.4%</b>	<b>-2.5%</b>
	<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$180,961</b>	<b>\$219,888</b>	<b>\$220,284</b>	<b>21.5%</b>	<b>0.2%</b>

**Standard 9: Financial Resources  
(Statement of Revenues and Expenses)**

FISCAL YEAR ENDS month & day: ( 6 / 30 )		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
<b>OPERATING REVENUES</b>						
?	TUITION & FEES	\$68,140	\$68,626	\$73,258	\$79,298	\$81,100
?	ROOM AND BOARD	\$14,425	\$14,822	\$16,015	\$18,944	\$19,832
?	LESS: FINANCIAL AID	(\$14,284)	(\$13,788)	(\$15,361)	(\$16,189)	(\$16,667)
	NET STUDENT FEES	\$68,281	\$69,660	\$73,912	\$82,053	\$84,265
?	GOVERNMENT GRANTS & CONTRACTS	\$18,293	\$18,056	\$19,695	\$20,757	\$21,369
?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$217	\$176	\$88	\$100	\$105
?	OTHER AUXILIARY ENTERPRISES	\$91	\$79	\$110	\$3,161	\$3,567
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	\$3,445	\$3,642	\$3,780	\$923	\$967
	OTHER REVENUE (specify):	\$431	\$484	\$477	\$502	\$526
	NET ASSETS RELEASED FROM RESTRICTIONS					
	<b>TOTAL OPERATING REVENUES</b>	<b>\$90,758</b>	<b>\$92,097</b>	<b>\$98,062</b>	<b>\$107,496</b>	<b>\$110,799</b>
<b>OPERATING EXPENSES</b>						
?	INSTRUCTION	\$53,150	\$53,732	\$56,306	\$57,963	\$59,668
?	RESEARCH					
?	PUBLIC SERVICE	\$702	\$753	\$588	\$631	\$677
?	ACADEMIC SUPPORT	\$13,928	\$14,257	\$15,345	\$15,958	\$16,596
?	STUDENT SERVICES	\$13,921	\$15,550	\$16,646	\$17,604	\$18,308
?	INSTITUTIONAL SUPPORT	\$19,651	\$20,834	\$22,802	\$23,880	\$24,604
	FUNDRAISING AND ALUMNI RELATIONS	\$3,075	\$3,123	\$3,302	\$3,422	\$3,547
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$10,805	\$12,707	\$13,673	\$14,219	\$14,717
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$5,727	\$5,594	\$5,801	\$6,114	\$6,294
?	AUXILIARY ENTERPRISES	\$14,099	\$14,609	\$15,647	\$18,328	\$19,246
?	DEPRECIATION (if not allocated)	\$4,995	\$6,899	\$7,655	\$7,758	\$7,725
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$140,053</b>	<b>\$148,058</b>	<b>\$157,765</b>	<b>\$165,877</b>	<b>\$171,382</b>
	<b>CHANGE IN NET ASSETS FROM OPERATIONS</b>	<b>(\$49,295)</b>	<b>(\$55,961)</b>	<b>(\$59,703)</b>	<b>(\$58,381)</b>	<b>(\$60,583)</b>
<b>NON OPERATING REVENUES</b>						
?	STATE APPROPRIATIONS (NET)	\$46,915	\$52,156	\$54,442	\$56,632	\$59,319
?	INVESTMENT RETURN	\$1,441	\$1,935	\$591	\$1,183	\$1,219
?	INTEREST EXPENSE (public institutions)	(\$319)	(\$655)	(\$985)	(\$1,272)	(\$1,847)
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$1,112	\$4,242	\$1,785	\$1,838	\$1,892
?	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	<b>NET NON OPERATING REVENUES</b>	<b>\$49,149</b>	<b>\$57,678</b>	<b>\$55,833</b>	<b>\$58,381</b>	<b>\$60,583</b>
	<b>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</b>	<b>(\$146)</b>	<b>\$1,717</b>	<b>(\$3,870)</b>	<b>\$0</b>	<b>\$0</b>
?	CAPITAL APPROPRIATIONS (public institutions)	\$24,660	\$14,252	\$846		
?	OTHER					
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$24,514</b>	<b>\$15,969</b>	<b>(\$3,024)</b>	<b>\$0</b>	<b>\$0</b>

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2016)	Next Year Forward (FY 2017)
	<b>DEBT</b>					
	BEGINNING BALANCE	\$23,992	\$23,607	\$68,717	\$68,468	\$69,376
	ADDITIONS	\$15	\$46,003	\$3,986	\$2,802	\$0
	<b>?</b> REDUCTIONS	(\$400)	(\$893)	(\$4,235)	(\$1,894)	(\$1,957)
	ENDING BALANCE	<b>\$23,607</b>	<b>\$68,717</b>	<b>\$68,468</b>	<b>\$69,376</b>	<b>\$67,419</b>
	INTEREST PAID DURING FISCAL YEAR	\$123	\$765	\$3,221	\$1,910	\$1,848
	CURRENT PORTION	\$765	\$1,372	\$1,864	\$1,901	\$1,931
	<b>BOND RATING</b>					

**DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.**

A debt covenant for a mortgage and trust agreement associated with the university is to maintain a level of 1.25 based on a formula of: - Changes in Unrestricted Net Assets + interest expense + depreciation +/- Unrestricted Extraordinary Gains/(losses)- any Unfinanced Capital expenditure DIVIDED BY Current Portion of Long term Debt + Interest expense. - For FY 2015 this calculation was 2.48 and is not expected to fall below the required covenant.

**LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.**

The University has a line of credit for \$5.4 million with a local bank that serves as collateral for the University's public deposits.

**FUTURE BORROWING PLANS (PLEASE DESCRIBE)**

None Pending



\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Budget* (FY 2 016)	Next Year Forward (FY 2017)
<b>NET ASSETS</b>						
	NET ASSETS BEGINNING OF YEAR	\$105,812	\$105,959	\$121,928	\$118,905	\$118,905
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$24,513	\$15,969	(\$3,023)	\$0	\$0
	NET ASSETS END OF YEAR	\$130,325	\$121,928	\$118,905	\$118,905	\$118,905
<b>FINANCIAL AID</b>						
<b>SOURCE OF FUNDS</b>						
	UNRESTRICTED INSTITUTIONAL	\$2,314	\$2,076	\$2,545	\$2,402	\$2,502
	FEDERAL, STATE & PRIVATE GRANTS	\$16,934	\$16,537	\$17,930	\$19,131	\$19,689
	RESTRICTED FUNDS	\$763	\$768	\$686	\$770	\$770
	TOTAL	\$20,011	\$19,381	\$21,161	\$22,303	\$22,961
	% DISCOUNT OF TUITION & FEES	29.4%	28.2%	28.9%	28.1%	28.3%
?	% UNRESTRICTED DISCOUNT	3.4%	3.0%	3.5%	3.0%	3.1%
<b>PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:</b>						
All endowments are held by a separate foundation. Distributions from those are received by the University as restricted gifts and expended in accordance with gift terms. Total restricted funds represent restricted funds for loans to students.						

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://salemstate.secure.force.com/form?formid=217736">https://salemstate.secure.force.com/form?formid=217736</a>	
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://www.salemstate.edu/19236.php">https://www.salemstate.edu/19236.php</a>	7
Institutional catalog	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	
	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	
	<a href="https://www.salemstate.edu/student_life/424.php">https://www.salemstate.edu/student_life/424.php</a>	
Obligations and responsibilities of students and the institution	<a href="https://www.salemstate.edu/admissions/">https://www.salemstate.edu/admissions/</a>	Various admission publications
Information on admission and attendance	<a href="https://www.salemstate.edu/about/mission.php">https://www.salemstate.edu/about/mission.php</a>	
Institutional mission and objectives	<a href="https://www.salemstate.edu/about/mission.php">https://www.salemstate.edu/about/mission.php</a>	Strategic Plan
Expected educational outcomes	<a href="http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4987">http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4987</a>	
	<a href="https://www.salemstate.edu/about/history.php">https://www.salemstate.edu/about/history.php</a>	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4987">http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4987</a>	Admission publications
Requirements, procedures and policies re: admissions	<a href="http://www.salemstate.edu/admissions/">http://www.salemstate.edu/admissions/</a>	Admission publications
	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	Admission publications
	<a href="https://www.salemstate.edu/students/27580.php">https://www.salemstate.edu/students/27580.php</a>	
	<a href="http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4792#TransferCreditPolicy">http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=4792#TransferCreditPolicy</a>	
Requirements, procedures and policies re: transfer credit	<a href="http://www.mass.edu/forstufam/admissions/TransferAdmin/PublicList.asp">http://www.mass.edu/forstufam/admissions/TransferAdmin/PublicList.asp</a>	
A list of institutions with which the institution has an articulation agreement	<a href="https://www.salemstate.edu/admissions/tuition.php">https://www.salemstate.edu/admissions/tuition.php</a>	
	<a href="http://www.salemstate.edu/students/27533.php">http://www.salemstate.edu/students/27533.php</a>	
	<a href="http://www.salemstate.edu/students/27540.php">http://www.salemstate.edu/students/27540.php</a>	Admission publications
Student fees, charges and refund policies	<a href="https://www.salemstate.edu/student_life/424.php">https://www.salemstate.edu/student_life/424.php</a>	
Rules and regulations for student conduct	<a href="https://www.salemstate.edu/5628.php">https://www.salemstate.edu/5628.php</a>	
Procedures for student appeals and complaints	<a href="https://www.salemstate.edu/students/27540.php">https://www.salemstate.edu/students/27540.php</a>	
Other information re: attending or withdrawing from the institution	<a href="https://www.salemstate.edu/academics/2473.php">https://www.salemstate.edu/academics/2473.php</a>	
	<a href="https://www.salemstate.edu/academics/24795.php">https://www.salemstate.edu/academics/24795.php</a>	
Academic programs	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	
Courses currently offered	<a href="https://www.salemstate.edu/academics/">https://www.salemstate.edu/academics/</a>	various admission publications
Other available educational opportunities	<a href="http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=5177">http://catalog.salemstate.edu/content.php?catid=30&amp;navoid=5177</a>	
Other academic policies and procedures	<a href="http://catalog.salemstate.edu/, on individual department pages as well">http://catalog.salemstate.edu/, on individual department pages as well</a>	Various program-specific publications and promotional materials; academic flowsheets and plans of study
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them.	Faculty listed by department on department home pages. For example: <a href="https://www.salemstate.edu/academics/schools/1039.php">https://www.salemstate.edu/academics/schools/1039.php</a>	
Names and positions of administrative officers	<a href="https://www.salemstate.edu/about/4321.php">https://www.salemstate.edu/about/4321.php</a>	
Names, principal affiliations of governing board members (affiliations not given)	<a href="https://www.salemstate.edu/about/trustees.php">https://www.salemstate.edu/about/trustees.php</a>	
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	N/A No branch campuses. Any programs given off-campus are listed on program site.	
Programs, courses, services, and personnel not available in any given academic year.	N/A	
Size and characteristics of the student body	<a href="https://www.salemstate.edu/about/facts.php">https://www.salemstate.edu/about/facts.php</a>	Fact book. Admission pubs
Description of the campus setting	<a href="https://www.salemstate.edu/about/">https://www.salemstate.edu/about/</a>	
	<a href="https://www.salemstate.edu/admissions/">https://www.salemstate.edu/admissions/</a>	
	<a href="http://www.salemstate.edu/academics/2425.php">http://www.salemstate.edu/academics/2425.php</a>	
	<a href="http://www.salemstate.edu/students/">http://www.salemstate.edu/students/</a>	
	<a href="https://www.salemstate.edu/chs/">https://www.salemstate.edu/chs/</a>	
	<a href="https://www.salemstate.edu/academics/2469.php">https://www.salemstate.edu/academics/2469.php</a>	
Availability of academic and other support services	<a href="https://www.catalog.salemstate.edu">https://www.catalog.salemstate.edu</a>	
Range of co-curricular and non-academic opportunities available to students	<a href="https://www.salemstate.edu/student_life/">https://www.salemstate.edu/student_life/</a>	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	
Institutional goals for students' education	<a href="https://www.salemstate.edu/about/mission.php">https://www.salemstate.edu/about/mission.php</a>	
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	<a href="https://www.salemstate.edu/about/institutional.php">https://www.salemstate.edu/about/institutional.php</a>	University fact book
	<a href="https://www.salemstate.edu/about/1602.php">https://www.salemstate.edu/about/1602.php</a>	

Total cost of education, including availability of financial aid and typical length of study	<a href="https://www.salemstate.edu/students/27550.php">https://www.salemstate.edu/students/27550.php</a>	
	<a href="http://www.salemstate.edu/hpc/">http://www.salemstate.edu/hpc/</a>	
	<a href="http://catalog.salemstate.edu/">http://catalog.salemstate.edu/</a>	
Expected amount of student debt upon graduation	<a href="https://www.salemstate.edu/students/27559.php">https://www.salemstate.edu/students/27559.php</a>	
	<a href="https://www.salemstate.edu/about/accreditation.php">https://www.salemstate.edu/about/accreditation.php</a>	
Statement about accreditation	<a href="http://catalog.salemstate.edu">http://catalog.salemstate.edu</a>	

## Standard 11: Integrity

?	<b>Policies</b>
	Academic honesty
	Intellectual property rights
	Conflict of interest
	Privacy rights
	Fairness for students
	Fairness for faculty
	Fairness for staff
	Academic freedom
	Other _____
	Other _____

Last Updated	URL Where Policy is Posted	Responsible Office or Committee
5/21/15	<a href="http://catalog.salemstate.edu/co">http://catalog.salemstate.edu/co</a>	Academic Affairs
7/1/14	<a href="http://www.mass.edu/shared/coll">http://www.mass.edu/shared/coll</a>	DHE and MSCA
12/08/2015	<a href="https://www.salemstate.edu/poli">https://www.salemstate.edu/poli</a>	Human Resources
05/30/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Registrar
05/22/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Student Conduct and
07/01/2014	<a href="http://mscaunion.org/wp-">http://mscaunion.org/wp-</a>	DHE and MSCA
07/09/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Human Resources
7/1/14	<a href="http://www.mass.edu/shared/coll">http://www.mass.edu/shared/coll</a>	DHE and MSCA

### Non-discrimination policies

Recruitment and admissions
Employment
Evaluation
Disciplinary action
Advancement
Other _____

06/14/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Admissions
12/09/2014	<a href="http://www.salemstate.edu/asset">http://www.salemstate.edu/asset</a>	Human Resources
07/09/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Human Resources
12/09/2014	<a href="http://www.salemstate.edu/asset">http://www.salemstate.edu/asset</a>	Human Resources
05/27/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Human Resources

### Resolution of grievances

Students
Faculty
Staff
Other _____

05/22/2014	<a href="http://www.salemstate.edu/polici">http://www.salemstate.edu/polici</a>	Student Conduct and
07/01/2014	<a href="http://mscaunion.org/wp-">http://mscaunion.org/wp-</a>	DHE and MSCA
1/1/2014	<a href="http://www.maapa.org/images/a">http://www.maapa.org/images/a</a>	
7/1/2014	<a href="http://www.afscme1067.org/cont">http://www.afscme1067.org/cont</a>	

?	<b>Other</b>
1	
2	
3	
4	
5	

Last Updated	Relevant URL or Publication	Responsible Office or Committee

## OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	No	No	No	N/A	N/A	N/A
For general education if an undergraduate institution:	Yes LEAP outcomes	Developed under the Associate Provost for Assessment and Assessment Fellows	Data currently being collected	Provost Associate Provost Faculty Fellows Department Chairpersons	Yet to be determined- Ongoing collection underway	Current Ongoing

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
1. Art + Design-BA in Art	Yes	<a href="http://nasad.arts-accredit.org/site/docs/Standards">http://nasad.arts-accredit.org/site/docs/Standards</a> Reviews/NASAD_Comprehensive-2May06.pdf <a href="http://accredit.org/site/docs/AssessmentDocuments/Assessment-UG_NASAD_1991-2009.pdf">http://accredit.org/site/docs/AssessmentDocuments/Assessment-UG_NASAD_1991-2009.pdf</a> <a href="http://nasad.arts-accredit.org/site/docs/AssessmentOnOwnTerms/NASADAssessmentOnOurOwnTerms.pdf">http://nasad.arts-accredit.org/site/docs/AssessmentOnOwnTerms/NASADAssessmentOnOurOwnTerms.pdf</a> <a href="http://nasad.arts-accredit.org/site/docs/CAA-OutcomesAssessment/CAA-OutcomesAssessment-rev2007Aug.pdf">http://nasad.arts-accredit.org/site/docs/CAA-OutcomesAssessment/CAA-OutcomesAssessment-rev2007Aug.pdf</a> <a href="http://aqresources.arts-accredit.org/index.jsp?page=AchievementAndQuality">http://aqresources.arts-accredit.org/index.jsp?page=AchievementAndQuality</a> <a href="http://www.naea-reston.org/research/NAE">http://www.naea-reston.org/research/NAE</a>	NASAD standards Portfolio admission review Capstone courses For Art Education/MTEL Student awards competitions Juried honors in art programs Juried exhibits of student work Scholarship competitions Professional reviews by outside practitioners Professional visiting faculty Alumni tracking	Faculty of Art + Design Professional reviews by visiting faculty and professional practitioners	Program level: none Course level: All studio courses have had class meeting times changed to 5.5 hours per week allowing more access to equipment and faculty supervised studio activities. Several course descriptions, titles, and prerequisites have been modified to reflect updated syllabi. The Art Education concentration is now a BA + MA 5-year program.	Accreditation Review Scheduled 2017 (Extended from 2016)

		<a href="#">A Natl Visual Standards1.pdf</a> <a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>				
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
2. Art + Design MAT in Art	Yes	National Standards for Art Education <a href="http://www.naea-reston.org/research/NAE">http://www.naea-reston.org/research/NAE</a> <a href="#">A Natl Visual Standards.1.pdf</a> <a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>	MTEL art content exam Rubrics from NAEA and DOE Professional Portfolio	Faculty supervisor of Student Teaching Associate Dean of Education Art Education Thesis Faculty Capstone thesis exhibit	No change	2006
3. Biology-BA	Yes			Department Assessment Coordinator - omit Biology Faculty in annual retreat	Career Development Lab created in response to student surveys in BIO132. Detailed skills assessment assignment added to capstone course (BIO 415N). Introductory and upper division courses added on-line quizzes to encourage students to review class notes Bio 212 Cell Biology added information to lab manual on how to	2006



					read a scientific paper BIO 301 Conservation Biology	
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
4. Biology-BS	Yes	A	Data collected from embedded assignments in specific courses pre/post-tests in courses. Student reflection assignments. Alumni Surveys Nuclear Med Tech-National certification exam requires students to explain on graph or table in detail; added group work; added more peer evaluation. Bio 323 Fish Biology additional field trip to Aquarium to observe greater variety of marine life. BIO 402 Genetics added work on writing: exam on academic integrity, assignments on difference between primary and secondary sources,	Department Assessment Coordinator omit Biology Faculty in annual retreat	Career Development Lab created in response to student surveys in BIO132 Detailed skills assessment assignment added to capstone course (BIO 415N)  Introductory and upper division courses added on-line quizzes to encourage students to review class notes Bio 212 Cell Biology added information to lab manual on how to read a scientific paper BIO 301 Conservation Biology	2006

			increased peer evaluation Bio 411 Immunology added more case studies			
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
5. Business Administration-BSBA	Yes	<a href="http://www.salemstate.edu/academics/schools/2126.php">http://www.salemstate.edu/academics/schools/2126.php</a>	Capstone course: BUS 470.  Portfolio review using rubrics.  ETS Major Field Test for Business.	Assessment Committee, Undergraduate Program Committee, and then all Business Faculty in Annual Retreat	Careful sequencing of courses is critical to student success. Developed new concentration sequences for all eleven concentrations.  Developed service learning course, Marketing 347.	Bertolon School of Business submitted initial AACSB accreditation report in 2016
6. Business Administration-MBA	Yes	<a href="http://www.salemstate.edu/academics/schools/2126.php">http://www.salemstate.edu/academics/schools/2126.php</a>	Capstone course: BUS 870.  Portfolio review using rubrics.  ETS Major Field test for Graduate Business.	Assessment Committee, Graduate Programs Committee, and then all Business Faculty in annual retreat.	Written communication needed improvement. Graduate faculty is incorporating more writing assignments in all of the core classes.	Bertolon School of Business submitted initial accreditation report in 2016

7. Chemistry-B.S.	Yes	<a href="http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf">http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf</a>	Capstone Course ETS Major field test in Chemistry	Capstone—instructor, results shared with department faculty ETS—all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2007
8. Bio-Chemistry—B.S.	Yes	<a href="http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf">http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf</a>	Capstone Course ETS Major field test in Chemistry	Capstone—instructor, results shared with department faculty ETS—all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2007
9. Chemistry-ACS B.S.	Yes	<a href="http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf">http://www.salemstate.edu/content_images/academic_affairs/Chem_ProgramsGoals.pdf</a>	Capstone Course ETS Major field test in Chemistry ACS approval	Capstone—instructor, results shared with department faculty ETS—all department faculty review data	Change in grading capstone New grading policy requiring “C” or better in all Chemistry & Physics courses	2007 ACS 2003 (next review 2010)
10. Chemistry—MAT	Yes	NSTA Standards for Science Teacher Preparation: <a href="http://www.nsta.org/pd/ncate/">http://www.nsta.org/pd/ncate/</a> and Science Education (NSTA) SPA Resources & links Standards (download the <a href="#">2004 edition</a> and <a href="http://www.ncate.org/institutions/programstandards.asp?ch=52">http://www.ncate.org/institutions/programstandards.asp?ch=52</a> )		Program Coordinator Associate Dean of Education	None	2006

<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)  Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?  (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
11. Communications	Yes,	<a href="https://www.salemstate.edu/academics/schools/949.php">https://www.salemstate.edu/academics/schools/949.php</a>	Capstone Course Portfolio review day Alumni Surveys Internship site supervisor feedback EXPECT class client feedback	Communications faculty using departmental rubrics External professionals reviewing portfolios	Course descriptions updated Journalism curriculum revised to include more multimedia. Core courses (COM 201, 202, 205, 300) under revision.	2015
12. Computer Science—B.S.	Yes	<a href="http://cs.salemstate.edu/">http://cs.salemstate.edu/</a> <a href="http://cs.salemstate.edu/dept/index.php?page=212">http://cs.salemstate.edu/dept/index.php?page=212</a>	All courses subject to learning outcomes rubric  <a href="http://cs.salemstate.edu/dept/index.php?page=286">http://cs.salemstate.edu/dept/index.php?page=286</a>	Computer Science faculty  <a href="http://cs.salemstate.edu/dept/index.php?page=212">http://cs.salemstate.edu/dept/index.php?page=212</a>	Changes made in all majors courses  <a href="http://cs.salemstate.edu/dept/index.php?page=212">http://cs.salemstate.edu/dept/index.php?page=212</a>	2015
13. Computer Science/ITC	Yes	<a href="http://cs.salemstate.edu">http://cs.salemstate.edu</a> <a href="http://www.salemstate.edu/academic">http://www.salemstate.edu/academic</a>	All courses subject to learning outcomes rubric	Computer Science faculty ITC faculty	None	2009
14. Criminal Justice—B.S.	Yes	<a href="http://www.acjs.org/pubs/167_667_12021.cfm">http://www.acjs.org/pubs/167_667_12021.cfm</a> <a href="http://www.acjs.org/pubs/167_667_12024.cfm">http://www.acjs.org/pubs/167_667_12024.cfm</a>	Capstone course, Internship	Department undergraduate curriculum committee Department Faculty as a whole	Removed two underutilized concentrations, updated mission statement, goals and objectives, Updated course descriptions to reflect ACJS standard practice.	2014

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
15. Criminal Justice—M.S.	Yes	<a href="http://www.acjs.org/pubs/167_667_12021.cfm">http://www.acjs.org/pubs/167_667_12021.cfm</a> <a href="http://www.acjs.org/pubs/167_667_12024.cfm">http://www.acjs.org/pubs/167_667_12024.cfm</a>	Comprehensive Exams, Exit Survey Curriculum questionnaire	Department graduate curriculum committee Graduate Coordinator Department faculty as a whole	Developed a 4+1 program, with 2 concentrations	2014
16. Economics B.A.	No	NA	Capstone Course—ECO 401 Economic Research.	Instructor of ECO 401. Faculty also meets to review student research.	Require students to present a present a research paper to all economics faculty	2007
17. Economics—B.S	No	NA	Capstone Course—ECO 401 Economic Research.	Instructor of ECO 401. Faculty also meets to review student research.	Required students to present a research paper to all economics faculty	2007
18. Education/Early Childhood--BS	Yes	<a href="http://www.naeyc.org/ncate/standards">http://www.naeyc.org/ncate/standards</a>	State licensure exams (Communications and Literacy Skills, Early Childhood Content, and Foundations of Reading) Rubric ratings for eight standards-based assessments completed during course work and the practicum. MTEL Eight standardized	Program Coordinator Associate Dean of Education	Changes to gateway course: EDU 105 (limit size, closer monitoring of success in the course) Simplified format for data collected for Sheltered Observation	2012

			assessment prior to student teaching			
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
19. Education/Elementary Education--BS	Yes	CAEP	Licensure exam (MTEL general curriculum and reading foundations tests) Rubric ratings for 7 standards-based assessments completed during course work and the practicum (see attached table for specific assessments)	Program Coordinator Associate Dean of Education	Methods block taken prior to student teaching now broken into four courses: Math, Science, Social Studies, and Language Arts. Currently working on benchmarks	2012
20. Education/Adolescent—BS	Yes	<u>Middle School: Students wishing to teach middle school (grades 5-8) currently complete the B.S. degree with a <i>major in Education</i> along with a <i>second major in the desired subject area</i>. Program options for middle school subject matter teachers are: <u>Middle School Subject Matter</u></u>  <u>Accrediting Body</u> <u>[Professional</u>	Licensure exams (Communication, Literacy, and Subject Area tests) Rubric ratings for standards-based assessments completed during course work and the practicum Eight Standardized assessments prior to Student Teaching	Program Coordinator Associate Dean of Education	None at this time	2008

		<u>Association}</u> <hr/> <hr/> <u>Learning</u> <u>Outcomes</u>  NCATE [NCSS]  yes - attached - Humanities  NCATE [NCSS/NCTE]  yes - attached -Mathematics  Published Outcomes:  NCATE [NCTM]  yes –attached <u>Humanities</u> : National Council for the Social Studies (NCSS) and National Council of Teachers of English (NCTE)  <a href="http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf">http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf</a>				
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		<p>and  <a href="http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf">http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf</a></p> <p><u>Math/Science</u>: National Council of Teachers of Mathematics (NCTM) and National Science Teachers Association (NSTA)</p> <p><a href="http://standards.nctm.org/document/chapter7/index.htm">http://standards.nctm.org/document/chapter7/index.htm</a> and  <a href="http://www.nsta.org/pd/ncate/">http://www.nsta.org/pd/ncate/</a></p> <p>NCATE  yes</p>				
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) <u>Where are these learning outcomes published? (please specify)</u> <u>Include URLs where appropriate.</u>	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
21. Education Secondary License, Minor in Education/Major in SOAS field	Yes	<u>Secondary Education:</u> Students planning to teach at the high school level (grades 8-12) complete a <u>major in the School of Arts and Sciences</u> in the field of knowledge for which the teaching license is sought, along with a <u>Minor in Secondary Education</u> , which is housed within the Adolescent Education Leadership Department. The minor is offered for the following subject areas: <u>Subject Area</u> <hr/> <u>Accrediting Body</u> <u>[Professional Association]</u> <hr/> <u>Learning Outcomes</u>	N/A	N/A	N/A	N/A

		<p>Biology</p> <p>NCATE [NSTA]</p> <p>yes – attached - Chemistry</p> <p>NCATE [NSTA]</p> <p>yes – attached - English</p> <p>NCATE [NCTE/IRA]</p> <p>yes – attached - -Earth Science (GLS Dept.)</p> <p>NCATE [NSTA]</p> <p>yes – attached - History</p> <p>NCATE [NCSS]</p> <p>yes – attached - Mathematics</p> <p>NCATE [NCTM]</p> <p>yes - attached TheatreArts</p>				
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		<p>MA DESE [NAST]</p> <p>yes – attached</p> <p><u>Special Concentrations within SOAS Majors:</u> Some SOAS departments offer educator licensure programs within their own major, but the education component is housed in the AEL Department, with AEL faculty teaching various courses in the program. Those programs include: <u>Subject (Grade) - Department</u></p> <hr/> <p><u>Accrediting Body [Professional Association]</u></p> <hr/> <p><u>Learning Outcomes</u> -Art (PK-8) - ART</p> <p>MA DESE [NAEA]</p> <p>yes -Art (5-12) - ART</p>				
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		<p>MA DESE [NAEA]</p> <p>yes -Health (PK-12) - SMS</p> <p>MA DESE</p> <p>yes - attached -Physical Education (Elem) - SMS</p> <p>NCATE [NASPE] yes – attached -Physical Education (Sec) - SMS</p> <p>NCATE [NASPE] yes – attached -Spanish (PK-6) - FL</p> <p>NCATE yes -Spanish (5-12) –FL Standards listed under Major Field</p>				
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
22. Education- Early Childhood Education Initial—M.Ed.	Yes	<a href="http://www.naeyc.org/ncate/standards">http://www.naeyc.org/ncate/standards</a>	Rubric ratings for eight standards-based assessments completed during course work and the practicum.	Program Coordinator Associate Dean of Education	Revised student teaching practicum: Simplified format for data collected for Sheltered Observation Protocol Revised assignment for student teachers collecting and analyzing evidence of their own students' learning.	2012
23. Education/ Early Childhood Education Professional — M.Ed.	Yes	<a href="http://www.naeyc.org/ncate/standards">http://www.naeyc.org/ncate/standards</a>	Rubric ratings for eight standards-based assessments completed during course work and the practicum.	Program Coordinator Associate Dean of Education	Program Coordinator now visits all Professional license candidate in teaching practicum EDU 962AR; EDU 962AR now includes a reflective journal.	2012
24. Education/Elementary Education Initial License— M.Ed	Yes	CAEP	Licensure exam (MTEL general curriculum and reading foundations tests) Rubric ratings for 7 standards-based assessments completed during course work and the practicum (see	Program Coordinator Associate Dean of Education	In response to low math scores on the general knowledge license test, included a required Mathematics methods course and a math which can be used as an elective	2012

			attached table for specific assessments) Comprehensive exam			
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
25. Education/Elementary Education Professional License—M.Ed	Yes	<a href="http://www.doe.mass.edu/lawsregs/603cmr7.html?section=all">http://www.doe.mass.edu/lawsregs/603cmr7.html?section=all</a>	Master's Degree Action Research Thesis.	Faculty who teach capstone Program Coordinator	None	No longer offered
26. Education/M.Ed. Middle School – Humanities	Yes	Humanities: National Council for the Social Studies (NCSS) and National Council of Teachers of English (NCTE)  <a href="http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf">http://downloads.ncss.org/ncate/NCSS_NCATE_STDS-04rev.pdf</a> and <a href="http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf">http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf</a>	Licensure exams (Communication, Literacy, and Subject Area tests) Rubric ratings for standards-based assessments completed during course work and the practicum Eight Standardized assessments prior to Student Teaching	Program Coordinator Associate Dean of Education	None at this time	2008

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
27. M.Ed. Middle School -- Math/Science	Yes	Math/Science: National Council of Teachers of Mathematics (NCTM) and National Science Teachers Association (NSTA) <a href="http://standards.nctm.org/document/chapter7/index.htm">http://standards.nctm.org/document/chapter7/index.htm</a> and <a href="http://www.nsta.org/pd/nate/">http://www.nsta.org/pd/nate/</a>	Licensure exams (Communication, Literacy, and Subject Area tests) Rubric ratings for standards-based assessments completed during course work and the practicum Eight Standardized assessments prior to Student Teaching	Program Coordinator Associate Dean of Education	None at this time	2008
28. MAT/ Fast track in Biology, Chemistry, Earth Science, General Science (See also Biology, Chemistry, Geography, Geological Sciences)	Yes	NSTA Standards for Science Teacher Preparation: <a href="http://www.nsta.org/pd/nate/">http://www.nsta.org/pd/nate/</a> and Science Education (NSTA) SPA Resources & links Standards (download the <a href="#">2004 edition</a> and <a href="http://www.ncate.org/institutions/programstandards.asp?ch=52">http://www.ncate.org/institutions/programstandards.asp?ch=52</a> )	Licensure exam (Massachusetts Test for Educational Licensure Subject Tests for Biology, Chemistry, or Earth Science) Rubric ratings for 8 standards-based assessments completed during course work and the practicum	Program Coordinator	None	Fast Track Science closed

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
29. MAT/ Teaching English as a Second Language (see also/ ENGLISH)	Yes	NCATE/TESOL Standards for Recognition of Initial TESOL Programs for pk-12 Education: <a href="http://www.tesol.org/sites/default/files/2014-01/Initial_TESOL_Standards_for_Recognition_of_Initial_TESOL_Programs_for_pk-12_Education.pdf">http://www.tesol.org/sites/default/files/2014-01/Initial_TESOL_Standards_for_Recognition_of_Initial_TESOL_Programs_for_pk-12_Education.pdf</a>	Licensure exam (MTEL ESL test) Rubric ratings for standards-based assessments completed during course work and the practicum (see attached table for specific assessments). Professional portfolio in which each artifact is placed specifically to address the standards, and an introduction and reflection on each artifact explains how it documents that the candidate has met the standards	English Department	None	2015
30.—M.Ed. Reading	Yes	Standards for Reading Professionals: <a href="http://www.reading.org/downloads/resources/545standards2003/index.html">http://www.reading.org/downloads/resources/545standards2003/index.html</a> Preservice Performance Assessment (PPA) of the MA DESE	Licensure exam (Reading Specialist test) Rubric ratings for 7 standards-based assessments completed during course work and the practicum (see attached table for specific assessments) Comprehensive exam	Program Coordinator Associate Dean of Education	Preparatory courses for the MTEL	2012



CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
31.— M.Ed. School Counseling	Yes	Massachusetts Standards for School Counselors the MASCA:  <a href="http://masca.org/images/mamodel/appraisal_instrument.pdf">http://masca.org/images/mamodel/appraisal_instrument.pdf</a>	Supervisor (college and site supervisor) observations which are documented in the PPA Rubric ratings for 11 standards-based assessments completed during the practicum (see attached table for specific assessments). 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.  Comprehensive exam (There is currently no licensure exam for school counselors)	College and field practicum supervisors, Program Coordinator License Office Associate Dean of Education	None	2006

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
32. Master of Education in Library Media Studies	Yes	The ALA/AASL Standards for Initial Programs for School Library Media Specialist: <a href="http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf">http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf</a>	Rubric ratings for 7 standards-based assessments completed during course work and the practicum (see attached table for specific assessments) Completion of Practicum (all standards are addressed in practicum)	Program Coordinator Associate Dean of Education	None	2012
33. M.Ed Special Education-initial license	Yes	Council for Exceptional Children <a href="http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/">http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/</a>  General Special Education Teacher MA Department of Elementary and Secondary Education (DESE) <a href="http://www.doe.mass.edu/frameworks/">http://www.doe.mass.edu/frameworks/</a>  Advanced CEC standards:	Comprehensive Examinations An assessment rubric accompanies each assessment identified in the courses to measure student competencies. Portfolio	Faculty teaching in the program Program Coordinator Supervisors Supervising Practitioners Associate Dean of Education	Added course work to address lacuna; deleted courses no longer relevant to the program	2014

		<a href="http://www.cec.sped.org/AM/Template.cfm?Section=Search&amp;TEMPLATE=/CM/ContentDisplay.cfm&amp;CONTENTID=8220">http://www.cec.sped.org/AM/Template.cfm?Section=Search&amp;TEMPLATE=/CM/ContentDisplay.cfm&amp;CONTENTID=8220</a>				
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<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
34. M.Ed Special Education-Professional license	Yes	Advanced CEC standards: <a href="http://www.cec.sped.org/AM/Template.cfm?Section=Search&amp;TEMPLATE=/CM/ContentDisplay.cfm&amp;CONTENTID=8220">http://www.cec.sped.org/AM/Template.cfm?Section=Search&amp;TEMPLATE=/CM/ContentDisplay.cfm&amp;CONTENTID=8220</a>	Students provide feedback on the program effectiveness during periodic advising and at program completion Rubric ratings on assessments in required coursework Rubric ratings on Clinical portfolio Clinical Experience Report Comprehensive exam	Faculty teaching in the program Program Coordinator Supervisors Supervising Practitioners Associate Dean of Education	Program must be updated to the new ACS. A more comprehensive data management system is needed	2014
35. English—B.A.	Yes	See Gen Ed information  World Literature Sequence: <a href="https://worldlitssu.pbworks.com">https://worldlitssu.pbworks.com</a>	English Major in general: All English Gen Ed and WII course outcomes undergraduate research symposium	English Major: chair, instructors, coordinators,  Composition Program: Coordinator of First-Year Composition	Major: Completely new curriculum and guidelines implemented  Composition: Completely new	2009

			<p>annual statewide honor conference</p> <p>Composition Program: See Gen Ed</p> <p>World Literature Sequence 2010-2011 internal portfolio assessment of all World Lit courses; 2013-2015 Project ACES portfolio review every year for 3 years</p> <p>Creative Writing: Capstone experience (ENG 500 Directed Study—students must produce a creative thesis), experience in publishing national literary magazine—<i>Soundings East</i>-- Student representation Greater Boston Intercollegiate Poetry Festival and the Salem Poetry Seminar, Writing awards that students have received. Class and individual published chapbooks.</p>	<p>World Literature sequence: Project ACES team</p> <p>Creative Writing: instructors, Coordinator</p> <p>Professional Writing: instructors, Coordinator</p>	<p>curriculum and guidelines implemented; professional development training for all composition instructors</p> <p>World Literature: Completely new curriculum and guidelines; training for all faculty teaching courses</p> <p>WII (See Gen Ed) training for all faculty teaching courses</p> <p>SP2015 retreat began assessment process of new major</p>	
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			Professional Writing: Capstone experiences (ENG 509 Portfolio Seminar) Experience in publishing (the department's e-zine, <i>Red Skies</i> ).			
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
36. English— B.A. Secondary Education	Yes	<a href="http://www.dev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf">http://www.dev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf</a>  Assessment rubric in Learning Outcomes Folder, Provost's Office  See also info under #37	MTEL Licensure Exam Rubrics for six standards-based assessments Report from Assessment systems data manage Annual reports from Licensure Office  See also info under #37.	Department Program Coordinator  See also info under #37.	4 + 1 program (See Education)  See also info under #37.	2013
37. English—MA	NA	NA	NA	NA	NA	2009
38. English-- MAT	Yes	<a href="http://www.dev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf">http://www.dev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf</a>  Assessment rubric in Learning Outcomes Folder, Provost's Office	MTEL Licensure Exam Rubrics for six standards-based assessments Report from Assessment systems data manage Annual reports from Licensure Office	Department Program Coordinator	Program under review in consideration of new 4 + 1 program	2013

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
39. English—MAT in Teaching English as a Second Language (See Also EDUCATION/LCLD)	Yes	NCATE/TESOL Standards for Recognition of Initial TESOL Programs for pk-12 Education: <a href="http://www.tesol.org/sites/default/files/2013-04/Initial_TESOL_Standards_for_Recognition_of_Initial_TESOL_Programs_for_pk-12_Education.pdf">http://www.tesol.org/sites/default/files/2013-04/Initial_TESOL_Standards_for_Recognition_of_Initial_TESOL_Programs_for_pk-12_Education.pdf</a>	Licensure exam (MTEL ESL test) Rubric ratings for standards-based assessments completed during course work and the practicum (see attached table for specific assessments). Professional portfolio in which each artifact is placed specifically to address the standards, and an introduction and reflection on each artifact explains how it documents that the candidate has met the standards	Program Coordinator (alternates annually between English and Education Graduate Faculty) Associate Dean of Education	None	2006
40. English—MA/MAT	Yes	<a href="http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf">http://wwwdev.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-10.pdf</a>  Assessment rubric in Learning Outcomes Folder, Provost's Office	MTEL Licensure Exam Rubrics for six standards-based assessments Report from Assessment systems data manage Annual reports from Licensure Office	Department Program Coordinator	Changes to admission requirements  Methods courses now taught in technologically equipped classrooms	2009

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
41. Fire Science	Under Develop.	<a href="http://www.salemstate.edu/academics/schools/18925.php">http://www.salemstate.edu/academics/schools/18925.php</a>	<a href="http://catalog.salemstate.edu/preview_program.php?catoid=29&amp;poic=3163&amp;returnto=4678">http://catalog.salemstate.edu/preview_program.php?catoid=29&amp;poic=3163&amp;returnto=4678</a>	Dean, School of Education along with Graduate Program Coordinator	N/A	N/A
43. World Languages and Cultures/World Languages and Cultures--B.A.	Yes	<a href="http://www.salemstate.edu/academics/schools/1198.php">http://www.salemstate.edu/academics/schools/1198.php</a>	<p>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.</p> <p>Elementary and Secondary Education Licensure candidates: MTEL and OPI or OPIc oral proficiency interview required.</p>	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.	Implemented a sophomore year review and evaluation by advisors. Recommendations for increased study abroad participation. Departmental recommendation to make oral assessments 25% of student grades in 101, 102, 201, 202 level language courses. Implemented assessment of intercultural learning in all intermediate language courses. Added evaluation of senior thesis by faculty	2015

					<p>committee.</p> <p>Added requirement for OPI/OPIc for licensure majors, recommended for all degree completers (test paid for by department funds).</p> <p>Assessed proficiency of language requirement completers, minor completers and BA completers in multi-year project using standardized STAMP and AAPPL tests.</p> <p>Reconfigured major, deleted one concentration added three new concentrations; created new advanced-level courses, particularly in translation.</p> <p>Required experiential learning course (internship, community service, or travel-study) for all major concentrations.</p> <p>Added undergraduate certificate in Translation.</p> <p>Reconfigured Spanish Education licensure</p>	
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					tracks to 4+1 BA/MAT format.	
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<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
44. World Languages and Cultures/Spanish—MAT	Yes	<a href="http://www.salemstate.edu/academics/schools/1198.php">http://www.salemstate.edu/academics/schools/1198.php</a>	Capstone course: Oral presentation of capstone thesis at annual Graduate Research Symposium, at a professional conference or at other academic forum MTEL exam required OPI or OPIc oral proficiency interview at the Advanced-low level	Annual review by all full time World Languages and Cultures faculty convened as department curriculum /assessment committee.	Added new course in advanced Spanish grammar and critical analysis.  MAT thesis written in Spanish.	2015
45. Geography-BA/BS	No	N/A	N/A	N/A	N/A	N/A
47. Geography/Cartography—BS	No	N/A	N/A	N/A	N/A	N/A

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
48. Geological Sciences-BS	Yes	<a href="http://www.salemstate.edu/content_images/academic_affairs/Geology_Skills.pdf">http://www.salemstate.edu/content_images/academic_affairs/Geology_Skills.pdf</a>  <a href="http://www.salemstate.edu/content_images/academic_affairs/AssessingTheQ-Sablock-07.pdf">http://www.salemstate.edu/content_images/academic_affairs/AssessingTheQ-Sablock-07.pdf</a>  <a href="http://gsa.confex.com/gsa/2007AM/finalprogram/abstract_129423.htm">http://gsa.confex.com/gsa/2007AM/finalprogram/abstract_129423.htm</a>	<p>Tiered capstone system including two field courses and senior thesis</p> <p>Required senior thesis</p> <p>Acceptance of student work at professional conferences</p> <p>Success rate in acceptance to graduate programs</p> <p>ABSOG (National Association of State Boards of Geology</p>	<p>Department Assessment Coordinator</p> <p>Department Curriculum Committee</p> <p>Field course faculty</p> <p>Senior research faculty</p>	<p>Participation in the SSU Gen-ed assessment program for gen-ed lab and non-lab courses</p> <p>Shared core for all Geology concentrations</p> <p>Instituted second readers for senior thesis</p> <p>Added senior research cohort seminar where all senior students and faculty attend together weekly</p> <p>Rubrics for the three capstone assessments have been added or adjusted</p> <p>Developed communication (writing, speaking, and presentation) initiatives across the geology curriculum</p>	2015/16

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
49. Geology—MAT in Middle School General Science	Yes	NSTA Standards for Science Teacher Preparation: <a href="http://www.nsta.org/pd/n cate/">http://www.nsta.org/pd/n cate/</a> and Science Education (NSTA) SPA Resources & links Standards (download the <a href="#">2004 edition</a> and <a href="http://www.ncate.org/institutions/programstandards.asp?ch=52">http://www.ncate.org/institutions/programstandards.asp?ch=52</a> )	Licensure exam (Massachusetts Test for Educational Licensure Subject Tests for Biology, Chemistry, or Earth Science) Rubric ratings for 8 standards-based assessments completed during course work and the practicum	Program Coordinator Associate Dean of Education	Non	2006
50. History—BA	Yes	<a href="http://www.salemstate.edu/academics/schools/1215.php">http://www.salemstate.edu/academics/schools/1215.php</a>  CAEP-accredited BA and post-BA programs: <a href="http://caepnet.org/provider-details/ncate?i=Salem+State+University&amp;c=Salem&amp;s=MA">http://caepnet.org/provider-details/ncate?i=Salem+State+University&amp;c=Salem&amp;s=MA</a>	Common Gateway course: HST 200 Common Capstone Course HST 505	Faculty cohort teaching HST 200 and HST 505  Individual instructors interpreting Department rubrics	Assessing published learning outcomes  Adopted a new strategic plan 2010  Faculty currently working to align 100-level course goals and objectives with published learning outcomes	2009

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
51. History—MA	No [Rationale and outcomes for gateway HST 700 and capstone HST 963]	Specific learning outcomes are currently not published. However the MA Portfolio rubric is published on the department Web page within the recently revised Graduate Handbook: <a href="http://www.salemstate.edu/ACA_soas/HIS_Graduate_Handbook_2009-10.pdf">http://www.salemstate.edu/ACA_soas/HIS_Graduate_Handbook_2009-10.pdf</a>	capstone course, HST 993: Research Seminar MA Thesis, MA Portfolio	Graduate Coordinator Graduate Committee	Created capstone course	2008
52. History—MAT	Yes	CAEP-accredited BA and post BA programs: <a href="http://caepnet.org/provider-details/ncate?i=Salem+State+University&amp;c=Salem&amp;s=MA">http://caepnet.org/provider-details/ncate?i=Salem+State+University&amp;c=Salem&amp;s=MA</a>	Licensure exams (Communication, Literacy, and History Subject Area tests) Rubric ratings for 7 standards-based assessments completed during course work and the practicum	Program Coordinator Associate Dean of Education	None	2008
53. Interdisciplinary Studies/Health Professions--BLS	Yes	Interdisciplinary Studies department office	Capstone course IDS 375 –or IDS 500	Interdisciplinary Studies faculty collaborating with Continuing Studies and Registrar	None	None

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
54. Interdisciplinary Studies/ Applied Ethics BLS	Yes	Not currently published/ will be added to Department of Philosophy website <a href="http://www.salemstate.edu/academics/schools/2890.php">http://www.salemstate.edu/academics/schools/2890.php</a>	Annual survey of concentrators by Philosophy department Evaluation of senior essays	Philosophy faculty	Planned development of rubric for evaluating essays	2006 (Philosophy department)
55. Interdisciplinary Studies/ Philosophy of Art	Yes	Not currently published/ will be added to Department of Philosophy website <a href="http://www.salemstate.edu/academics/schools/2890.php">http://www.salemstate.edu/academics/schools/2890.php</a>	Annual survey of concentrators by Philosophy department Evaluation of senior essays	Philosophy faculty	Planned development of rubric for evaluating essays	2006 (Philosophy department)
56. Mathematics-BA	Yes	<a href="http://www.salemstate.edu/academics/schools/2843.php">http://www.salemstate.edu/academics/schools/2843.php</a> .	Capstone course – MAT 490 Senior Seminar in Mathematics	The department assessment committee and MAT 490 faculty member review capstone projects.	None based on evaluations of learning outcomes assessment: Changes based on 2005 program review include institution of a sequence requirement Renumbering major courses New course MAT 218 Mathematical Computing New course MAT Intro to Math. Proof	2009

					New Capstone course: MAT 490	
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<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
57. Mathematics—BS	Yes	<a href="http://www.salemstate.edu/academics/schools/2843.php">http://www.salemstate.edu/academics/schools/2843.php</a> .	Capstone course – MAT 490 Senior Seminar in Mathematics	The department assessment committee and MAT 490 faculty member review capstone projects.	None based on evaluations of learning outcomes assessment: Changes based on 2005 program review include institution of a sequence requirement Renumbering major courses New course MAT 218 Mathematical Computing New course MAT Intro to Math. Proof New Capstone course: MAT 490	2009
58. Mathematics-MS	No	N/A	N/A	N/A	N/A	N/A

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
59. Mathematics-MAT	Yes	2006 NCATE report nctm.org.	Licensure exam  Rubric ratings for 6 standards-based assessments completed during course work and the practicum	Assessment Systems data manager sends a report to the Program Coordinator and Associate Dean	More focused advising	2009
60. Music—BA	Yes	<a href="http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2009-10_DEC2009.pdf">http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2009-10_DEC2009.pdf</a> .	Capstone: MUS 511N Recital Research Paper—Oral Presentation	All Music Faculty	Recital attendance requirement in discussion Strict adherence to recital procedures Additional levels of Ear Training in curriculum	2009
61. Nursing—BSN	Yes	Curriculum materials Accreditation self-study documents Cross-referenced in Syllabi	NCLEX-RN Licensure Examination Capstone Semi-Annual end of program surveys	Annually by the assigned committee (SON Program Evaluation, SON Curriculum, SON Academic Policies, Post-licensure, etc.) SON Faculty Chairperson	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	2012

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
62. Nursing LPN/BSN	Yes	Curriculum materials Accreditation self-study documents Cross-referenced in Syllabi	NCLEX-RN Licensure Examination Capstone Semi-Annual end of program surveys	Annually by the assigned committee (SON Program Evaluation, SON Curriculum, SON Academic Policies, Post-licensure, etc.) SON Faculty Chairperson	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	2012
63. Nursing RN/BSN	Yes	Curriculum materials Accreditation self-study documents Cross-referenced in Syllabi	NCLEX-RN Licensure Examination Capstone Semi-Annual end of program surveys	Annually by the assigned committee (SON Program Evaluation, SON Curriculum, SON Academic Policies, Post-licensure, etc.) SON Faculty Chairperson	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	2012
64. Nursing: MSN Includes 3 tracts: *Education *Administration *Adult Gerontology	Yes	Graduate nursing curriculum materials, accreditation self-study documents	*Capstone Project *End of program surveys, *3 year post-graduation graduate, and Follow-up Survey Nurse Practitioner Examination	Graduate Nursing Committee, which includes curriculum and policy issues.	Course content and curriculum revisions Modifications in program admission requirement Revisions in course delivery methods to include hybrid format	2012



Primary Nurse Practitioner						
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<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
65. Nursing: Nursing Education Certificate	Yes	Graduate nursing curriculum materials, accreditation self-study documents	Capstone Project End of program interviews/surveys, 3 year post-graduation graduate, Employer surveys.	Graduate Nursing Committee	Course content revisions Modifications in program admission requirement Revisions in course delivery methods	2012
66. Occupational Therapy BS/MS	Yes	Undergraduate OT Student Handbook Graduate OT Student Handbook OT Student Fieldwork Manual Adjunct Faculty Handbook	National Certification National Occupational Therapy Certification Examination Capstone OCT 920 Presentation at Graduate Research Day/OT Graduate Student Research Conference	Department faculty Chairperson Graduate Coordinator Fieldwork Coordinator Annual Retreat (1) Semester Faculty Retreats (2)	Assigning faculty mentors for research project Information literacy course Developing practice tests for the national exam. Software programs added to courses	2008 Next Accreditation . Scheduled 2018
67. Occupational Therapy Direct Entry	Yes	Graduate OT Student Handbook OT Student Fieldwork Manual	National Certification Examination in Occupational Therapy Capstone OCT 920 Presentation at Graduate Research Day/OT	Department faculty Chairperson Graduate Coordinator Fieldwork Coordinator Annual Retreat (1) Semester Faculty Retreats (2)	Assigning faculty mentors for research projects Information literacy course Developing practice	New Program Accreditation Scheduled 2018

			Student Research Conference		tests for the national exam. Software Programs added to courses	
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
68. Philosophy— B.A.	Yes	The department will use the rubric that the department developed for the Concentrations in Applied Ethics and in Philosophy of Art and Culture for the B.L.S.at <a href="http://www.salemstate.edu/assets/images/ACA_soas/ASSESSMENT_RUBRIC_FOR_ESSAYS_ART_AND_CULTURE.pdf">http://www.salemstate.edu/assets/images/ACA_soas/ASSESSMENT_RUBRIC_FOR_ESSAYS_ART_AND_CULTURE.pdf</a> .	This major program launched in fall 2014 and only had two graduating seniors in spring 2015 so no assessment has taken place yet. The department's plan is to assess the program on the basis of (a) the research papers that seniors take in the required capstone course (PHL490, Senior Seminar) and (b) a survey of majors.	At the Philosophy Department's May retreats, every full-time instructor (a) will assess and discuss each student's essay from PHL490 against the rubric referenced in column (2) and (b) review the student survey results.	None (see column (2))	The program was launched in fall 2014 and has not had an external program review, but there was an external program review in 2012 in conjunction with the program's application to the BHE. The previous external review of the department was in 2006.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
69. Political Science—BA	Yes	2014 Program Review	Capstone course Rubric for evaluating Capstone Pre and Posttests Faculty yearly course assessments Surveys	All department faculty	Nothing definitive yet	2014
70. Political Science—BS	Yes	2014 Program Review	Capstone course Rubric for evaluating Capstone Pre and Posttests Faculty yearly course assessments Surveys	All department faculty	Nothing definitive yet	2014
71. Psychology—BA	Yes	<a href="http://www.apa.org/ed/governance/bea/assess.aspx">http://www.apa.org/ed/governance/bea/assess.aspx</a>	PSY 203S/204R: Assessment of writing and research skills  Senior Research courses  Alumni survey	Advisory groups Assessment coordinator	PSY203/204 Professor Meet annually to share teaching successes and failures; several faculty teaching writing courses have participated in professional development workshops on writing.	2015

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
72. Psychology—BS	Yes	<a href="http://www.apa.org/ed/governance/bea/assess.aspx">http://www.apa.org/ed/governance/bea/assess.aspx</a>	PSY 203S/204R: Assessment of writing and research skills  Senior Research courses  Alumni survey	Advisory groups Assessment coordinator	PSY203/204 Professor Meet annually to share teaching successes and failures; several faculty teaching writing courses have participated in professional development workshops on writing	2015
73. Psychology/Counseling and Psychological Services—MS	Yes	<a href="http://www.cacrep.org/templite/index.cfm">http://www.cacrep.org/templite/index.cfm</a> <a href="http://www.amhca.org/about/facts.aspx">http://www.amhca.org/about/facts.aspx</a> <a href="http://www.aamft.org/about/coamfte/AboutCOAMFTE.asp">http://www.aamft.org/about/coamfte/AboutCOAMFTE.asp</a>	Comprehensive Examinations Clinical training evaluation ratings Licensure examination results Graduates Employment outcomes	Exams scored by faculty and evaluated by Coordinator Clinical training evaluation by Coordinator Licensure and employment outcomes by Coordinator	None so far, Program meets CACREP standards	Data collected 2008/2009, being tabulated now
74. Psychology/Industrial Organizational Psychology—MS	Yes	<a href="http://www.siop.org/guidelines.aspx">http://www.siop.org/guidelines.aspx</a>	Capstone PSY 725	Advisory Committee comprised of Psychology and Business faculty	Comprehensive review of program since initiation in 2007	None yet

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
75. Sport & Movement Science/Sport Management--BS	Yes	Sport Management Program Review Dossier	Evaluations at the mid-point and end of internship Senior Seminar	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
76. Sport & Movement Science/ --BS  Exercise Science Clinical track and Non-Clinical Track	Yes	Exercise Science Clinical and on-Clinical track – new concentrations with outcomes for courses but revising program outcomes.	Ex Sc created the curriculum addressing the: Commission on Accreditation of Allied Health Education Programs; American College of Sports Medicine	Appropriate program coordinator	2012 new program. 2014 and 2015 new / adjusted flow sheets.	2012
77. Sport & Movement Science/Athletic Training—BS	Yes	<a href="http://www.caate.net">http://www.caate.net</a> Course syllabi	Practical exams Clinical hours Capstone (IDS 375) Athletic Training Board of Certification Exam Massachusetts licensure requirements	Faculty evaluate course work Clinical supervisor athletic training program director	Continued revisions to courses within the Athletic Training major. New flow sheet for 2015.	2011 – successful visit: Awarded 10 year Award
78.Sport & Movement Science— Elementary and Secondary Physical	Yes	NCATE/AAHE Health & Consumer Science program reports (not available online) Report to Massachusetts DOE	Comprehensive Exam Capstone Clinical Portfolio	Faculty teaching in program Program Coordinator	Added course on curricular issues in the field Added content to existing courses	2007

Education— M.Ed						
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
79. Social Work-- MSW	Yes	MSW Student Handbook <a href="https://www.salemstate.edu/academics/schools/12457.php">https://www.salemstate.edu/academics/schools/12457.php</a>  Field Education Curriculum Guide  <a href="https://www.salemstate.edu/academics/schools/12408.php">https://www.salemstate.edu/academics/schools/12408.php</a>  Accreditation and Assessment <a href="https://www.salemstate.edu/academics/schools/25553.php">https://www.salemstate.edu/academics/schools/25553.php</a>	Field Performance Evaluation  MSW Exit Survey  Student curriculum survey  EPAS assessment of social work competencies and practice behaviors	MSW Program faculty, MSW Curriculum Committee faculty, MSW Field Instructors, MSW Faculty Field Liaisons, MSW students Department assessment committee	Re-visioning of foundation curriculum Moving from areas of concentration to areas of emphasis Focus on behavioral health and mental health Used course grids to improve links between program and course goals Used student feedback to improve curriculum Surveyed students to improve curriculum— data not yet reviewed.	2010
80.Social Work—BSW,	Yes	BSW Student Handbook: <a href="https://www.salemstate.edu/academics/schools/2198.php">https://www.salemstate.edu/academics/schools/2198.php</a> Assessment Outcomes	Aggregated Field Instructor data  Student exit survey EPAS assessment of social work competencies and practice behaviors	Field Instructors Social Work Faculty BSW Curriculum Committee Department assessment committee	Added a two sequence research course  Beginning the process of re-visioning the curriculum	2010

		<a href="https://www.salemstate.edu/academics/schools/25553.php">https://www.salemstate.edu/academics/schools/25553.php</a>				
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
81. Sociology-BA	Yes	ASA's Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century, 2004	Portfolio review Capstone	Faculty supervising the portfolio and/or Capstone	Discussion over revising assessment materials	2009
82. Sociology-BS	Yes	ASA's Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century, 2004.	Portfolio review Capstone	Faculty supervising the portfolio and/or Capstone	Discussion over revising assessment materials	2009
83. Theatre-BA	Yes	National Association of Schools of Theatre <a href="http://www.nast.arts-accredit.org">www.nast.arts-accredit.org</a>  Theatre and Speech Communication webpage: <a href="http://www.salemstate.edu/academics/schools/2395.php">http://www.salemstate.edu/academics/schools/2395.php</a>	Auditions Faculty and Staff assessment meetings with formalized documentation in the awarding of grades for the Theatre Participation classes. Open forum meetings with majors Post-production meetings with faculty, staff, cast and crew Kennedy Center American College Theatre Festival	Theatre faculty with professional staff Department chairperson	Working toward a common vocabulary across concentrations In our involvement in the Kennedy Center American College Theatre Festival, we conduct workshops to encourage our students in their time management skills, accountability, portfolio preparation and presentation. Began	2010

		<a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a>	Representatives from KCACTF respond to our productions and individual student work Exit interviews with graduating seniors Rubrics Faculty and staff assessment meetings with formalized documentation in the awarding of grades for the Theater Kennedy Center American College Theatre Festival. Chairperson meetings with deputy representatives from each class twice a semester.		reviewing concentrations and potential capstone course/experiences.	
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
84. Combined BA in Theatre Arts and Master of Educ. In Secondary Ed with a Minor in Teacher Ed. Theatre Arts (Teacher Licensure for	Yes	National Association of Schools of Theatre : <a href="http://nast.arts-accredit.org/site/docs/HANDOUT/NAST_Handbook_2015-16.pdf">http://nast.arts-accredit.org/site/docs/HANDOUT/NAST_Handbook_2015-16.pdf</a> <a href="http://www.doe.mass.edu/edprep/cap">http://www.doe.mass.edu/edprep/cap</a> <a href="http://www.doe.mass.edu/edprep/ppa/guidelines.pdf">http://www.doe.mass.edu/edprep/ppa/guidelines.pdf</a>	Auditions Open forum meetings with majors Chairperson meetings with deputy representatives from each class twice a semester. Post-production meetings with faculty, staff, cast and crew	Program Coordinator Chair of Secondary Educ. Theatre faculty with professional staff Department chairperson	This program has just begun; no data has yet been captured. The program was developed from interpreting the data from the BA + licensure program and it was determined to put forth the 4+1 program to increase students' ability to	2013



<p>Theatre Ed: Grades PK-12</p>		<p><a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a></p>	<p>Kennedy Center American College Theatre Festival. Representatives from KCACTF respond to our productions and individual student work. Exit interviews with graduating seniors Rubrics Faculty and staff assessment meetings with formalized documentation in the awarding of grades for the Theater Participation Course... MTEL licensure exam in Communication &amp; Literacy and Theatre, Candidate Assessment of Performance (CAP), Professional Attributes Scale, Theatre License Specific Questions, Final Portfolio</p>		<p>achieve learning outcomes.</p>	
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
85. Theatre/ BFA in Design/Technical Theatre	Yes	National Association of Schools of Theatre : <a href="http://www.nast.arts-accredit.org">www.nast.arts-accredit.org</a>  <a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a>	BFA Projects Class Portfolio reviews for designers and technicians Jury reviews each semester. Open forum meetings with majors Post-production meetings with faculty, staff, cast and crew KCACTF respondents to our productions and individual student work Chairperson meeting with deputy representatives from each class twice a semester. Exit interviews with graduating seniors Use of assessment form for performance students in productions to evaluate analysis of objectives, tactics, beats, character research, character relationships, etc. Use of assessment forms for designers, technicians, and stage managers.	Theatre faculty with professional staff Department chairperson	Working toward a common vocabulary across concentrations Assessing changing practices in design and technology In our involvement in the Kennedy Center American College Theatre Festival, we conduct workshops to encourage our students in their time management skills, accountability, portfolio preparation and presentation. Created "Road Maps" to improve connections between program and course goals. Added courses. Began reviewing concentrations.	2010

			<p>Faculty and staff assessment meetings with formalized documentation in the awarding of grades for the Theater Participation classes.</p> <p>In our involvement in the Kennedy Center American College Theatre Festival, we conduct workshops to encourage our students in their time management skills, accountability, portfolio preparation and presentation.</p>			
86. Theatre/ BFA in Performance	Yes	<p>National Association of Schools of Theatre website <a href="http://www.nast.arts-accredit.org">www.nast.arts-accredit.org</a> .</p> <p><a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a></p>	<p>BFA Recital is the capstone</p> <p>Auditions for productions BFA students are required to jury every semester</p> <p>Open forum meetings with majors</p> <p>Chairperson meetings with deputy representatives from each class twice a semester.</p> <p>Post-production meetings with faculty, staff, cast and crew</p> <p>Having respondents from KCACTF respond to our productions and individual student work</p>	Theatre Faculty with input from professional staff.	<p>In our involvement in the Kennedy Center American College Theatre Festival, we conduct an “Irene Ryan Screening Day” to encourage our students in their time management skills, accountability, partnering and material selection. Criteria and guidelines have been incorporated.</p> <p>Created Road Maps to improve connections between program and course goals.</p>	2010

			Exit interviews with graduating seniors Use of assessment form for performance students in productions to evaluate analysis of objectives, tactics, beats, character research, character relationships, etc. Use of assessment forms for designers, technicians, and stage managers. Faculty and staff assessment meetings with formalized documentation in the awarding of grades for the Theater Participation classes.		Added course to flow sheet. Began reviewing concentrations.	
<b>CATEGORY</b>	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
87. Theatre/ BFA in Design/Stage Management	Yes	National Association of Schools of Theatre website <a href="http://www.nast.arts-accredit.org">www.nast.arts-accredit.org</a>  <a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a>				

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
88. Speech Communications/ minor	Yes	<p>Salem State Catalogue Theatre &amp; Speech Communication  <a href="http://www.salemstate.edu/academics/schools/3315.php">http://www.salemstate.edu/academics/schools/3315.php</a></p> <p><a href="http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf">http://www.salemstate.edu/documents/THE_Handbook_2009_2010.pdf</a></p>	<p>Portfolio reviews for stage managers. BFA students are required to jury every semester</p> <p>Open forum meetings with majors</p> <p>Chairperson meetings with deputy representatives from each class twice a semester.</p> <p>Post-production meetings with faculty, staff, cast and crew</p> <p>Respondents from KCACTF respond to our productions and individual student work</p> <p>Exit interviews with graduating seniors</p> <p>Use of assessment forms for designers, technicians, and stage managers.</p> <p>Faculty and staff assessment meetings with formalized documentation in the awarding of grades for the Theater</p> <p>Participation classes.</p>	Speech Communication Faculty	<p>Revised course offering in Public Speaking</p> <p>Developed a standard rubric</p> <p>Promote “speaking across the campus”</p> <p>Continue to review course offering and course titles.</p> <p>In our involvement in the Kennedy Center American College Theatre Festival, we conduct workshops to encourage our students in their time management skills, accountability, portfolio preparation and presentation.</p>	2010

## OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(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.	(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.).*	(6) Date and nature of next scheduled review.
Art, BA, MAT NASAD (National Association of Schools of Art & Design)	2006	<ol style="list-style-type: none"> <li>1. Strategic Plan</li> <li>2. Evaluating Student Work</li> <li>3. Size of concentrations</li> </ol>	<ol style="list-style-type: none"> <li>1. Mechanism for revisiting and determining if goals are met/ Re-evaluate mission to be more in line with practice.</li> <li>2. Clearer relationship between means of evaluation (portfolios, etc.) and evidence that students are meeting the goals of the program.</li> <li>3. Address faculty issues with regard to the size of concentrations</li> </ol>	2017 (Received extension from 2016-2017)
Biology, BS Nuclear Medicine Technology  JRCNMT(Joint Review Committee-Nuclear Medicine Technology)	2011	Administration	<ol style="list-style-type: none"> <li>1. Qualified program director, clinical coordinator, medical director</li> </ol>	2018
Chemistry, BS ACS-American Chemical Society	2010	None listed	None listed	2015

(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.	(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.).*	(6) Date and nature of next scheduled review.
Computer and Information Studies, BS CAC-ABET-Computing Accreditation Commission- Accreditation Board of Engineering and Technology, Inc.	2015	<ol style="list-style-type: none"> <li>1. Continuous Improvement</li> <li>2. Program Educational Objectives</li> <li>3. Support</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporating data to assess program and education objectives and program outcomes.</li> <li>2. Documented, measurable education objectives</li> <li>3. Institution's support and financial resources be sufficient to achieve its education objectives and outcomes.</li> </ol>	Awaiting Decision

(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.	(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.).*	(6) Date and nature of next scheduled review.
EDUCATION/ Baccalaureate Education Programs under SOAS areas Visual Arts (Pre-K-9, 5-12) Health and Consumer Sciences Spanish (Pre-K-9, 5-12) Physical Ed. (Pre-K, 5-12) Secondary Ed. (9-12) Programs in Biology, Chemistry Earth Sciences, English, History, Mathematics and Theatre Arts NCATE 2013 CAEP (Transition to New Accreditor-2013)	2013 NCATE And State Accreditation	<ol style="list-style-type: none"> <li>1. Candidate knowledge</li> <li>2. Assessment</li> <li>3. Diversity</li> <li>4. Consistency of information in college publications</li> <li>5. Facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow-up surveys of graduates; employer surveys</li> <li>2. Monitoring data for use in unit operations Procedures to ensure fairness</li> <li>3. Graduate candidates have more diverse field experiences</li> <li>4. Cross-referencing for accuracy</li> <li>5. Improve faculty office space</li> </ol>	2020



(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.	(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.).*	(6) Date and nature of next scheduled review.
<p>Music, BA</p> <p>NASM-National Association of Schools of Music</p>	2008	<p>1. Facilities</p> <p>2. Recruiting and admissions</p>	<p>1. Sufficient practice rooms Storage space HVAC Additional teaching studios, a large performance facility</p> <p>2. Admit students only to programs for which they are qualified Clear statement of admission policies Clear statement of retention policies</p>	2016
<p>Sport &amp; Movement Science/Athletic Training-BS</p> <p>CAATE-Commission on Accreditation of Athletic Training Education</p> <p>CAATE</p>	2010	Commission on Accreditation of Athletic Training Education	Athletic Training Board Exam	2020

(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.	(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.).*	(6) Date and nature of next scheduled review.
Sport & Movement Science/Physical Education Elementary and Secondary  DESE CAEP	2013	N/A	N/A	2023
Theatre & Speech Communications BFA Theatre Arts BA Theatre Arts  NAST-National Association of Schools of Theatre	2010	<ol style="list-style-type: none"> <li>1. Finances—appropriate and sufficient for personnel, space, equipment, and materials</li> <li>2. Facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Address facilities, equipment, and safety issues Add Master Electrician to Theatre staff</li> <li>2. Address practice and teaching space issues</li> </ol>	2020
Business Administration, BS MBA AACSB- Association to Advance Collegiate Schools of Business	Pursuing Initial Accreditation	NA	Learning Process Ongoing- Measuring student Outcomes Faculty Sufficiency and qualification-PhD's in discipline	2016 Application with initial accreditation expected 2018

(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.	(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.).*	(6) Date and nature of next scheduled review.
Nursing, BS Nursing, MS CCNE-Commission on Collegiate Nursing Education [National League for Nursing Accrediting Commission: NLNAC—lapsed in 2010-Not including)	2012	No deficiencies 2012 Interim Report Due 2017	1) NCLEX pass Rate 2) Graduate Follow Up Survey 3) Employer Survey 4) Student End Of Program Evaluation	2022
Occupational Therapy, Combined BS/MS Program ACOTE-Accreditation Council for Occupational Therapy Education	2008	1. Clerical support 2. Preparation for NBCOT examination 3. Consistency of advising documentation 4. Program evaluation for enhancement 5. Professional development of students 6. Evidence of guiding students' professional practice  Interim report 2013 – No deficiencies	1. Recommend assistance for full time day and evening faculty 2. Testing opportunities in a computer lab 3. Develop and advising form 4. Collecting alumni surveys beyond one year out. 5. Syllabi to include learning objectives for value development in the affective domain 6. Stronger links between research, education, and practice	2018

(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.	(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.).*	(6) Date and nature of next scheduled review.
Direct-Entry MS Accreditation Council for Occupational Therapy Education	New Program 2014	Policies and Procedures have	7.	
Social Work, BS MSW  CSWE-Council on Social Work Education	2010	<ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Field Education</li> </ol>	<ol style="list-style-type: none"> <li>1. AASW Licensing Examination</li> <li>2. LCW Exam at Graduation</li> <li>3. Exit Surveys</li> <li>4. Student Learning Outcome Survey (Self Report)</li> </ol>	2018
MS in Counseling and Psychological Services and M.Ed. in School Counseling  MPCAC –Masters in Psychology and Counseling Accreditation Council	Completed feasibility study for accreditation 2014	<p>N/A Independent Reviewer Evaluated MS in Mental Health Counseling for Feasibility Pursuing</p> <p>Recommendations made by Reviewers- Transition to Accreditation Working towards more full time equivalency-FTE faculty Need to Improve student /Advisor Ratio Create Policies</p>	License Massachusetts Mental Health Counseling	Working towards 2018

\*Record results of key performance indicators in form S3.

**Form S1. RETENTION AND GRADUATION RATES**

<b>Student Success Measures/ Prior Performance and Goals</b>	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Most Recent Year (2015)</b>	<b>Goal for 2016</b>
<b>IPEDS Retention Data</b>					
Associate degree students					
Bachelors degree students (FT Freshman)	74%	78%	81%	80%	80%
<b>IPEDS Graduation Data</b>					
Associate degree students					
Bachelors degree students (FT Freshman)	45%	46%	46%	50%	50%
<b>Other Undergraduate Retention Rates (1)</b>					
a FT Transfer (1 Year)	80%	82%	81%	83%	84%
b FT Freshman SBA (1 Year)	85%	85%	90%	78%	82%
c FT Freshman Male (1 Year)	73%	78%	80%	80%	81%
d FT Freshman Female (1 Year)	74%	78%	82%	80%	81%
e FT Freshman Resident (1 Year)	74%	78%	80%	81%	82%
f FT Freshman Commuter (1 Year)	74%	78%	83%	78%	80%
g FT Freshman Pell Eligible (1 Year)	73%	80%	81%	80%	81%
h FT Freshman African American (1 Year)	78%	91%	92%	82%	84%
i FT Freshman Hispanic (1 Year)	73%	79%	78%	76%	78%
j FT Freshman Asian (1 Year)	79%	84%	83%	78%	80%
k FT Freshman White (1 Year)	74%	76%	80%	81%	81%
<b>Other Undergraduate Graduation Rates (2)</b>					
a FT Transfer (6 Years)	59%	60%	64%	68%	69%
b FT Freshman (4 Years)	22%	27%	28%	29%	29%
c FT Freshman (5 Years)	39%	40%	46%	45%	46%
d FT Freshman SBA (6 Years)	42%	42%	47%	44%	45%
e FT Freshman Male (6 Years)	40%	39%	39%	43%	44%
f FT Freshman Female (6 Years)	49%	50%	50%	54%	55%
g FT Freshman Resident (6 Years)	50%	42%	46%	50%	50%
h FT Freshman Commuter (6 Years)	45%	50%	45%	50%	50%
i FT Freshman Pell Eligible (6 Years)	42%	43%	46%	45%	46%
j FT Freshman African American (6 Years)	38%	42%	43%	37%	39%
k FT Freshman Hispanic (6 Years)	37%	45%	45%	50%	50%
l FT Freshman Asian (6 Years)	38%	34%	44%	47%	48%
m FT Freshman White (6 Years)	47%	46%	47%	51%	52%
<b>Graduate programs *</b>					
Retention rates first-to-second year (3)	80%	82%	81%	82%	83%
Graduation rates @ 150% time (4)	82%	82%	82%	80%	81%
<b>Distance Education</b>					
Course completion rates (5)	88%	89%	88%	88%	90%
Retention rates (6)	50%	63%	100%	57%	80%
Graduation rates (7)	67%	80%	67%	67%	70%
<b>Branch Campus and Instructional Locations</b>					
Saugus, MA CAGS Educational Leadership	20	Closed	Closed	Closed	Closed
Methuen, MA CAGS	5	Closed	Closed	Closed	Closed
Revere, MA Initial License Special Education	26	23	Completed	Completed	Completed
Cambridge, MA 158 Spring St. Reading Licensure	20	23	Closed	Closed	Closed
Topsfield, MA Cert. Adv. Graduate Study	11	Closed	Closed	Closed	Closed
No. Andover, MA CAGS Educational Leadership	21	20	Closed	Closed	Closed

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2015)	Goal for 2016
<b>Branch Campus and Instructional Locations</b>					
Danvers, MA 60 Cabot Rd. CAGS Ed. Leadership	13	31	18	Closed	Closed
Billerica, MA Clinical Trial Mgmt. Grad. Cert.	n/a	n/a	n/a	17	Completed
Amesbury, MA Cert. Autism Spectrum Disorders	n/a	n/a	17	15	Completed
Cambridge, MA 197 Vassal Ln. Reading Licensure	n/a	n/a	21	17	Completed
Revere, MA Cert. Autism Spectrum Disorders	n/a	n/a	26	22	Completed
Chelmsford, MA CAGS in Education	n/a	n/a	n/a	16	14
Danvers, MA 55 Conant St. CAGS Ed. Leadership	n/a	n/a	n/a	18	18
Winchester Hospital RN to BSN	24	23	07	05	Closed

<b>Definition and Methodology Explanations</b>	
1	One Year Retention Rate for Fall 11 to Fall 14 cohort
2	Six Years Graduation Rate for Fall 06 to Fall 09 cohort. Five Years Gradation Rate for Fall 07 to Fall 10 cohort. Four Years Graduation Rate for Fall 08 to Fall 11 Cohort.
3	All Master degree programs combined (Exclude Certificates) for FALL semester (FT and PT). Fall 11 to Fall 14. 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.
4	All Master degree programs combined (Exclude Certificates) for FALL semester (FT and PT). Fall 06 to Fall 09. Calculated <b>Six Years Graduation Rate</b> (150% time) because 80% 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.
5	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 14, Spring 15 and Summer 15.
6	1 Year Retention Rates of Fire Science Cohort (combined Freshman, Transfer, FT, and PT). Fall 11 to Fall 14 Cohort. Please review Retention rates cautiously as cohort size is small and therefore small numeric changes result in large changes in rates.
7	6 Years Graduation Rates of Fire Science Cohort (combined Freshman, Transfer, FT, and PT). Fall 06 to Fall 09 Cohort. Please review Graduation rates cautiously as cohort size is small and therefore small numeric changes result in large changes in rates.
8	Branch locations are not coded consistently in current systems but these processes are being reviewed to correct for the future. Billerica and Winchester locations inadvertently not reported in prior NEASC annual reports. All Branch location enrollments reported with the corresponding year. Those sites that have been 'closed' are labeled as such. Those sites labeled 'completed' are locations where a program or cohort has finished the program, the site is open but classes are not being offered.
9	See above #8
10	See above #8
* An institution offering graduate degrees must complete this portion.	

	2011	2012	2013	2014	2015
<b>State Licensure Passage Rates</b>					
-Massachusetts Test of Educational Licensure (1429/1429)	336/336 (100%)	335/335 (100%)	313/313 (100%)	237/237 (100%)	208/208 (100%)
<b>National Licensure Passage Rates</b>					
-Association of Social Work Boards (optional exams)					
--Bachelor's (53/40)	15/11(73%)	12/9(75%)	12/10(83%)	14/10(71%)	14/10(71%)*
--Master's (307/288)	66/65 (98%)	80/74(92%)	70/66(94%)	91/83(91%)	91/83(91%)*
--Clinical (198/174)	51/44(86%)	47/44(94%)	43/38(88%)	57/48(84%)	57/48(84%)*
National Board of Certification – Occupational Therapy (36/35)	7/7 (100%)	5/5 (100%)	10/10(100%)	7/7 (100%)	7/6 (85%)
National Council Licensing Examination – RN (696/580)	196/155 (79%)	200/179 (90%)	165/133 (81%)	135/113 (84%)	140/119 (85%)*
National Board of Certification – Athletic Training (35/30)	6/3 (50%)	7/5(71%)	7/7 (100%)	9/9 (100%)	6/6(100%)
Nuclear Medicine Technology Certificate Board (8/8)	3/3 (100%)	1/1 (100%)	2/2 (100%)	2/2 (100%)	2/2 (100%)*

\*Projected estimate



**A Comprehensive System  
of  
Learning Outcomes  
Assessment**

By

Assessment Working Group

July 17, 2015



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# AWG Report

## Introduction

The Salem State University Strategic Plan 2013 – 2016 states:

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

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

**Goal 1C:** Implement a comprehensive assessment of student learning.

While every member of the university community is committed to the Vision and Mission, assessment has been an active “work in progress” at Salem State for nearly a decade. Given the confluence of events - new academic leadership, implementation of a new general education curriculum, and increasing external pressures, the time has come to make Goal 1C a reality. While every educational institution has an intrinsic ethical imperative to provide the highest quality educational programs, external forces (e.g., competition in the marketplace, student and family consumerist orientation, performance-based funding formulas), require that we approach this task with a sense of urgency. This sense of urgency must be internalized by all faculty, staff and administrators and requires that we commit to a culture of evidence in all that we do and that we allocate appropriate resources to achieve this end. If continuous improvement is central to our mission, assessment must be manifest in our budget and our practice.

In giving the keynote address at the university’s 2015 General Education & Assessment Conference, Linda Suskie provided a simple, yet robust definition of learning outcomes assessment. Crediting a colleague (Jane Wolfson, Director, Environmental Science & Studies Program) at Towson University she noted that “assessment is deciding what we want our students to learn and making sure they learn it”.

Such a definition provides an excellent starting point for Salem State, a teaching university, where the core of assessment is the teaching and learning process. Given the demographics of our university, a commitment to assessment requires that we focus on students’ equitable progress toward achieving a high quality degree across ranges of academic preparation, motivation and entry level abilities. In addition, assessment necessitates a continuous cycle of goal setting,

measurement of outcomes, interpretation of results, and subsequent planning and actions based on those findings. At its core is a commitment to the use of evidence for the purpose of continuous improvement. As such, assessment should inform strategic planning. National and regional accrediting agencies are paying more attention to the evaluation of all campus activities. They are placing increased emphasis on the relationship between strategic planning, resource allocation and information provided by assessment activities. For example, NEASC has a requirement for institutional effectiveness against each of the eleven standards.

In order to realize our institutional goal related to learning outcomes assessment, in May 2015 Provost David Silva charged an Assessment Working Group (see [Appendix 1](#) for membership) with the task of preparing this report to guide the development of a comprehensive system of learning outcomes assessment for the university.<sup>1</sup> As such, this report will briefly outline (1) the current state of learning outcomes assessment at the university, (2) describe significant characteristics of a comprehensive assessment system (what we want to be), and (3) recommend steps to build the system, including the allocation of resources, to achieve it.

### Current State of Learning Outcomes Assessment at Salem State University

The university has a strong record of programmatic assessment, possessing more national accreditations than any other MA state university. In 2005 to support active assessment in those academic programs that are not nationally accredited, the university formed the University-Wide Assessment Advisory Committee (UWAAC) to advise and assist faculty with assessment activities. In 2011, the university appointed a Faculty Fellow for Assessment, and added a second faculty fellow the next year. In 2013 President Meservey made assessment a responsibility of Associate Provost DeChillo, assuring that university leadership is both kept informed of and assists meaningful assessment.

Over the past decade, Salem State University has engaged in numerous activities and initiatives to develop the knowledge and skills of its faculty and staff to assess student learning. Faculty and staff teams have participated in national/regional assessment workshops, e.g., NEEAN Assessment Workshop at Keene State College

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<sup>1</sup> While the focus of assessment within this report is on student learning outcomes, the assessment of the strategic plan must be considered as Salem State University continues to mature its capabilities. There are other elements of campus activities that provide services that can enhance the successful achievement of learning outcomes. The absence of productive activity in one or more of these offices could negatively impact student learning outcomes. Furthermore, failure to assess the quality of services provided by campus activities may leave out essential information that will affect the ability of students to learn and thus may result in action plans that fail to address the systemic problems that lead to poor student performance on learning outcomes.

(2007), AAC&U General Education and Assessment Workshop (2012). In addition to these activities the university has also brought in national and regional assessment leaders to campus, including: Marilee Bresciani, Peter Ewell, L. Dee Fink, George Kuh, Peggy Maki, Linda Suskie, and Barbara Walvoord.

The Student Outcomes Scorecard ([Appendix 2](#)) includes information concerning national accreditations, programmatic assessment, and indicators of student learning by academic programs. While the university has some obvious strengths in terms of national accreditation and programmatic assessment of some of its programs, the University has paid less attention to general education and university-wide learning outcomes and the subsequent use of this information for evidenced-based planning.

Over the past two years (AY 2013-15) there has been some focus on institution-wide learning outcomes assessment. As part of the campus' involvement in AMCOA (Advancing a Massachusetts Culture of Assessment), Salem State participated in the Massachusetts Pilot in AY2013-14. This project was designed to test the feasibility of collecting authentic student work and applying the LEAP rubrics for assessment on a system-wide basis; six institutions participated. As an outgrowth of the AMCOA effort, in fall 2014 as the university was introducing its new general education curriculum, 40 faculty members voluntarily collected and scored their own students' work using the LEAP Value Rubrics. In spring 2015, the pilot was expanded to include courses outside of general education and 42 faculty members participated. Faculty discussion groups following each semester's pilot revealed that faculty participants valued the focus on student work and the improvement of teaching, and found the rubrics to be useful. During this process, faculty also tested and demonstrated the feasibility of using Salem State's Learning Management System (Canvas) for collecting and scoring student work. Each of the university pilots has intentionally focused on (1) familiarizing faculty members with the use of the LEAP Value Rubrics, (2) using Canvas as part of the assessment process at the course level, and (3) emphasizing the value of assessment to inform the teaching/learning process. Intentionally, there has not yet been any dissemination or discussion of scores on rubric ratings.

In addition to the above described activities specifically focused on student learning outcomes, the university also administers numerous surveys, e.g., BCSSE, NSSE, Noel Levitz Satisfaction Survey. Some are standardized measures and some are homegrown, and the complete list is included in [Appendix 3](#) (Data Collection 2011 – 2015). The results of these surveys include valuable information related to the student experience and learning, but there have not been consistent, systematic efforts to disseminate, discuss and utilize the findings.

As a result, while student learning has been assessed at the university, such efforts have:

1. been inconsistent across campus;
2. been primarily driven by discipline-specific accreditation requirements;
3. had limited or restricted dissemination of results, usually to specific program personnel or those administering a measure;
4. only recently (AY 2014-15) addressed institutional and/or general education learning outcomes;
5. been limited to primarily assessing learning that occurs in the classroom with little consideration of the contribution of co-curricular activities;
6. usually not taken advantage of other available data sources, e.g., student demographics, standardized measures administered university-wide (e.g., NSSE, Noel-Levitz);
7. not used assessment results in a systematic, longitudinal manner to reflect on teaching and learning processes;
8. not been used to inform professional development activities;
9. not consistently focused on students' achievement across course, program, and institution levels to address chronological patterns of students' underperformance in their pathways toward degree completion;
10. not consistently engaged students in assessing their learning, holding them accountable and thus enabling them to self-reflect and internalize learning.

Thus, while university assessment efforts to date have been meaningful and informative to those directly involved, they have not moved the university to a systematic culture of continuous improvement related to student learning.

### Characteristics of a Comprehensive Assessment System of Student Learning<sup>2</sup>

Based on the extensive literature concerning learning outcomes assessment and continuous improvement, the Assessment Working Group has identified the following characteristics necessary for Salem State University to realize the goals of its strategic plan concerning the continuous improvement of quality academic programs.

There must be:

1. An internally driven institution-wide commitment to our students' equitable achievement of academic success. This commitment must be demonstrated by all university stakeholders beginning at orientation and continuing through graduation and onto students' careers.

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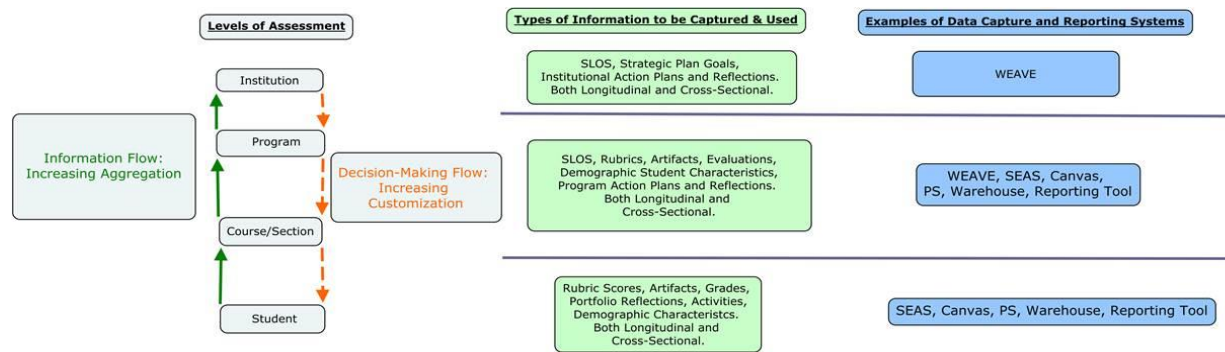
<sup>2</sup> [Appendix 4](#) contains a glossary of assessment terminology and a selected bibliography of assessment resources.

2. Development of incentives, recognition, and reward systems for faculty and staff commensurate with the priority of assessment in an organization committed to continuous improvement.
3. Special attention paid to closing achievement gaps across sub-populations and under-represented groups among our student body in keeping with the university's mission of access and the changing demographics of our region.
4. An assurance that the results of assessment activities will not be used in a punitive manner. A culture needs to be established in which all findings, including negative ones, are seen as information to be used for the continuous improvement of the university's academic programs.
5. An expectation that assessment data and assessment results will be used to inform pedagogy and improvements in student learning , and will be regularly disseminated and discussed throughout the year based on established timelines and procedures for all activities.
6. A commitment to the easy and wide accessibility of data and information.
7. Involvement of as many university stakeholders as possible in assessment activities, e.g., students, faculty, administration/staff, alumni, community members.
8. Last but not least, appropriate resources allocated on an ongoing basis to develop, implement and support assessment efforts. These include but are not be limited to: (a) appropriate technology solutions ([Appendix 5: Technology Requirements for Assessment](#)), (b) personnel to support the system and fully utilize the technology at all points of the data stream, (c) faculty/staff professional development, (e) allocation of time among all stakeholders including administration, faculty and students, needed to properly engage in assessment activities.

### Steps to Build the System - How Do We Get There?

Figure 1 presents a conceptual model of the assessment system being proposed, which is based on a structured flow of information and decision-making at varying levels within the university.

Figure 1: Conceptual Model of Assessment System



Within the model there are four primary levels of assessment, i.e., student, course/section, program, and institutional. Information is collected at each level of the system and combined with information from other levels with increasing aggregation as information moves from the individual student to the institutional level. Decision-making also happens at each level with increasing customization as decisions move from the institutional level to the individual student level. The kinds of information that need to be captured and used for reporting and decision-making also vary across levels and thus the technological support systems need to be able to "communicate" with one another. Examples of data and reporting systems are shown on the right-most column of the figure. Not represented in Figure 1 but crucial for the success of this assessment system is personnel. (See Personnel section below.)

While there is a conceptual vision for what the assessment system should eventually look like, we need to consider how to achieve that vision. It is therefore suggested that the university needs to develop on two separate but interdependent and parallel tracks described below. The learning outcome track can be started without the full development of the infrastructure track, but the infrastructure cannot lag too far behind without risking the success of the entire effort.

1. Learning Outcomes Track: Work with academic programs, including general education, and co-curricular programs to design and implement an integrated system of learning outcomes assessment. This design and implementation effort includes the specification of appropriate student learning outcomes (SLOs), identification of activities, e.g., exams, research papers, performances, that can be used to document a student's status relative to SLOs, procedures and reliable and valid scoring tools, e.g., rubrics, to assess performance, and procedures to review and act upon findings from the assessment process.
2. University-wide Infrastructure Track: Develop university-wide systems (technology, organizational, personnel) to support assessment activities.

## 1. Learning Outcomes Track

### Academic Programs

The academic departments, some of which contain multiple academic programs, are the places where the assessment of student learning needs to begin. As noted in the introduction “assessment is deciding what we want our students to learn and making sure they learn it.” To some degree this is something faculty members naturally do through their course assignments and grading, though usually not in the systematized manner required of learning outcomes assessment.

Given that the academic programs at Salem State are at various stages along the continuum of assessing student learning outcomes, we must be sensitive to the needs of individual programs. It should also be noted that even those academic programs further along the continuum, e.g., those with specific disciplinary accreditations, usually operate separately from other university assessment activities and are forced to cobble together resources to make their independent system work. These programs are increasingly frustrated by (1) their inability to “drill down”, to connect their programmatic assessments with student characteristics and other critical performance indicators housed in the student record system, and (2) the fact that their assessment efforts are held back due to the lack of an adequate university infrastructure.

The Academic Program Assessment Rubric ([Appendix 6](#)) presents a framework and timeframe for academic program assessment. Column 1 identifies the specific components of the assessment plan (A1 – A8) and columns 2 – 5 identify the minimum expected outcomes by academic year. For example, a program that is just beginning to develop their assessment efforts would be expected to work on their program goals, student learning outcomes, curriculum maps, etc. during AY2015-16. These would be finalized for all programs by May 2017. Academic programs that are currently further along in their assessment efforts would be expected to continue their progress and move more rapidly toward the full implementation of their assessment plans.

In addition to the specific components and timeframe included in the rubric, it is recommended that: (1) when program level student learning outcomes (SLOs) are completed they be included in the University Catalog on each program page and be included on academic program websites; (2) each academic program be responsible for continuously documenting its assessment activities culminating in comprehensive annual reports, initially focused on their development of an assessment plan and later on the implementation of the plan - including how results have been used to address patterns of student underperformance; and (3) the Undergraduate Curriculum Committee and the Graduate Education Council require



all new program proposals include program level SLOs as well as clear linkages between course and programmatic SLOs.

Primary oversight for programmatic assessment should be with the dean and chairpersons who will be responsible for determining the structures for the implementation of assessment activities for their programs, including departmental assessment committees or faculty assessment liaisons, and for the culminating annual report. Department faculty members must be involved in the development and implementation of the assessment plan, but the ultimate authority lies with the dean and chairperson. Time for assessment activities will need to be structured into each department's/program's operations throughout the year.

Needless to say, the addition of these assessment responsibilities will require a restructuring of current responsibilities and time commitments, as well as professional development for those involved. Deans and chairpersons will need to have time to devote to assessment. Some of this time can be made available by reallocating some current administrative functions to other university personnel and systems and/or by improving the efficiency of current administrative functions. Professional development may be provided through university-wide workshops and/or consultation provided directly to faculty members and departments by the Associate Provost and the Faculty Fellows for Assessment. With over 80 academic programs at the university and limited time available, the Associate Provost will work with the members of the Dean's Council and department chairpersons to identify specific programs of focus each term.

In addition to the direct support provided to specific academic programs by the Assessment Directors (described in Personnel section below) and Faculty Fellows, it is recommended that University-Wide Assessment Advisory Committee (UWAAC), in collaboration with MSCA representatives, be charged with the task of identifying how the university might best support programmatic assessment within the guidelines of the MSCA agreement. The university also needs to consider the role of the UWAAC moving forward to support campus assessment efforts. On some campuses committees like the UWAAC have a very active role, e.g., reviewing and revising assessment plans, and monitoring campus assessment efforts. Given the increased emphasis on assessment with public higher education, one option would be that a committee like UWAAC be negotiated as a contract committee.

Appendices [7](#), [8](#) and [9](#) provide examples of how three academic units, i.e., Bertolon School of Business, Music Department, and Occupational Therapy Department, currently systematically organize their assessment activities, focusing on student course-based progress towards achieving program and degree level outcomes. There are other programs with strong assessment programs, but these examples are provided to highlight the breadth and individualized nature of programmatic assessment.

## Co-curricular experience

It is recognized that significant student learning also occurs in student experiences outside of the classroom. There is strong evidence supporting the notion that co-curricular activities can enhance and reinforce classroom learning. The contribution of out-of-class activities on student learning has traditionally been overlooked. As the university begins to focus attention and resources on the assessment of student learning, we need to consider the contributions outside of the academic areas on student learning. [Appendix 10](#) presents the Division of Enrollment Management and Student Life SLOs. While this co-curricular section of the report is not as fully developed as the Academic Programs section (above), the Division of Enrollment Management and Student Life needs to continue their assessment activities and be integrated into the University-wide infrastructure described below.

### 2. University-wide Infrastructure Track

As noted above an essential component of a comprehensive assessment system for Salem State University is the development of the university's infrastructure to support continuous improvement. With full awareness of the budget limitations facing the university, it must be recognized that without appropriate investments in building the university's infrastructure (systems, technology, personnel), severe limits will be placed on our ability to assess student progress, address students' patterns of underperformance, and provide the high-quality academic programs our students deserve.

The University Infrastructure Assessment Rubric ([Appendix 11](#)) outlines the key components of university infrastructure necessary to fulfill our mission of continuous improvement. Rows S1 – S4 identify the support systems, rows P1- P6 the personnel, and columns 2 – 5 the timeframe. The reader will note that it is recommended that much of the work in the development of the support systems be undertaken by an ad hoc committee of faculty, staff and administrators, the Infrastructure Support System Committee (ISSC). The ISSC membership would also include the Vice Provost for IEP and additional staff from that office as appropriate. The leadership of ISSC will provide direction and coordination of the different pieces of assessment infrastructure.

The infrastructure must support the whole student approach to assessment (from orientation through graduation and beyond) and provide feedback to all participants including students. This system must have the flexibility to provide student, section, and course level tracking and assessment (formative and summative) for granular analysis. It also must aggregate and organize the relationships, program outcomes and non-academic results for planning. Finally, this system must be user-friendly for all stakeholders.

From a technology perspective, the current assessment efforts provide an understanding of how data collection will vary as assessment expands to all academic programs. These existing efforts highlight the wide range of reporting requirements needed for the implementation of programmatic assessment. Work has been done to integrate the collected rubrics and assessments into a common data location and to provide specific program reports. It provides a solid foundation from which to begin creating additional reports and analyses. Little work has been done to date to aggregate assessment data across time or across organizational levels. One of the key tasks of the ISSC will be to make recommendations regarding infrastructure needed to implement these institution-wide initiatives.

## Personnel

While technology infrastructure is absolutely essential to the support of a robust assessment endeavor at Salem State, it is important to remember that personnel resources will also be required to maintain, enhance and manage whatever system(s) we put into place. Personnel will be required on the technical/operational side, the faculty support side, and institutional research and analysis side. We will need to support ongoing training and support for faculty and staff/administrators on the assessment system(s) used and on the ongoing development and improvement of assessment mechanisms. We will also continue to need to sharpen our ability to extract data, analyze it in meaningful ways and make actionable recommendations, connecting it to other student and institutional measures; and we will need to be able to maintain our systems and enhance our standard reporting capabilities in this area over time.

Given the current budget situation and the varied state of assessment efforts at Salem State, it is difficult to outline a specific budget and timeframe to implement the envisioned assessment system. The following personnel list is provided as a framework for the personnel needs for assessment.

Vice Provost for Institutional Effectiveness & Planning (Executive Director of Institutional Research) – Provides strategic vision, oversight and management for all assessment activities.<sup>3</sup>

Assessment Directors – Work directly with users (e.g., chairpersons, deans) and stakeholders to frame research questions and analyze data. Create both tabular

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<sup>3</sup> While learning outcomes assessment has not previously been a responsibility of the Office of Institutional Effectiveness and Planning at Salem State University, the AWG recommends that the office's function be broadened to include assessment. It is the right place for the function of continuous improvement and would obviate the need to develop a new administrative structure for assessment. If the Vice Provost for IEP does not have specific expertise re: learning outcomes assessment, s/he could supervise an individual with that specific function.

and analytic (narrative) reports on both recurring and ad hoc basis. Move, develop and revise rubrics in Canvas. Serve as the interface between users/stakeholders and ITS.

Assessment Data Quality and Reporting Analyst – Works with Assessment Directors to identify data elements to be included in, and format of, recurring reports. Write code for reports from data warehouse and PeopleSoft. Identify data quality issues and work with ITS and consultants to refine and update data repositories and data integrity rules in the warehouse and PeopleSoft as needed.

Assessment System Manager – Provides oversight and management of the University's assessment repository system (e.g., "Weave" – a web-based tool) for institution-level report generation and information sharing. Responsibilities include implementation and maintenance of reporting templates, reporting timeframes and user authorization for data access. Work with the Assessment System Data Quality and Reporting Analyst to bring relevant data into the institutional assessment repository and in conjunction with the Assessment Directors, develop basic reports.

Faculty Fellows for Assessment – Faculty members to assist departments in the design and implementation of assessment activities, but without the technical expertise of the Assessment Assistants. Consultation and training for Support Personnel and for faculty for Academic Program Assessment (Appendix 6).

Consultants – Provide technical support to implement software and to design and implement reports as directed. Potential tasks include implementation of a Canvas to PeopleSoft interface, design and configuration of assessment-specific areas (schemas) of the PeopleSoft database, implementation of data extraction and analytic invocation tasks related to report creation.

## Budget

For the university to progress from the current state of its assessment efforts to a fully integrated, comprehensive assessment system will require a substantial budget allocation. [Appendix 12](#) provides a 5 year budget for the full implementation of the system. Given the charge to the Assessment Working Group, i.e., a report to guide the development of a comprehensive system of learning outcomes assessment, this budget reflects the reality of developing and implementing the system.

Given the university current budget situation, [Appendix 13](#) provides an "austere" budget for the next two years. While this budget does not allow for progress in the use of data and its analysis, it does focus on building assessment capacity at the programmatic level. This budget focuses resources to build on the work of

programs that have assessment efforts underway (early adopters). Doing so will have three immediate benefits: (1) it will give those involved in the planning process, e.g., ISSC, concrete information about what is needed in terms of reporting and other aspects of the infrastructure as we expand the system; (2) it will communicate to the rest of the university community the administration's commitment to meaningful assessment; and (3) it can help to improve the teaching and learning within those designated programs and departments, illustrating how assessment findings are used to change pedagogy, instruction or educational practices to improve student learning and, thus, measurably advance more students across our demographics to achieve a high-quality degree.

While the technology infrastructure and personnel are gradually built based upon the work with the early adopters, the Associate Provost and Faculty Fellows for Assessment will continue to work with other university programs to build their assessment capacity by engaging in the tasks outlined in [Appendix 6](#). As individual programs build their assessment capacity and financial resources become available, the technology infrastructure, support and personnel should be expanded to include additional programs. If additional resources become available, a more aggressive plan should be adopted.

Figure 2 presents the differences in assessment outcomes based upon the two budget scenarios.

Figure 2: Comparison of assessment outcomes with the complete budget vs. the austere budget.

<b>Assessment Outcome</b>	<b>Austere Budget</b>	<b>Complete Budget</b>
Programs/Departments have specified SLOs, a Curriculum map and core rubrics. (See <a href="#">Appendix 6</a> .)	X	X
Faculty fellows will have worked with all willing departments/programs to faculty/departments to specify SLOs, curricular maps, and rubrics.	X	X
Basic link between Canvas (performance information) and PeopleSoft (background information) is operational	?	X
Departments with ability to work with data will have received raw data files. (Canvas/PS interface)	?	X
Departments/Programs generate assessment analyses by subpopulations, e.g., gender, ethnicity.		X
Departments/Programs conduct longitudinal analysis of learning over time.		X
Stakeholders will be using standardized, user-friendly reports.		X

Deans, Chairs and Program Directors received necessary assistance to use assessment information for planning purposes.		X
Assessment results shared with appropriate stakeholders on an ongoing and routine basis (transparency).		X
Students tracking their progress in acquiring the core competencies identified by their programs and the University.		X
Systematic, evidence-based decision making regarding student learning used at all levels of the University.		X

Basically the austere budget allows the university to maintain the status quo. Individual programs will be able to do the conceptual work to develop assessment plans and assess student work within Canvas using rubrics. Their assessment plans will not be fully implemented without the infrastructure. As may be seen above, most of the outcomes planned as part of the assessment system will not be realized. Without the personnel and infrastructure in the full budget the ability to make systematic evidence-based decisions about the appropriate utilization of the budget in relation to the strategic plan will not be possible. NEASC and other accreditation bodies now require evidence that the institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. This will not be possible across the institution with the austere budget.

## Recommendations for AY 2015-16

No matter the financial investment the university is able to make over the short-term, the following recommendations should be implemented in AY2015-16 to support assessment efforts.

- Establish the Infrastructure Support System Committee (ISSC) charged with evaluating and recommending 1 to 3 Data Capture and Storage Systems and other tasks identified in [Appendix 11](#).
- Each program develop a plan (submitted to Dean by 12/15/15) to address the objectives in [Appendix 6](#) and submit an annual report describing progress toward achievement of objectives by 5/31/15. An outline for the plan should be provided to include the program-specific calendar of assessment activities throughout the year.
- Develop a university academic calendar that carves out time for assessment activities throughout the year, e.g., use of two weeks at the end of spring semester, regularly scheduled professional development activities.
- Publish available programmatic SLOs in the University Catalog and programmatic websites.
- Associate Provost and Faculty Fellows for Assessment identify and work with specific academic programs to facilitate development of SLOs and other tasks identified in [Appendix 6](#).
- A committee with broad, university-wide representation, e.g., academic, student life, students, be charge with developing institutional level student learning outcomes. These are requested as part of the NEASC process.
- Finalize assessment budget for FY17 and revise budgets for FY18 – FY20.
- Develop position descriptions and search for positions identified to start in FY 16 and FY17.
- Provost, deans and chairpersons identify strategies to free time to devote to assessment activities, restructuring current responsibilities and time commitments.
- Undergraduate Curriculum Committee and Graduate Education Council develop policies requiring: (1) all new program proposals to include programmatic SLOs, and (2) all courses to link course-level SLOs to one or more programmatic SLOs.
- Review of information access policies to permit greater access to available data.

## Conclusion

The assessment system proposed in this white paper is “authentic assessment” – predicated in the faculty’s commitment to high quality teaching and learning. It is anchored in an internally driven comprehensive institutional commitment to our students’ success while acknowledging external mandates. This system is designed to closely monitor our students’ learning growth so we can generate both short and longer term strategies, as well as pedagogies and educational practices. Its design also includes enhancing student performance and addressing specific patterns of underperformance that can impede progress towards a degree.

By providing clear student learning outcomes and a path to achieve those outcomes, students will be accountable for demonstrating their learning against agreed upon criteria and standards. They can then articulate their learning, draw upon it, and use it in different contexts to prepare themselves for the transition into life and career.

Furthermore, the system relies on all university contributors to student learning to work together to identify and address the range of obstacles many students face—from matriculating as a non-native speaker to balancing work and study, to struggling with financial demands—that directly affect their academic performance.

The development and implementation of any assessment system requires a major commitment by the university. We can achieve some progress with limited investment by relying on the good intentions of our University contributors. However, the ability to leverage authentic assessment to meet both institutional goals and external mandates requires a major financial commitment. While the costs appear high, there could be greater cost to the university if we do not make this commitment. Our current assessment capabilities, based on existing personnel and infrastructure, create far too many challenges for the university to become the data-driven institution it aspires to be and that it is required by our accreditors. Only by investing in the personnel and infrastructure described in this document can Salem State University realize its vision to be a premier teaching university.



## Appendix 1: Working Group Membership

The Working Group was comprised of the following members:

- Fernando Colina – Interim Director of Reporting, Office of the Chief Financial Officer
- Neal DeChillo – Associate Provost for Assessment
- Joe Kasprzyk – Professor Computer Science
- Peggy Maki - Consultant
- Saverio Manago – Professor, Marketing & Decision Sciences
- Matt McAuliffe – Deputy CIO, Information Technology Services (ITS)
- Megan Miller – Registrar
- Bruce Perry – Assistant Dean, Enrollment Management & Student Life
- Gail Rankin – Faculty Support Services, ITS
- Karen Sayles – Associate Director of Institutional Effectiveness & Planning
- Rocky Shwedel – Professor, School of Education
- Jeramie Silveira – Professor, Occupational Therapy Department (Faculty Fellow for Assessment)

## Appendix 2: Learning Outcomes Scorecard

Program	Professional Accreditation	Licensure	National Test	Other
<b>Bertolon School of Business</b>	AACSB in process		ETS-MFT for Business	Rubric based assessments within Canvas
<b>College of Arts &amp; Sciences</b>				
Art + Design	NASAD; CAEPE for teacher candidates	MTEL for teacher candidates		Capstone course for Interactive Media, student award exhibition
Biology	JRC-NMT; CAEPE for teacher candidates	MTEL for teacher candidates		BIO415 Seminar
Chemistry & Physics	ACS	MTEL for teacher candidates	ETS-MFT for Chemistry	CHE 560 Senior Seminar
Communications	NA	NA		COM 503 - Portfolios reviewed by panel of professionals on Portfolio Night & internship feedback
Computer Science	ABET-CAC	NA		Capstone Project: CSC520/CSC521 - all departmental presentations graded with rubric
Economics	NA	NA		Seniors complete an independent research project & presentation SSU Undergraduate Research Symposium

English	CAEPE for teacher candidates	MTEL for teacher candidates		All majors must take 1 of the following: ENL500 - directed study; ENL508- Internship;ENL510-Portfolio Seminar;ENL530-Seminar I;ENL531-Seminar II;ENL601H- Honors Essay in English
Geography	WTO	NA		

Program	Professional Accreditation	Licensure	National Test	Other
Geological Sciences	CAEPE for teacher candidates	MTEL for teacher candidates		Senior Research Theses presented at national or international forums such as GSA or AGU; Mineralogy Poster Session - students evaluated by departmental faculty
History	CAEPE for teacher candidates	MTEL for teacher candidates		Capstone (HIS 505)
Interdisciplinary Studies	NA	NA		Capstone courses (IDS 461, 465, 470, 489)
Mathematics	CAEPE for teacher candidates	MTEL for teacher candidates		Capstone seminar (MAT 490) graded with faculty developed rubric

Music	NASM	NA		Applied Music Program Benchmarks** with Student Jury Assessment - required performance by faculty panel ; Sophomore Review (Seminar I MUS 111N) wherein each major reviewed by faculty panel on wide range of parameters; MUS 511N (Senior Seminar)
Philosophy	NA	NA		PHL 490 (final paper reviewed by the whole faculty) Also rubric for the major as a whole to assess value

Program	Professional Accreditation	Licensure	National Test	Other
Political Science	NA	NA	NA	Capstone (POL 400 - (graded by faculty w/rubric done every 5 years) - POL 101 - pre & post-test and student satisfaction survey (also every 5 years)
Psychology	MS Counseling Psych (MPCAC); MEd School Counseling (CAEPE)	MS counseling Psych - LMHC	NA	Faculty graded papers from capstone using a rubric (PSY Level 4), Seminar or Advanced Research class

Sociology	NA	NA		Capstone course (570) + either internship (SOC 520) or directed study (SOC 530)
Sport & Movement Science	JRC-AT; CAATE (Athletic Training), CAEPE for teacher candidates	MTEL for teacher candidates, COSMA for Sport Mgt (in process AY14-15)		Capstone courses include: Athletic Training: ATR 479 & IDS 375 - research project, Dance: SMS 459, Physical Ed: EDU 462P or 472P, Health Ed: EDU 473B, Ex Sci: SMS 478 or SMS 479 and 590, Rec Mgt: SMS 570A or SMS 520, Sport Mgt: SMS 590
Theatre & Speech Communication	NAST, CAEPE for teacher candidates	MTEL for teacher candidates		BFA - THE 505 & THE 501

Program	Professional Accreditation	Licensure	National Test	Other
World Languages and Cultures	CAEPE for teacher candidates	MTEL for teacher candidates	OPIc* - online test given to teacher candidates before practicum - must pass to proceed to practicum	AAPPL – given twice –in 3rd & Senior years; STAMP (for Italian only) online exam
<b>College of Health &amp; Human Services</b>				
Criminal Justice	NA	NA		Approval by BHE/Quinn Bill Certification
Nursing	CCNE	2013 NCLEX Pass Rate: 83%		
Occupational Therapy	ACOTE	2013 Pass Rate 100%	NA	Portfolios, Student Conference

Social Work	CSWE	2013 Pass Rates: LSW 83% (nat'l 71%); LCSW 94% (nat'l 71%); LICSW 88% (nat'l 67%)	NA		
<b>School of Education</b>					
Childhood Education and Care	CAEPE for teacher candidates	MTEL for teacher candidates	NA		
Secondary and Higher Education	CAEPE for teacher candidates	MTEL for teacher candidates	NA		
* - Oral Proficiency By computer					
** private musci lessons					

## Appendix 3: Data Collection 2011 - 2015

Name of Measure	Description	Standardized or Home Grown?	Administered	Frequency Administered	Responsible	Future Plans; Notes
<b>CIRP Survey</b>	Collects data about perceptions, attitudes, characteristics of incoming first year students	Standardized	Summer orientation	2012	B. Perry	Administered every 2 years until replaced by BCSSE
<b>BCSSE (Beginning College Survey of Student Engagement)</b>	Collects data about perceptions, attitudes, characteristics of incoming students (first year); maps to NSSE results where matches can be made	Standardized	Summer orientation	2014, 2015	K. Sayles B. Perry	Plan for three years of annual administration, then every other year
<b>Family Survey</b>	Collects data from the families of first year students at family orientation	Homegrown	Summer orientation	2011-2015	B. Perry	Administer each summer
<b>MAP-Works</b>	Comprehensive survey of student experiences early each semester; early intervention tool	Standardized	Early Fall; Early Spring	Fall and Spring 2012 - 2015	S. Ohannesian	Administer each semester
<b>Career Services External Review</b>	Team of external reviewers assess current program and recommend future direction for Residence Life	Homegrown	October	2011	L. Hubacheck	Implement recommendations from consultant
<b>General Education Pilot Study</b>	Assessment of new general education curriculum	Homegrown	Fall Semester	2014	N. DeChillo	On-going and developing to assess new general education curriculum

<b>SSI Survey</b>	Noel-Levitz Student Satisfaction Index	Standardized	Late Fall	2011, 2013, 2015	N. Fogg B.Perry	Administered in even years prior to Thanksgiving; plans to administer to graduate students in the future
<b>Residence Life External Review</b>	Team of external reviewers assess current program and recommend future direction for Residence Life	Homegrown	Late Fall	2012	N. Andrito	Implement recommendations from consultant
<b>Student Employment External Review</b>	Consultant reviews current program and recommends future direction for Student Employment	Homegrown	Late Fall	2014	B. Perry	Implement recommendations from consultant
<b>Student Involvement and Activities External Review</b>	Team of external reviewers assess current program and recommend future direction for Residence Life	Homegrown	Late Fall	2012	B. Perry	Implement recommendations from consultant
<b>Cultural Attitudes &amp; Campus Climate Survey (Students)</b>	Student cultural attitudes and campus climate	Homegrown	Spring	2015	R. Comage	Administered every 3-4 years to assist in prioritizing and institutionalizing diversity initiatives
<b>Cultural Attitudes &amp; Campus Climate Survey (Employees)</b>	Employee cultural attitudes and campus climate	Homegrown	Spring	2015	R. Comage	Every 3 - 4 years
<b>EBI Survey - ACUHO-I Student Staff Assessment</b>	Perceptions and satisfaction of resident student staff	Standardized	February	2015	N. Andrito	Provides benchmarking data from other institutions
<b>NSSE Survey</b>	National Student Survey of Engagement	Standardized	March	2015	K. Sayles	Plan for three years of annual administration, then every other year
<b>Student Employment Survey</b>	Perceptions of student employees administered as part of an outside consultant assessment of student employment practices	Homegrown	April	2015	Consultant B. Perry	Administered as part of a review of campus student employment practices



<b>Quality of Life Survey</b>	Perceptions and satisfaction of resident students	Homegrown	Spring	2011 - 2013	N. Andrito	Administered annually before being replaced by standardized instrument
<b>EBI Survey - Resident Assessment</b>	Perceptions and satisfaction of resident students	Standardized	After Spring Break/April	2014, 2015	N. Andrito	Provides benchmarking data from other institutions
<b>Counseling &amp; Health Services Year End Survey</b>	Perceptions and satisfaction of counseling and health services clients	Homegrown	March/April	2014	E. Castillo	Benchmarking effort for departmental services
<b>Student Conduct Client Survey</b>	Perceptions and satisfaction of experiences with the student conduct process from students charged and students bringing charges	Homegrown	Spring	2014	C. Kao	Administer each semester

<b>Student Activities Survey</b>	Needs assessment, perceptions and satisfaction of students with activities	Homegrown	April/May	2011-2013	B. Perry	No plans to continue; replaced by EMSL Campus Events Survey
<b>EMSL Campus Events and Service to Students Survey</b>	Needs assessment, perceptions and satisfaction of students with activities and some divisional services	Homegrown	April/May	2014	B. Perry	Every other year administration
<b>ASQ Survey</b>	Admitted Student Questionnaire	Standardized	May	2015	B. Galinski	Administered in odd years
<b>Destination Survey</b>	Assessment about student future plans (employment, grad school, etc.)	Homegrown	May and fall of the year of graduation	2011-2012	C. Sullivan	Discontinued in 2013 in favor of a standardized instrument
<b>Destination Survey</b>	Assessment about student future plans (employment, grad school, etc.)	Standardized	May and at three other intervals during the year	2015	L. Hubacheck	Through Career Services Online; plans to add graduate students in future

<b>External Review of Scheduling Process and Practices</b>	Team of external reviewers assess current program and recommend future direction for Registrar scheduling	Homegrown		2011	M. Miller	Implemented recommendations from consultant
<b>Bursar's Office External Review</b>	Team of external reviewers assess current program and recommend future direction for Bursar	Homegrown		2014	B. Galinski	Implement recommendations from consultant
<b>Admissions External Review</b>	Team of external reviewers assess current program and recommend future direction for Bursar	Homegrown		2008	B. Galinski	Implement recommendations from consultant
<b>Financial Aid External Review</b>	Team of external reviewers assess current program and recommend future direction for Financial Aid	Homegrown		2009	J. Cramer	Implement recommendations from consultant
<b>Annual University Audit</b>	Outside auditors audit university financial statements	Standardized	August/October	Annual	J. Donovan	Administered annually
<b>IPEDS - Finance</b>	Report on key institutional statistics and financial information	Standardized	October	Annual	Controller	Administered annually
<b>A-133 Report</b>	External audit of university Federal financial aid and other programs	Standardized	July-October	Annual	Controller (previously, resp of AVP J. Donovan)	Part of annual audit

<b>MOSFA</b>	State financial aid audit	Standardized	2014	Every 3 three years	Controller (previously, resp of AVP J. Donovan)	Next audit 2017, part of annual audit for that year
<b>FISAP</b>	Report on Federal financial aid	Standardized	September	Annual	Controller	every year
<b>AOR</b>	Report on Nursing program financial aid	Standardized	September	Annual	Controller	every year
<b>HEIRS</b>	Report of key financial statistics to Department of Higher Education	Standardized	October	Annual	TBD - discussion needed Finance & IR	every year

## Appendix 4: Glossary and Resources

### Glossary of Terms

#### **A**

**Academic assessment:** A type of assessment that is focused particularly on improving student learning, so the goals addressed in academic assessment are student learning goals and the measurements are measurements of learning.

**Artifacts:** Items collected by faculty to be assessed by faculty using a rubric or some other method of assessment. For example; test questions, written assignments and surveys.

**Assessment:** A continuous cycle of goal setting, measurement of outcomes, interpretation of results, and subsequent improvement of programs and activities. Assessment can be used in any setting.

**Assessment measure:** The use of a research method to evaluate student performance on variable.

**Assessment of Student Learning:** Developing articulated student learning outcomes, offering students opportunities to achieve those outcomes, assessing achievement of those outcomes, and using the results of those assessments to improve teaching and learning and inform planning and resource allocation decisions.

**Authentic assessment:** An assessment measure that is done as a normal part of another activity. Examples include class assignments and test questions. See also embedded assessment.

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#### **B**

**Benchmark:** A standard of comparison against which performance can be measured or assessed.

**Bloom's Taxonomy of Cognitive Objectives:** Six levels arranged in order of increasing complexity (1=low, 6=high)

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
  4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
  5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
  6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom, 1956)
- 

## **C**

**Classroom Assessment Techniques (CATs):** Assessment tools that faculty members can use to gather timely feedback about a single lecture or discussion. Examples include the Minute Paper, the One Sentence Summary, and Direct Paraphrasing.

**Competency:** The outcome of a specific area in the general education curriculum.

**Course embedded assessment:** A method in which evidence of student learning outcomes for the program is obtained from assignments in particular courses in the curriculum. See also embedded assessment.

**Course learning outcome:** Specifies what the student will learn in the course.

**Course level assessment:** Assessment to determine the extent to which a specific course is achieving its learning goals. (For comparison, see Program assessment and Institutional assessment.)

**Course mapping:** A matrix showing the coverage of each program learning outcome in each course. It may also indicate the level of emphasis of each outcome in each course.

**Criteria:** An accepted standard, measure, or expectation used in evaluation or making decisions.

**Critical Success Factors (CSFs):** Key areas of activity where positive results are necessary for the organization to achieve its goals.

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## **D**

**Data:** The outcome of the assessment of the artifacts. Typically results in a numerical count of the number of individual artifacts that fall into one of the three categories (exceeds expectations, meets expectations, needs improvement).

**Direct assessment:** Assessment to gauge student achievement of learning outcomes from their work.

**Direct measure:** An assessment measure that evaluates primary work done by a student. These are measures which are directly tied to performance. In assessing student learning using direct measures, students' work or performance provides information directly linked to students' attainment of knowledge or skills. Direct measures are more reliable indicators of student learning than indirect measures. Examples include classroom and homework assignments, examinations and quizzes, capstone courses, student portfolios, and artistic performances.

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## **E**

**Effectiveness:** The evaluation of department, office, or institutional performance.

**Embedded assessment:** A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often used for assessment purposes: classroom assignments are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

**E-Portfolio:** A portfolio that is maintained online, containing student work in digital format.

**Evaluation:** A judgment made about the quality of a program or student's work. See also grading.

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## **E**

**Feedback loop:** How the results of the assessment are used to improve student learning.

**Formative assessment:** The assessment of student achievement at different stages of a course or at different stages of a student's academic career. The focus of formative assessment is on the documentation of student development over time. It can also be used to engage students in a process of reflection on their education. (For comparison, see Summative assessment.)

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## **G**

**Goal:** Something the organization wants to achieve; desired outcomes for the organization or program, rather than actions. Goals are related to the institution or department's mission and vision.

**Grading:** The assignment of scores and/or letter grades as a judgment of a student's work on a particular assignment or in a particular class.

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## **I**

**Indirect assessment:** Assessment that deduces student achievement of learning outcomes through students' reported perception of their own learning or other measures that are not evidence of a student's own work in the program (e.g., reports from employees). (For comparison, see Direct assessment.)

**Indirect measure:** An assessment measure that does not specifically address primary work by a student. They are measures which are not directly tied to performance and often require inferences to be made about performance. Indirect measures often rely on perception and are less meaningful for assessment than direct measures. They are, however, helpful to corroborate the results of direct measures. Examples include exit surveys, student opinion surveys, alumni surveys, grades not based on scoring guidelines, retention and graduation statistics, career development over time, and student activities.

**Institutional assessment:** Assessment to determine the extent to which a college or university is achieving its mission. (For comparison, see Course level assessment and Program assessment.)

**Institutional Effectiveness:** The extent to which an institution has a clearly defined mission and institutional outcomes, measures progress towards achieving those outcomes, and engages in continuous efforts to improve programs and services.

**Instrument:** A tool, such as a survey or rubric, used to systematically assign a value to a variable.

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## **K**

**Key Performance Indicators (KPIs):** Quantifiable goals that measure performance. These goals should be well-defined, critical to an organization's success, and reflect the organization's mission and goals. KPIs are usually measured against benchmarks.

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## L

**Learning Outcomes:** The knowledge, skills, values, and attitudes that students gain from a learning experience.

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## M

**Mission:** The purpose of an organization or program; its reason for existing. Mission statements provide the strategic vision or direction of the organization or program and should be simple, easily understood, and communicated widely.

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## N

**Norm-Referenced Assessment:** An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

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## O

**Objective:** The tasks to be completed in order to achieve a goal. Objectives are specific and measurable and must be accomplished within a specified time period.

**Outcomes:** Outcomes are tied to the mission and are something that the organization, department, program, or unit wants to achieve. Outcomes should be specific, measurable, use action verbs, and focus on the ends (i.e., what the student should learn) rather than the means (i.e., how the student should learn).

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## P

**Performance Criteria:** The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for.

**Portfolio:** An accumulation of evidence about individual achievement or progress towards goals. Student portfolios used for assessment purposes may include but are not limited to projects, journals, research papers, creative writing, presentations, and video or recordings of speeches and performances.

**Program assessment:** Assessment to determine the extent to which students in a departmental program can demonstrate the learning outcomes for the program.

(For comparison, see Course level assessment and Institutional assessment.)

**Program Review:** Periodic self-studies in which departments are asked to present their mission statements; resources, including the number of faculty, faculty qualifications and productivity, teaching load, curriculum, and technology; learning outcomes and assessment measures; the ways in which departments have shared assessment results and used those results to inform departmental decision-making; and plans for improving learning.

**Programmatic Student Learning Outcome:** The goal or objective for a degree program. Specifies what the student will learn as a major or minor in the department.

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## **Q**

**Qualitative Data:** Data that cannot be measured or expressed in numerical terms and relates to or is based on the quality or character of something. Qualitative data describe or characterize something using words rather than numbers. Examples of qualitative data include surveys, focus groups, and feedback from external reviewers.

**Quantitative Data:** Data that is capable of being measured or expressed in numerical terms. Examples of quantitative data include test scores, grades, certification exam results, and graduation and retention rates.

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## **R**

**Reliability:** An assessment tool's consistency of results. This may be consistency of results over time (i.e., multiple administrations of the instrument) or internal consistency of results at a single administration (e.g., split half reliability).

**Rubric:** A criteria-based scoring guideline that can be used to evaluate performance. Rubrics indicate the qualities the judge/reviewer will look for in differentiating levels of performance and assessing achievement.

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## **S**

**Summative Assessment:** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**Survey:** An assessment measure which asks the respondent to record responses to a series of questions. Different from a rubric.



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## **V**

**Validity:** The degree to which an assessment tool measures what it purports to measure.

### **Resources**

Association of American Colleges and Universities: <http://www.aacu.org/>

Atkinson, D., & Siew Leng, L. (2013). Improving assessment processes in Higher Education: Student and teacher perceptions of the effectiveness of a rubric embedded in a LMS. *Australasian Journal Of Educational Technology*, 29(5), 651-666.

Baldrige Excellence Program:

[http://www.nist.gov/baldrige/publications/education\\_criteria.cfm](http://www.nist.gov/baldrige/publications/education_criteria.cfm)

Banta, T. W. (2014). Assessment Update: Progress, Trends, and Practices in Higher Education. Volume 26, Issue 2, March-April 2014. *Assessment Update*, 26(2)

Cooper, T. & Terrell, T. (2013). What are institutions spending on assessment? Is it worth the cost? (NILOA Occasional Paper No.18). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment

Degree Qualifications Profile: <http://degreeprofile.org/>

Maki, P. (2010). Assessing for learning: Building a sustainable commitment across the institution. Sterling, VA: Stylus Publishing.

National Institute for Learning Outcomes Assessment:

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)

New England Association of Schools and Colleges: [www.neasc.org](http://www.neasc.org)

Rhodes, T. L. (2012). Show Me the Learning: Value, Accreditation, and the Quality of the Degree. *Planning For Higher Education*, 40(3), 36-42.

Richlin, L. (2006). *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Stylus Publishing, LLC.

Royce Sadler, D. (2014). The futility of attempting to codify academic achievement standards. *Higher Education*, 67(3), 273-288.

- Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability*. San Francisco, CA: Jossey-Bass Publishing.
- Swing, R.L. & Coogan, C.S. (2010). *Valuing assessment: Cost-benefit considerations (NILOA Occasional Paper No.5)*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.
- Tractenberg, R. E., Umans, J. G., & McCarter, R. J. (2010). A Mastery Rubric: guiding curriculum design, admissions and development of course objectives. *Assessment & Evaluation In Higher Education, 35(1)*, 15-32.
- Turley, E. & Gallagher, C. (2008.) On the "Uses" of Rubrics: Reframing the Great Rubric Debate. *The English Journal, 97(4)*, 87-92.

## Appendix 5: Technology Requirements

### Technology Requirements for a Comprehensive Assessment System

This appendix outlines a minimum set of requirements for conducting assessments of student learning outcomes toward the eventual development of an integrated and comprehensive assessment system. The document is composed of two sections

- The first section identifies a recommended solution for making the best use of existing systems and resources, including an estimate of professional services (consulting) that will be required in order to implement the integration of these systems. In addition to the pricing for professional services the implementation of an upgraded reporting tool is included so that the data within the data warehouse can be accessed and distributed by report writers. The first section will also comprise a recommendation of staffing required to support the improved integration and creation of reports against the improved data.
- The second section identifies additional technology and staffing requirements that have been discussed throughout the working sessions of the Assessment Working Group. These additional technology solutions involve the evaluation and purchasing of new software and identifying the necessary staffing requirements to best utilize these new solutions. There are no pricing estimates for these items.

#### I. Improve Utilization of Existing System

##### a. Collection of student assessment data in the Canvas Learning Management System

Provide continued support for those departments that wish to utilize this existing assessment system. Include in general education courses a standardized group of learning objectives, such as the LEAP rubrics.

1. Data are input into the Canvas system by students in the form of an artifact for evaluation by faculty.
2. Data are input by faculty members into the Canvas system in the form of a rubric used to assist in the evaluation of student learning.
3. Data are input by faculty members in the form of an evaluation of student learning against traits in the rubric.
4. Faculty feedback to the students using the rubric

Personnel and Staffing Estimate: There is no additional staffing or professional services to support this increase in system usage. However, faculty opting to utilize this system are committing to additional time to input rubrics, evaluate artifacts

and providing students with feedback regarding the rubric. ITS resources may need to commit additional time for training of faculty in the use of this system.

#### **b. Integration of data from Canvas to PeopleSoft and the Data Warehouse**

Engage a PeopleSoft consultant to develop an integration program to read assessment data from the Canvas system and stage this data in the PeopleSoft database. Engage Blackboard Analytics to load these data into the data warehouse and integrate it with the already existing data warehouse models. The integration of the data is necessary so that student demographics and other variables available in Peoplesoft may be used in analyses of student learning outcomes. Additionally, the presence of these data in the data warehouse will enable future analyses as other data sources, e.g., NSSE, results of destination surveys, are added to the data warehouse.

1. Extraction of data from Canvas
  - a. Process will be automated to reduce errors
  - b. Process will utilize the existing Canvas API (application programming interface) and PeopleSoft's batch programming language (application engine) as well as the PeopleSoft process scheduler to run the process and provide error logging
  - c. Provide query access to Canvas assessment data in PeopleSoft for ad-hoc analysis
  - d. Provide faculty a view of the Canvas assessment data within the PeopleSoft Faculty Center
2. Integration of data from PeopleSoft to Canvas
  - a. Blackboard Analytics will be engaged to develop a new ETL (extract, transform and load) process to bring the assessment data from PeopleSoft to the data warehouse
  - b. Data modeling experts from Blackboard will be engaged to model this new data and merge it with existing data models
  - c. Data modeling experts will create star-schema relational models and OLAP cubes to support reporting on the data

Personnel and Staffing Estimate:

- Develop Canvas to PeopleSoft interface and faculty center pages: 80 hours at \$166/hr, \$13,280
- Design and develop PeopleSoft to Data Warehouse interface and model: 100 hours at \$225/hr, \$22,500
- Fill one currently open ITS position, to support the ongoing needs of this enhanced system \$85,000 + 30% benefits = \$110,500 annually

#### **c. Create New Data Warehouse Reports and Analytic Capabilities**

Create a series of pre-defined reports to be run against the new data models in the data warehouse. Provide access to these reports to the appropriate individuals

engaged in the assessment process. Bring on new staff members to support ongoing reporting and analytic needs across the university.

1. Purchase Licensing for Pyramid Analytics for use against student data warehouse
  - a. The current reporting tool used for analytics in the data warehouse (proclarity) is no longer supported by the vendor and needs to be replaced by the currently supported product Pyramid Analytics
  - b. The Pyramid Analytics reporting tool has been installed and is currently used to report against the Finance data warehouse; additional licensing is required to utilize it against the student data warehouse
2. Develop predefined reporting on data
  - a. Variables of interest need to be identified in advance by faculty and/or administrators
  - b. Standard formats for reports, such as bar charts, need to be produced by faculty and/or administrators
  - c. Certain sensitive variables will need to be excluded
  - d. Iterations on the format of the reports is likely and should be included in the planning for these reports
3. Analysis of data
  - a. New assessment positions (Assessment Directors) embedded within the academic organization
  - b. These new positions will need to be considered "trusted agents" and will be granted unfettered access to all relevant data stores, not limited to the data warehouse
  - c. These new positions will work with the Provost, Associate Provost for Assessment, Deans, Chairs and others to determine what variables are important and work to provide analytics on these variables to inform program assessment

Personnel and Staffing Estimate:

- Purchase additional Pyramid License to use against student data warehouse, \$30,000 annually
- Design and develop 20 predefined reports, 60 hours at \$225/hr, \$9,960
- Create and over time fill two new Assessment Director positions to support ongoing reporting needs \$80,000 + 30% benefits = \$104,000 per position

## **II. Identify and Implement New Systems**

Section one was focused primarily on the collection, integration and reporting of student level assessment. This section focuses on the aggregation of these data to a higher level that can be used to inform program assessments, as well developing a repository that can be used to house assessment related objects that may come from disparate sources, such as presentations, word documents, pdf files, video files and other artifacts and narrative that describe the results of the ongoing assessment process.

**a. Document and centrally store the artifacts related to assessment**

1. Evaluate and purchase an assessment repository system that is similar in functionality to the Weave application that was demonstrated to the group
  - a. Gather requirements from various campus stakeholders
  - b. Write and post an RFP (Request for Pricing)
  - c. Perform system demonstrations and reviews
  - d. Grade each system and select the best match for the documented requirements
2. Hire or assign existing personnel to maintain the repository
3. Develop necessary integrations to automatically feed assessment data into this system as appropriate
4. Develop a Historical record of assessment
  - a. Catalogue actions taken against each learning goal's objectives
  - b. Provide documentation required to review effectiveness of actions taken
5. Appropriately secure the system
  - a. Data, reports, action plans and all information in the system except for those sensitive variables should be readily accessible for all faculty and administrators

**b. Perform enhanced data collection**

1. Determine other relevant data sources such as library usage, time spent on advising, course sequencing, etc.
  - a. Develop methodologies to collect this related data and marry it to other student characteristics
2. Analysis of unstructured or qualitative data such as social media feeds or video
  - a. Determine overall methodology for collecting and evaluating unstructured or qualitative data
  - b. Evaluate systems used to collect and store these data
  - c. Implement new procedures to work with these data in order to inform program or institutional effectiveness
3. Determine and implement systems and procedures to collect and analyze survey results and other data which are typically anonymous and cannot attributed directly to a student or other member of the SSU community
  - a. Since these data are not directly attributable to an individual an alternative to the data warehouse storage and reporting tools may be required
  - b. Identify and standardize reporting methodologies for existing surveys, e.g. NSSE, BCSSE, Noel-Levitz
  - c. Implement new survey collection system which integrates future survey data with other assessment results

## Appendix 6: Academic Program Assessment Rubric (2015 – 2020)

Assessment Plan Component by <a href="#">Target State</a> Objective	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">A1</a> : Program Goals (PGs) (for all majors, concentrations, general education curriculum, etc.)	4 program goals finalized	4 program goals finalized	4-5 PGs re-evaluated based on assessment results; action plans designed and documented	5-6 PGs re-evaluated based on assessment results; any earlier action plans implemented and results documented; action plans designed and documented	6 PGs re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented
<a href="#">A2</a> : Student Learning Outcomes (SLOs) (assessable aspects of Program Goals; additional SLOs not related to Program Goals if appropriate)	3 SLOs, tied back to program goals, in at least final draft state	4-5 SLOs finalized	5 SLOs re-evaluated based on assessment results; action plans designed and documented	5-6 SLOs re-evaluated based on assessment results; any earlier action plans implemented and results documented; action plans designed and documented	6 SLOs re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented

Assessment Plan Component by <a href="#">Target State</a> Objective	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">A3</a> : Curriculum Map (Course by SLO matrix. For each course, indicate which SOs are covered and at what level (Introduced, Reinforced, Emphasized))	2-3 For every SLO, identify the courses that it is addressed in	4 Course by SLO matrix finalized	5 Course by SLO matrix re-evaluated based on assessment results and curriculum changes; action plans designed and documented	5-6 Course by SLO matrix re-evaluated based on assessment results and curriculum changes; any earlier action plans implemented and results documented; action plans designed and documented	6 Course by SLO matrix re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented
<a href="#">A4</a> : Assessment Mechanisms (student activities that can be assessed against SLOs – e.g. writing assignments, tests, discipline-specific projects, presentations, surveys, etc.)	3 Identify and list student activities that take place in the curriculum; indicate which SLOs can be assessed via each activity	4 Assessment mechanisms by SLOs matrix finalized	5 Assessment mechanisms by SLOs matrix re-evaluated based on assessment results and curriculum changes; action plans designed and documented	5-6 Assessment mechanisms by SLOs matrix re-evaluated based on assessment results and curriculum changes; any earlier action plans implemented and results documented; action plans designed and documented	6 Assessment mechanisms by SLOs matrix re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented
<a href="#">A5</a> : Rubrics (to ensure consistency across faculty in how student activities are evaluated / measured)	3-4 Rubrics for evaluating student activities researched and drafted – each lists appropriate traits, ratings, and description of outcome attributes for each rating	4 Rubrics for evaluating student activities finalized	5 Rubrics matrix re-evaluated based on assessment results and curriculum changes; action plans designed and documented	5-6 Rubrics re-evaluated based on assessment results and curriculum changes; any earlier action plans implemented and results documented; action plans designed and documented	6 Rubrics re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented



Assessment Plan Component by <a href="#">Target State</a> Objective	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">A6</a> : Assessment Procedures (to determine where and when SLOs get formally measured)	3 For each SLO, identify one or more courses where student performance against the SLO will be formally assessed, documented, and analyzed; begin to define a schedule for formal assessment and evaluation (yearly, biennial, etc.)	4 Assessment Procedures finalized – for every SLO, list courses where the SLO is encountered, courses where it is formally assessed, frequency of formal assessment, target performance results	5 Assessment Procedures re-evaluated based on assessment results and curriculum changes (e.g. change frequency, change course(s) assessed, etc.); action plans designed and documented	5-6 Assessment Procedures re-evaluated based on assessment results and curriculum changes; any earlier action plans implemented and results documented; action plans designed and documented	6 Assessment Procedures re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented
<a href="#">A7</a> : Evaluation Procedures (to determine when and how aggregate assessment results are used to drive improvement)	2-3 Determine when and how often (annual, every semester, ...) aggregate assessment results are presented and discussed by stakeholders (faculty, advisory board, etc.) – retreat day, department or program meeting, etc.	3-4 Evaluation Procedures schedule, format, and documentation requirements / system finalized	5 Evaluation Procedures re-evaluated based on assessment results and curriculum changes (e.g. change frequency, documentation requirements, etc.); action plans designed	5-6 Evaluation Procedures re-evaluated based on assessment results and curriculum changes; any earlier action plans implemented and results documented; action plans designed and documented	6 Evaluation Procedures re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented
<a href="#">A8</a> : Procedures for "closing the loop" (for documenting evaluation results, proposed actions, and implementation of proposed actions)	2-3 Discuss / research how "the loop" will be closed – reporting requirements aimed at documenting that proposed action plans developed at all levels are acted on by the appropriate personnel (faculty, archivists,	3-4 "Closing the loop" procedures and reporting requirements finalized	4-5 "Closing the loop" procedures and reporting requirements re-evaluated based on assessment results (e.g. change / enhance reporting requirements, etc.); action plans designed and documented	5-6 "Closing the loop" procedures and reporting requirements re-evaluated based on assessment results; any earlier action plans implemented and results documented; action plans designed and documented	6 "Closing the loop" procedures and reporting requirements re-evaluated based on assessment results; last year's action plans implemented and results documented; new action plans designed and documented

State	Description
1	aware of need
2	actively considering / researching
3	under formal development
4	initial version completed
5	reevaluation based on assessment results → proposed improvement plans / actions
6	implementation of previous improvement plans / actions → documentation of where and when plans / actions were implemented → reevaluation based on assessment results → next iteration of proposed improvement plans / actions

Assessment Component	Description
A1: Program Goals (PGs)	<p>Relatively abstract statements of desired characteristics of successful participants</p> <p>Academics:</p> <ul style="list-style-type: none"> <li>at the Department level for each major, concentration</li> <li>at the University level for each general education category</li> </ul>
A2: Student Learning Outcomes (SLOs)	<p>Objective, measurable characteristics of successful participants</p> <p>Academics:</p> <ul style="list-style-type: none"> <li>must be measurable against a standard (use of rubrics for evaluation)</li> <li>Program Goals are assessed via one or more (usually multiple) SLOs</li> <li>A single SLO can be related to multiple Program Goals</li> </ul>
A3: Curriculum Map	<p>A Course by SLO matrix (table, spreadsheet). For each course, indicate which SLOs are covered and at what level in each course</p> <ul style="list-style-type: none"> <li>Levels: Introduced (I), Reinforced (R), Emphasized (E); or Basic (B), Intermediate (I), Advanced (A) expectation</li> </ul>
A4: Assessment Mechanisms	<p>A set of student activities that are typical of the discipline area that can be used to assess SLOs – e.g. writing assignments, tests, discipline-specific projects, presentations, etc.</p>
A5: Rubrics	<p>Designed <i>by the program</i> to ensure consistency across faculty in how student activities are evaluated / measured. A specific activity may have multiple applicable Rubrics based on the specific nature and requirements of the activity (e.g. a presentation might be evaluated based on a Presentation rubric, and might also be evaluated based on the specific contents of the presentation (e.g., Ethics Audit, Quantitative Reasoning, etc.)</p>

Assessment Component	Description
A6: Assessment Procedures	<p>Specifications for:</p> <ul style="list-style-type: none"> <li>• the specific courses where formal, fully documented assessment takes place</li> <li>• the frequency with which the formal documented assessments take place <ul style="list-style-type: none"> <li>○ within a course offering (one activity per semester, or multiple activities per semester)</li> <li>○ within a semester (all sections of a course, or selected sections)</li> <li>○ interval between formal, fully documented assessments (every semester, or annually, or biennially, or...) – frequency tends to be higher as assessment begins, then gradually decreases as performance objectives are attained <i>and sustained</i> for a period.</li> </ul> </li> </ul>
A7: Evaluation Procedures	<p>Specifications for:</p> <ul style="list-style-type: none"> <li>• how often assessment results are analyzed and action plans developed (every semester or annually)</li> <li>• format for how assessment <b>and analysis</b> results are recorded (template that indicates the key elements of a report – include any previous action plans, steps taken to address any action plans, course outcome analysis with suggestions for enhancements, etc.</li> <li>• where results are archived for future reference</li> </ul>
A8: Procedures for "closing the loop"	<p>These can and usually are embedded in Evaluation Procedures. "Closing the loop" refers to completing a cycle of</p> <ol style="list-style-type: none"> <li>(a) assessing (measuring) something,</li> <li>(b) analyzing (evaluating) the assessment results,</li> <li>(c) creating an action plan based on the results of the analysis, and</li> <li>(d) implementing the action plan</li> </ol> <p>In academics, (a) – (c) can be thought of as aspects of teaching a course, and (d) can be thought of as an aspect of <i>the next time the course is taught</i>.</p> <p>"Closing the loop" requires:</p> <ol style="list-style-type: none"> <li>i. action plans based on consistently-measured data</li> <li>ii. implementation of action plans</li> <li>iii. documentation that (a) the action plans were implemented and (b) the outcomes of the implementation were assessed</li> </ol>

# Appendix 7: Bertolon School of Business Assessment Process

## I. Overview

The Bertolon School of Business (BSB) performs ongoing and regular assessment of learning and is committed to continuous improvement in student outcomes. In order to assist us in helping students achieve our learning goals, we use a number of assessment tools to track progress throughout the BSB curriculum. The BSB faculty articulates its vision and mission as a guide for establishing the College's priorities, goals and use of resources. The faculty revisits its vision and mission periodically to ensure that it continues to represent the will of the faculty and writes a strategic plan approximately every five years. The vision and mission are as follows:

- A. **Vision Statement:** To be a pre-eminent business school focused on teaching excellence, applied research and student development.
- B. **Mission Statement:** Our mission is to empower students from diverse backgrounds to become business and community leaders and to provide a foundation for life-long learning and a spirit of community engagement. We deliver high quality, affordable undergraduate and graduate business education through small classes, state-of-the-art technology, committed faculty, and outreach to the business community.
- C. **Programs:** The BSB is organized into three departments: accounting and finance, management, and marketing and decision sciences. Subject concentrations are available in accounting, entrepreneurship, finance, hospitality, human resource management, international business, management, marketing, MIS, and operations and decision sciences.

Salem State University's (SSU) business school offers the following degrees: bachelor of science in business administration and the master's degree in business administration (MBA).

Graduates of the BSB are successfully employed in public and private management, marketing, manufacturing, and accounting firms, and in federal and state government agencies as well as in service businesses.

## D. Values:

- **Foundation for life-long learning:**  
Our students develop communication, technology and critical thinking skills, a respect for diverse perspectives and experiences, and an understanding of global and ethical issues.
- **Community engagement:**  
Our teaching philosophy fosters an outreach to the community, including small and medium sized organizations, supporting business development. We use the talents and resources of the Bertolon School of Business to enrich the community
- **Committed faculty:**  
Our faculty's first priority is to our students, providing them with career-oriented education

and professional advice. To support that goal, faculty members pursue applied research, and/or practice in their professional discipline.

#### **E. Learning Outcomes by Degree Program**

##### **BSBA:**

- 1. Ethical responsibilities:** Our graduates will be able to recognize ethical issues and dilemmas and be able to make ethically based decisions and recommendations.
- 2. Globalization and multicultural understanding:** Our graduates will have a working knowledge of the global economy and business cultures.
- 3. Communication and Professional skills:** Our graduates will be effective communicators and will have professional interpersonal skills.
- 4. Analytical thinking and reasoning skills:** Our graduates will be able to use analytical thinking and reasoning skills to solve problems and make decisions and recommendations.
- 5. Content knowledge:** Our graduates will learn the business core and respective concentration content knowledge and will be able to apply that knowledge in their respective concentrations.

##### **MBA:**

- 1. Effective Decision Making:** Our graduates will be able to recognize and analyze alternatives, apply ethical frameworks, and arrive at actionable solutions.
- 2. Leadership:** Our graduates will be able to motivate a group of people to act towards achieving a common goal.
- 3. Business Content:** Our graduates will be able to integrate the functional content knowledge of business disciplines.
- 4. Global Environment:** Our graduates will be able to evaluate and adapt businesses to the global environment.

## **II. Assessment Process – Methods and Methodologies**

The Bertolon School of Business assessment of learning process includes the following components: A) curriculum review by Faculty, B) input by the Bertolon School Advisory Council, C) input by Dean's Assessment Council and D) direct assessment of student learning. Each of these is described in more detail below.

**A. Curriculum Review as an Input to the Assessment Process:** The Bertolon School of Business conducts curriculum review throughout the academic year to ensure that the curriculum is

consistent with our mission and has clearly defined outcomes tied to specific assessment methods. These reviews include elements of assessment that may be considered in making curricular recommendations to Department Chairs and Faculty.

**B. Bertolon School Advisory Council:** The Bertolon School Advisory Council meets with the Faculty annually. The School gains valuable insight from the Council on evolving trends, employer requirements, and points of emphasis.

**C. Dean's Assessment Council:** The Dean of the Bertolon School of Business works with a group of recent graduates (less than eight years from graduation) to gain insight into emerging requirements in the workplace, to gain insight on improvements we could make to our curricula to better meet needs of the workplace and to help with assessment at the graduate level.

**D. Direct Assessment of Student Learning:** The Bertolon School of Business has adopted or created the following methods for directly assessing student learning with respect to the learning goals and objectives outlined in section IV: Major Field Tests (MFTs), embedded assignments, rubrics and other tools as required. Rubrics have been developed for each of the objectives and are included in Section V of this document. The form of assessment and course number(s) in which the assessment takes place are contained in the assessment matrices included in Section VI.

### III. Assessment Process – Roles

**A. Dean:** Provides leadership for all assessment-related activity in the college and is responsible for reporting, both internally to SSU and externally.

**B. Associate Dean:**

- Oversees development of assessment plans and activities in total as well as for each learning goal
- Meets with AC and UPC/GPC as needed related to assessment activity, including the collection, analysis and reporting of data by learning objective
- Attends appropriate assessment related conferences and seminars
- Maintains the knowledge base (repository) for all assessment related data, analyses and resulting reports
- Ensures databases exist and are properly maintained

**C. Department Chairs:**

- Meet with the appropriate faculty to review assessment data and to ensure scheduled assessments are taking place
- In conjunction with Department Curriculum Committee, help with the flow of recommendations and action plans through All Faculty
- Coordinate with SPC and administration for resources
- Evaluate data and assist in the development of recommendations and action plans
- Respond to curriculum changes suggested by undergraduate and graduate program committees

**E. Assessment Committee:**

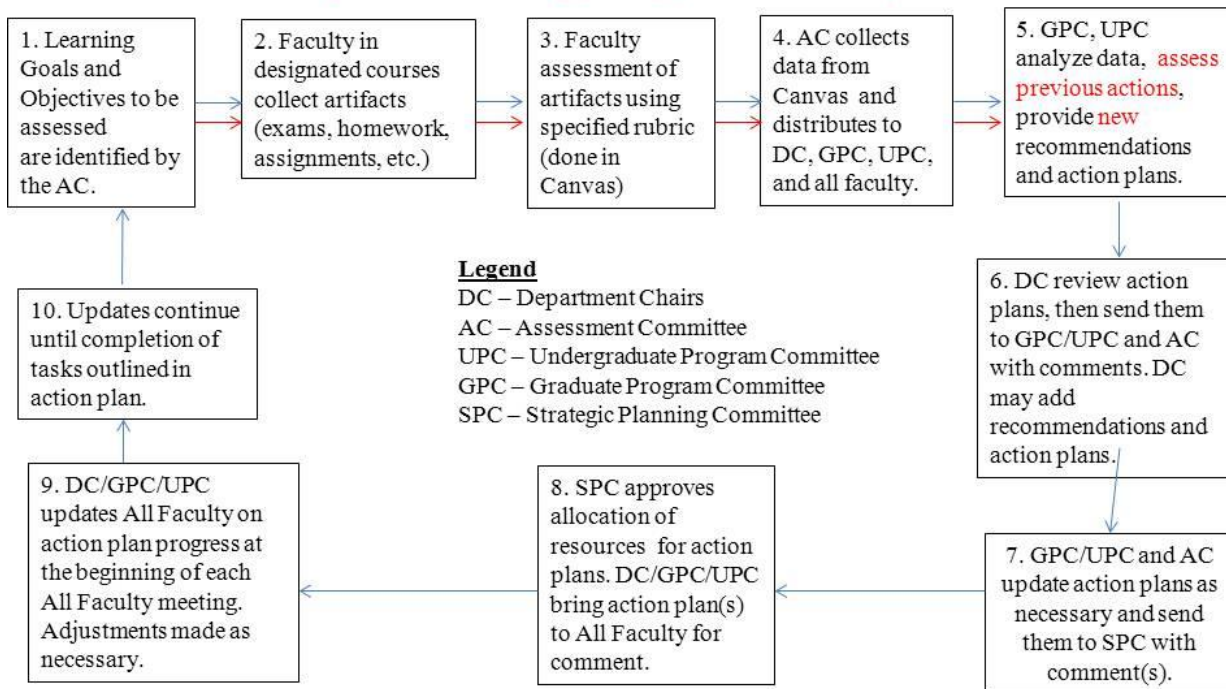
- Provides overarching assessment recommendations which include assessment of activities within the Bertolon School of Business and those activities outside of the Bertolon School of Business
- Coordinates the scheduling of assessments
- Collects, analyzes and reports data by learning objective
- Coordinates with Department Chairs to make recommendations for Bertolon School of Business improvements

**F. Undergraduate and Graduate Program Committees:**

- Coordinate for the scheduling of assessments
- Review program level assessment data received from the Assessment Committee
- Update course alignment matrix (which maps courses to learning objectives) as needed
- Determine what the data mean in light of the program
- Coordinate with Department Chairs to make recommendations for program improvements
- Maintain awareness of external factors and benchmark programs

**IV. Assessment Process – Direct Measures of Student Learning**

Continuous improvement “closing the loop” (measure, analyze, act, measure)



## V. Assessment Schedule – Overview

### A. Undergraduate – Summary Matrix [\*]

Learning Goal Objective	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
<b>1.1</b> <i>Ethical Responsibilities</i>		BUS252		[MFT]	BUS252			BUS 252 [MFT]
<b>2.1</b> <i>Global and Multicultural Understanding</i>			MKT241N	[MFT]			MKT241N	[MFT]
<b>3.1</b> <i>Written Communication</i>	BUS470			BUS470			BUS470	
<b>3.2</b> <i>Oral Communication</i>	BUS470			BUS470			BUS470	
<b>3.3</b> <i>Professional Interpersonal Skills and Demeanor</i>	MGT332		MGT332			MGT332		
<b>4.1</b> <i>Analytical Thinking Skills</i>	ODS333 FIN322		ODS333 FIN322			ODS333 FIN322		
<b>4.2</b> <i>Quantitative Reasoning for Business Problem Solving</i>	ODS262 ODS333		ODS262 ODS333			ODS262 ODS333		
<b>5.1</b> <i>Content Knowledge</i>				[MFT+]				[MFT+]

Additional assessment data sources:

- Undergraduate internships (supervisor rubric)
- Annual summit meeting (indirect source, using alumni and business executives)

[\*] Rolling three-year schedule, updated November 2012



## Appendix 8: Occupational Therapy Department Assessment Program

### Overview

The Occupational Therapy (OT) Program's evaluation plan includes the assessment of: 1) Salem State College's OT students, 2) the curriculum design and implementation, 3) the occupational therapy program as a whole, and 4) the short-and long-term action strategies of the OT program's strategic plan. The framework of the OT evaluation plan allows for the systematic and ongoing process of assessment and review to determine the effectiveness of the OT program. This system of assessment and review allows for a timely and efficient response to assessment data to ensure the quality of the OT program.

The major indicators of overall program effectiveness include:

1. Professional Behaviors Assessments
2. Course-specific assessments
3. Student self-surveys
4. AOTA's fieldwork evaluation,
5. AOTA's student evaluation of fieldwork experience
6. OT Capstone course assignments
7. Student e-portfolios
8. Research projects
9. Student conference evaluations
10. Student exit survey
11. Licensure exam results (NBCOT)
12. Graduate (alumni) surveys
13. Employer survey

The OT Assessment Committee compiles the data into reports for end-of semester faculty assessment meetings. These data are used to make necessary modifications to the curriculum design, content, scope, and sequencing of courses to assure a quality education program for its students.

### Program Learning Outcomes

The OT program has six major categories of learning outcomes (listed below), each with specific student learning outcomes (SLOs). For example, within the category of Professional Development there is a specific outcome of: demonstrate proficient oral and written communication skills in a professional manner. The specific SLOs for each of the categories are available at the OT program website.

- Clinical Reasoning -5 SLOs
- Occupational Science – 4 SLOs
- Professional Development – 8 SLOs

- Research – 4 SLOs
- Civic Advancement – 4 SLOs
- Educational Leadership – 5 SLOs

**Assessment Process**

The Chart below define the assessment process for the OT program

<b>SCHEDULE FOR ASSESSMENT</b>	<b>WHO WILL BE ASSESSED</b>	<b>WHAT WILL BE ASSESSED</b>	<b>WHO WILL ASSESS</b>	<b>MEASUREMENT CRITERIA</b>
<p>Prior to the commencement of the Professional OT coursework</p> <ul style="list-style-type: none"> <li>• Competency Exam</li> </ul>	<p>Students who indicate readiness to begin the professional OT coursework</p>	<p>OTA clinical competencies expected to have prior to starting professional coursework</p>	<p>OT faculty to assess</p>	<p>Students must pass each section of the competency exam with a score of 70 or above</p>
<p><i>During each Professional OT course</i></p> <ul style="list-style-type: none"> <li>• Professional Behaviors Assessment</li> <li>• Weekly Faculty meeting discussing issues with courses and students</li> </ul>	<p>OT students participating in OT professional coursework</p> <p>OT courses and student progression</p>	<p>OT students professional behaviors during each course in the OT program</p> <p>Course issues and student issues</p>	<p>OT faculty teaching the course</p> <p>OT faculty teaching the courses</p>	<p>OT students must pass the professional behaviors assessment with a minimum score of 32/36</p> <p>Changes in courses or action plans for students will be clearly documented</p>

<p>At Completion of Each Course</p> <p>Student Course Evaluations</p> <p>Faculty Course Evaluation</p>	<p>The OT curriculum</p> <p>Course design, and course content</p>	<p>Curriculum content, objectives and goals of each course</p>	<p>1. OT Students participating in OT coursework</p> <p>2. OT Faculty teaching professional courses</p>	<p>85-100% of Students will rate the OT course at 3 or above on each item</p> <p>Each faculty will rate the content, objectives and design of the course at a 3 or above on each assessment item</p>
<p>At the Completion of Level I Fieldwork</p> <ul style="list-style-type: none"> <li>• Fieldwork Supervisor's Evaluation</li> <li>• Student Fieldwork Journals</li> <li>• Student's Self Evaluation of FW</li> </ul>	<p>Students completing Level I Fieldwork</p>	<p>Student performance in the following areas:</p> <ol style="list-style-type: none"> <li>1. Professional skills</li> <li>2. Clinical reasoning</li> <li>3. Communication skills</li> <li>4. Initiative</li> <li>5. Professional responsibility</li> </ol>	<p>Level I Fieldwork Supervisors</p> <p>Self Reflection Assessment in Journals by Students</p> <p>Students' Evaluation of Level I Fieldwork Experience</p>	<p>95-100% of OT Students will pass Level I fieldwork</p> <p>85-100% of OT Students will rate all items pertaining to academic preparation as a 3 or above on the Student Evaluation of Level I Fieldwork Experience</p>
<p>At the End of Each Semester</p> <p>End of the Semester Faculty Retreat</p> <p>During the last semester of OT course work</p> <p>Capstone Course</p> <p>Portfolios</p> <p>Student-run Conference</p>	<p>The OT Curriculum scope, content and sequencing, programmatic issues</p> <p>OT students in the final semester of OT coursework</p> <p>OT student research conference presentations</p>	<p>The program and course objectives, curriculum, content, sequencing, and scope</p> <p>The OT students integration of the four major program strands, the student portfolios, and research projects presented at student conference</p>	<p>Full-time, part-time, and adjunct faculty</p> <p>Full-time OT faculty</p> <p>Attendees of the Student Research Conference</p>	<p>Each faculty will rate the content, scope and sequencing of the curriculum at a 3 or above on each assessment item</p> <p>95-100% of students will pass the capstone course</p> <p>Students will receive a fair to good rating on research presentation evaluations from conference participants</p>

<p>Upon Completion of Level II Fieldwork</p> <ul style="list-style-type: none"> <li>Level II Fieldwork Survey</li> <li>Student Professional Behaviors Survey</li> <li>Student Evaluation of FWII</li> </ul>	<p>Students completing Level II Fieldwork</p> <p>OCT 950 and OCT 960</p>	<p>Student Performance in the following areas:</p> <ol style="list-style-type: none"> <li>Basic Tenets of O.T.</li> <li>Evaluation &amp; Screening</li> <li>Intervention</li> <li>Management</li> <li>Communication</li> <li>Professional Behaviors</li> </ol>	<p>Level II Fieldwork Fieldwork Supervisors</p> <p>Students will self-assess</p>	<ul style="list-style-type: none"> <li>95-100% of OT Students will pass Level II Fieldwork</li> <li>Students will receive a score of 3 or above on the fundamentals of Practice</li> <li>95-100% of students will rate academic preparation for Level II Fieldwork at 3 or above on the Student FW eval</li> </ul>
<b>SCHEDULE FOR ASSESSMENT</b>	<b>WHO WILL BE ASSESSED</b>	<b>WHAT WILL BE ASSESSED</b>	<b>WHO WILL ASSESS</b>	<b>MEASUREMENT CRITERIA</b>
<p>Upon graduation</p> <ul style="list-style-type: none"> <li>NBCOT Examination</li> <li>Student Exit Survey</li> <li>Student Advisement Survey</li> </ul>	<p>Students who successfully completed graduation requirements and Level II Fieldwork Internships and sit for the National Registration Examination</p>	<ul style="list-style-type: none"> <li>Student knowledge</li> <li>Professional Behaviors and Attitudes</li> <li>Student Assessment of Professional Competency <ul style="list-style-type: none"> <li>Student Assessment of the Advising Process</li> </ul> </li> </ul>	<p>NBCOT exam</p> <p>Students will self-assess</p>	<ul style="list-style-type: none"> <li>85-100% of OT Students will pass the national certification exam</li> <li>90-100% of students will rate the OT program a 3 or above on each item of the Exit Survey</li> <li>95-100% of OT Students will rate their academic advising in the OT program as 3 or above on each item</li> </ul>
<p>Annually</p> <ul style="list-style-type: none"> <li>Annual Report</li> </ul>	<p>The OT Program's Strategic goals and objectives</p>	<p>Whether or not the goals and objectives are being met</p>	<p>The Deans of the College of Health &amp; Human Services and the School of Graduate Studies and the Vice President of Academic Affairs</p>	<p>One short-term Action Strategy of each goal in the strategic plan will have been met</p>

<p><b>1 Year After Graduation</b></p> <ul style="list-style-type: none"> <li>• <i>Employer Survey</i></li> <li>• <i>Graduate Survey</i></li> </ul>	<p>All Graduates of the OT Program</p>	<ul style="list-style-type: none"> <li>• Professional Competency</li> <li>• Professional Attitudes and Behaviors</li> <li>• Program effectiveness</li> </ul>	<p>Graduates of the OT program</p> <p>Employers of SSC OT Graduates</p>	<ul style="list-style-type: none"> <li>• 90-100% of employers will rate graduates as competent or highly competent on each item of the Employer Survey</li> <li>• 95-100% of graduates will be rated by employers as a 3 or above on items regarding professional behaviors</li> <li>• 90-100% of OT graduates will rate that they are competent or highly competent on each item of the Graduate Survey</li> <li>• 90-100% of graduates will rate themselves at a 3 or above on items regarding professional behaviors</li> </ul>
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## Appendix 9: Music Department Learning Outcome Assessment Process

### Overview

By its very nature, the music discipline lends itself to constant assessment and evaluation. Musicians engage in regular self-assessment simply by practicing their art. They also receive assessments from private instructors, audition panels, audience members, etc., through the performance and study of music. The Music Department performs ongoing and regular assessment of learning and is committed to continuous improvement in student outcomes. We use a number of formal assessment tools to track individual student progress through the Music curriculum, which in turn, provides us with a clear picture of how students achieve our curricular and program goals.

### Individual Student Assessments

The Music Department has several assessment mechanisms in place to evaluate student competencies and progress through the program.

- Incoming Auditions: with formalized assessment rubrics (audition comment form and rubric attached)
  - All prospective music majors must audition to be considered for entrance into the B.A. music degree program.
    - The requirements of the audition are as follows:
      - The applicant will perform two musical selections of contrasting style that display technical proficiency and musicality.
      - The applicant will be asked to perform scales and sight-read.
      - The applicant will be required to complete a music theory placement exam.
      - A brief personal interview will be conducted.
    - All applicants will receive written notification of their rating. A successful audition will demonstrate the applicant's capacity for college music study.
    - Music applicants will be rated as approved, provisional, or not approved. Pending successful admission to the University, approved applicants are eligible to become music majors. Those who are deemed provisional are eligible to become music majors and will be required to complete a successful second audition during the second semester of study. Applicants who are not approved may take applied lessons at their own expense, and may take a second audition in the next semester if they so choose.
    - Applicants to the program may audition up to two times. Provisional and Not Approved applicants may take a second audition in the next semester. A final decision on acceptance is made at that second audition.
    - This entire audition process will apply to all new students, external transfers, and internal transfers.
  - Provisional Re-Audition: with formalized assessment rubrics and other requirements listed below
    - Many students are admitted to the Music Major with "provisional" status. This designation allows students who show promise and potential in music to attend Salem State and study as a music major. During the first year, Provisional Music Majors will be supported with as many resources as they need in order to be successful. This means that each Provisional major will be required to:

- Meet regularly with a music tutor if necessary
    - Keep a practice journal in their applied studio
    - Reserve a minimum of 10 hours per week in a practice room
    - Meet with their music advisor on, at least, a monthly basis
    - Attend all classes regularly
  - Provisional Music Majors are required to re-audition near the end of their first year of study. Students should be prepared to perform 1-2 selections of music, sight-read and read rhythms, perform scales, engage in a brief interview with attending faculty, and take the Music Theory Placement Examination. These students may be fully admitted to the program based on faculty review of the following:
    - Grades/Performance in music classes (MUS 107, MUS 111N, MUS 120, MUS 122, MUS 132N, applied music, ensembles)
    - General Academic Progress and GPA
    - A review of the use of resources in the list above
    - Attendance
    - Performance at Re-audition
- Applied Music Program Benchmarks (sample Voice benchmark rubric attached)
  - Music majors may take up to eight semesters of applied music.
  - Four semesters must be taken in one area (voice, piano, specific instrument), and those four semester grades are used for the music major Degree Tracker.
  - Students are encouraged to take all eight semesters in the same area. However, in the spirit of the liberal arts curricula, it is understood that students may wish to explore other applied music areas, and are allowed four credits for that purpose.
  - Music majors who reach eight semesters of lessons and wish to take more may pay for these through the “non-credit” lesson option provided by the Music and Dance Department.
- Performance Recitals
  - There is no recital requirement for graduation in the music major, but students are encouraged to participate often in some type of solo recital during their education.
  - There are five types of recitals available for students:
    - The Applied Music Open Recital (AMOR) is open to any student whose applied teacher feels they are ready to perform. Students are required to perform in recitals as part of their applied music study each semester.
    - The Honors Applied Recital is intended only for those students who have demonstrated exceptional work in their applied studio as determined by their applied instructor. Students will be nominated to perform in this recital, which will occur mid-way through the spring semester, by their applied instructor. All students in applied lessons are eligible to be nominated regardless of level of study, but the nominated student must have performed at least once in an AMOR during the current academic year.
    - The 400-level Applied Music Recital is only for those students registered in MUS 441, MUS 446, MUS 451, or MUS 461. This recital is not required, but rather is an option and the decision to undertake this performance will be determined by the applied music instructor. This recital must be no more than 30 minutes in length and will be scheduled during one of the 11 AM, Community Time AMOR’s. Students must prepare music, in accordance to the guidelines set forth by their Applied Music Instructor and a printed program. The student is responsible for all details and related costs including scheduling, rehearsals,

- programs, invitations, accompaniment needs, etc. that are necessary for a recital project.
    - The Senior “Half” Recital is described below under “Senior Seminar and Capstone Course” information
    - The Senior “Full” Recital is described below under “Senior Seminar and Capstone Course” information.
- Student Jury Assessment: with formalized assessment rubrics
  - All music majors who undertake applied music study in a given semester are required to perform a jury during that semester.
  - Juries are performed in front of a panel of music faculty that may include the student’s applied music instructor. These faculty complete comment sheets, and include recommended grades for the jury, that are placed in the student’s permanent file. The applied music instructor may take into consideration the student’s jury performance and comments from faculty when figuring final grades.
  - Also, typically after each full year of study on one instrument, a determination will be made as to whether or not a student will advance to the next applied level.
  - A student who fails to take a jury for ANY reason will receive an Incomplete for the semester and must make up the jury.
- Sophomore Review
  - Students who have reached “sophomore standing” in their music major study are required to attend a sophomore review with a panel of music faculty (Sophomore Standing means that the student may have completed at least MUS 111N Seminar I, MUS 132N & MUS 232N Music Theory I & II, MUS 270 Music History and Literature to 1780, two applied lessons, two juries, and has participated in at least two ensembles).
  - During the semester of the review, the student should be enrolled in MUS 332 Music Theory III, MUS 271 Music History and Literature 1780-1914, applied lessons, and ensembles.
  - At the meeting, the faculty and each individual student will review and discuss the student’s academic progress.
  - A determination is made about the advisability of the student’s continuation as a music major at the conclusion of the review.
- Piano Proficiency Exam
  - Every music major MUST pass a Piano Proficiency Examination prior to graduation with a Bachelor of Arts in Music. It is HIGHLY RECOMMENDED that students complete this requirement prior to achieving 90 credits towards their degree.
  - The Piano Proficiency exam is broken down into four areas: technique (major/minor scales and arpeggios), harmonization (chord progressions and chordal accompaniment to simple tunes), sight-reading (two independent lines and a melody with chordal accompaniment), and repertoire (two contrasting pieces from My Favorite Classics by Brimhall).
  - Students may take the entire exam all at one time, or the exam may be broken up into no more than four parts. Students must take a complete section of the exam each time (i.e., all of the techniques portion of the exam).
  - Students may take the Piano Proficiency Exam as often as necessary in order to pass.
  - To prepare for the Piano Proficiency Examination, the Music Department faculty recommends that students take MUS 115 Piano Proficiency. This class is specifically designed for music majors working towards the proficiency exam.



- Students studying piano as an applied instrument will be required to take the piano proficiency exam prior to enrolling in applied lessons.
- Senior Seminar and the Capstone Course: consists of a research project and performance recitals
  - All students enrolled in MUS 511N Seminar II for Music Majors are required to create a senior project. The project can take many forms. Some students choose to perform recitals (explained below). Some students choose to do research projects. Others have created compositions. There are no limits to what a senior project can be, but it should reflect your growth as a musician and help you prepare for your next step.
  - Some projects may take more than one semester to develop. Make sure to discuss your ideas with your advisor and the instructor of MUS 511N before you start working on them.
  - All projects have both a written component as well as a presentation component. Details of these components will be determined by the instructor of MUS 511N and depend on the nature of the project
  - Recital Options for Capstone:
    - The first type of recital is a “half” senior recital done to partially fulfill the requirements for MUS 511N.
      - This recital is 30 minutes of music in length and is typically scheduled during the spring semester.
      - The student who wishes to perform a half recital must be enrolled in both MUS 511N and applied lessons at either the 400- or 500-level during their recital semester.
      - The student’s applied teacher will determine recital requirements.
      - The student is responsible for all details and related costs including scheduling, rehearsals, programs, invitations, accompaniment needs, etc. that are necessary for a recital project.
    - The second recital option for seniors is a “full” senior recital.
      - This recital is approximately one hour (of music) in length and typically scheduled during the semester the student is enrolled in MUS 511N.
      - Requirements for this recital include a Directed Study (MUS 500) one semester prior to the recital semester. This directed study must be done with a member of the full time faculty and will be used to prepare and do research in anticipation of the recital.
      - The student must be enrolled in applied lessons during both the Directed Study semester and the recital semester.
      - During the recital semester, the student must be enrolled in the Recital level of applied music (MUS 541, MUS 546, MUS 551, or MUS 561).
      - The student’s applied teacher will determine recital requirements.
      - There is a required faculty preview to be scheduled and performed at least three weeks prior to the recital date. All planned recital repertoire must be fully prepared and ready at this preview. Any un- or under-prepared repertoire will be removed from the recital program by the faculty panel, and this may in turn shorten the program too much, leading to cancellation of the recital and possibly jeopardizing the student’s MUS 511 final grade and anticipated graduation.

- This faculty panel will determine whether the student is sufficiently prepared for his/her recital. If the faculty determines that a student is not adequately prepared, the student will not be allowed to perform his/her recital and an alternate project must be done in order to complete the requirements for MUS 511N.
- The student is responsible for all details and related costs including scheduling, rehearsals, invitations, accompaniment needs, programs, etc. that are necessary for a recital project.

### Departmental/Programmatic-Level Assessment

The Music Department's curricular goals include assessment of four major areas; Musicianship, Performance, Technology and Synthesis. Each of these areas has specific outcomes for the courses taught within that area. Programmatic review occurs on a consistent basis through faculty meetings, student evaluations and discussions of student work, and end of the semester faculty retreats. The department uses acquired assessment data from the mechanisms mentioned above to create and revise policies and make curricular decisions

### Curricular Goals

- Musicianship (typically Theory, Ear Training and History courses)
  - Course will help develop the ability to hear, identify, and work conceptually with the elements of music—rhythm, melody, harmony, and structure
  - Course will foster an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces
  - Course will foster an awareness of a wide selection of musical literature, the principle eras, genres, and cultural sources
  - Course will help students develop the ability to make and defend musical judgments
- Performance (typically applied and ensemble courses)
  - Course will help students development their ability in performing areas appropriate to their needs and interests
  - Course will help students develop the ability to sight-read
  - Course will help students develop the ability to improvise
  - Course will help students begin to understand the procedures for realizing a variety of musical styles
  - Course will give students experience in small/large ensemble (or solo) performance
- Technology
  - Course will foster an understanding of how technology serves the field of music as a whole
  - Course will develop the students' working knowledge of technological developments applicable to their interests and needs
- Synthesis
  - Course will encourage students to work independently on a variety of musical problems by combining their capabilities in musicianship, performance, and technology
  - Course will allow students to begin acquiring the tools to work with a varied repertory, including music from various cultures of the world and music of their own time
  - Course will foster the development of students' understanding of basic interrelationships and interdependencies among the various professions and activities that constitute the music industry

The Music department is in the process of gathering information and data for their next accreditation cycle (report being prepared in AY2015-16). As part of their review the department will begin the process of curricular mapping to determine exactly which student outcomes and competencies are being met in each course. The department does not have a formalized way to keep track of the assessment data it collects and use it for long-term programmatic review.

**Salem State University**  
**Music Major Audition**  
(Faculty Recommendation/Comment Sheet)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**PERFORMANCE** (Tone Quality, Musicality, Intonation, Rhythm/Pitch Accuracy, Performance Style, Presentation):  
**PREPARED PIECE (S)**

**SCALES**

**SIGHT-READING**

Pitch

Rhythm

**INTERVIEW:**

**MUSIC THEORY PLACEMENT EXAM RECOMMENDED PLACEMENT**

\_\_\_\_\_

**ESSAY:**

**POTENTIAL FOR COLLEGE MUSIC STUDY:**

**ADDITIONAL COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RECOMMENDED STATUS** \_\_\_\_\_

**FACULTY SIGNATURE** \_\_\_\_\_

05/2012

### Salem State College Music Department Audition Rubric

	5	4	3	2	1
Tone Quality/Production	Superior Tone quality—tone is consistent, uniform and well controlled	Excellent tone most of the time—tone problems infrequent—occasional lapses in tone in extreme ranges	Overall good tone quality with some harshness/distortion at extended ranges/dynamics—some tonal inconsistencies.	Basic understanding of good tone but sometimes out of control at extreme volumes and registers—needs further development.	Lack of understanding of good tone—poor quality in all ranges/registers
Musicality (phrasing, dynamics, articulation)	Very musical performance. Displays high level of musicality	Musical performance—displays some musicality	Musicality is present but lacks true expressiveness	Minimal attempt at musicality—demonstrates rudimentary understanding of musical performance	Demonstrates no musicality
Intonation	Performance in tune in all ranges and dynamics	Occasional intonation problems perhaps due to range or dynamic extremes	Good intonation but inconsistent—some attempts made to correct problems	Performance somewhat in tune—little attempt made to correct errors	Lack of tonal center—poor intonation
Rhythmic Accuracy	Rhythms accurate throughout	Rhythms accurate most of the time	Rhythms accurate some of the time	Rhythms seldom accurate	No accuracy—lack of internal pulse
Pitch Accuracy	Pitch accurate throughout	Pitch accurate most of the time	Pitch accurate some of the time	Pitch seldom accurate	No accuracy—little sense of tonal center
Performance Style	Performance is stylistically accurate throughout.	Performance is stylistically accurate most of the time.	Some attempt is made for a stylistic performance.	Little stylistic interpretation. Minimal attempt made.	Performance is stylistically incorrect.
Presentation	Performance is confident and poised—performer's overall presentation is appropriate	Performance is mostly confident—performer's presentation is mostly appropriate	Performance is somewhat confident—performer's presentation is somewhat appropriate	Performance not very confident—presentation betrays lack of understanding of expectations	Performance very insecure—presentation not appropriate to circumstances
Potential for College Music Study	Candidate demonstrates strong potential for college music study	Candidate demonstrates potential for college music study	Candidate demonstrates some potential for college music study	Candidate demonstrates little potential for college music study	Candidate does not demonstrate potential for college music study

**Salem State University Music Department  
Standards for Applied Voice**


**Suggested technique, etudes, and repertoire (or equivalent)**


Course	Diction, Communication & Language				Repertoire	Performance (Required Each Semester)
	Presentation	Vocal Technique	Artistry/Musicianship			
MUS 151	-Professional, open body posture, engaged focus, -Music is memorized	-Consonants and vowels are clear & understandable -A variety of languages is presented -Foreign language text word-for-word	-Demonstrates adequate breath management/support -Development of a stable technique (range/register transitions, dynamic control, tone quality, etc.) -Development of healthy vocal habits	-Performs accurate notes, rhythms, dynamics, & intonation appropriate for student's skill level	-Performs a variety of works and styles, chosen largely from the classical repertoire, demonstrating a diversity of styles, periods, types, languages, and composers	-2 pieces at Jury -Participation in relevant ensemble (s)
MUS 251	-Incorporates multiple focuses and simple gestures -Music is memorized	-Effective communication of literary ideas to the audience -A variety of languages is presented -Foreign language text word-for-word	-Demonstrates a clear and consistent tone quality -Continued development of a stable technique -Fundamental development of flexibility (range/register transitions, dynamic control, tone quality, etc.) -Development of healthy vocal habits	-Demonstration of expressive phrasing -Performs accurate notes, rhythms, dynamics, & intonation appropriate for student's skill level	-Performs a variety of works and styles, chosen largely from the classical repertoire, demonstrating a diversity of styles, periods, types, languages, and composers	-2 pieces at Jury -One performance in addition to the jury -Participation in relevant ensemble (s)
MUS 351	-Incorporates gestures and focuses when appropriate -Music is memorized	-Effective communication of emotional qualities -A variety of languages is presented -Foreign language text word-for-word	-Demonstrates legato and sostenuto with dynamic variety -Continued development of stability and flexibility of technique appropriate to his/her skill level (range/register transitions, dynamic control, tone quality, etc.) -Presents healthy vocal habits	-Performs multiple styles effectively -Performs accurate notes, rhythms, dynamics, & intonation appropriate for student's skill level	-Performs a variety of works and styles, chosen largely from the classical repertoire, demonstrating a diversity of styles, periods, types, languages, and composers	-2 pieces at Jury -One performance in addition to the jury -Participation in relevant ensemble (s)
MUS 451	-Uses body gesture as well as face to communicate text when appropriate -Music is memorized	-Effective performance of both "eye contact" and "4 <sup>th</sup> wall" settings -A variety of languages is presented -Foreign language text word-for-word	-Demonstrates skill with tonal color -Continued development of a stability and flexibility of technique appropriate to his/her skill level (range/register transitions, dynamic control, tone quality, etc.) -Presents healthy vocal habits	-Performs with sensitive interpretation and effective collaboration with accompanist -Performs accurate notes, rhythms, dynamics, & intonation appropriate for student's skill level	-Performs a variety of works and styles, chosen largely from the classical repertoire, demonstrating a diversity of styles, periods, types, languages, and composers	-2 pieces at Jury -One performance in addition to the jury -Participation in relevant ensemble (s) -Half Recital (2nd semester of study at this level)—Optional

Full Recital: Preparation for a full recital requires at least two semesters. Students need to enroll in MUS 451 Applied Voice IV AND MUS 500 Independent Study in the first semester; then, MUS 551 Applied Voice—Recital AND MUS 511N Seminar for Music Majors II in the second semester. All literature selected for the recital will come largely from the classical repertoire and must be approved by the Applied Instructor and the Faculty Preview panel.


Appendix 10: EMSL Learning Outcomes


**SSU Strategic Plan Goals EMSL Divisional Goals**


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Career Services	Career Services appointment survey: SLO's were based on the presentation topic and each of the 7 topics had different learning outcomes.		X					X		X	
Career Services	Classroom presentations assessment: SLO's were based on the presentation topic and each of the 7 topics had different learning outcomes.		X					X		X	
Counseling & Health Services	Through psychotherapy, to increase skills in the following: problem solving/coping; understanding of identity/identities; interpersonal relationships; confidence/self-esteem building; academic performance		X	X		X	X	X		X	X
Counseling & Health Services	Students will be able to identify the effect of tobacco and/or smoking on their health and finances.		X				X	X		X	X


Department or Program	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Counseling & Health Services	Students will be able to identify smoking cessation options available to smokers to help them quit smoking.		X				X	X		X	X
Counseling & Health Services	Students will be able to identify the services available through CHS to help them quit smoking.		X				X	X		X	X
Enrollment Management	Students will gain knowledge of campus contacts that can help address transitional challenges and low institution goal and/or commitment.	X			X		X	X	X		
Enrollment Management	Students will be able to recognize gaps between their behavior and their desired outcomes.	X			X		X	X	X		
Enrollment Management	Students will be able to understand elements which impact their social and academic success.	X			X		X	X	X		




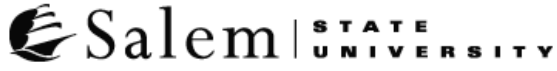
<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life</b> <b>Learning Outcomes Mapping</b>  <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Orientation	As a result of the icebreaker activities, students will be able to remember the name of six of the students in their group.	X	X			X		X	X		
Orientation	As a result of participating in this session, students will be able to name one strength of their leadership style that they learned through the True Colors activity.	X	X			X		X		X	
Orientation	Students will be able to identify three goals for them to achieve in the fall semester.	X	X					X		X	
Orientation	Students will be able to identify two offices/services available on North campus.	X	X				X	X			X
Orientation	Students will be able to identify two offices/services available on Central campus.	X	X				X	X			X
Orientation	Students will be able to identify two offices/services available on South campus.	X	X				X	X			X
Orientation	Students will be able to name three issues they may encounter as a new student during their transition that they learned about during Orientation.	X	X				X	X	X		X


Department or Program	 <p><b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b></p> <p><b>Learning Outcomes</b></p>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Orientation	Students will be able to identify two ways that they can assist in their own transition to Salem State.	X	X		X			X		X	
Orientation	Students will be able to name three campus offices that provide support services to students and would be able to help students with an issue related to their transition to Salem State.	X	X		X		X	X	X		X
Orientation	Students will be able to identify the 3 elements of the legal definition of rape.	X	X				X	X		X	
Orientation	Students will be able to name one way that bystanders can intervene to reduce a person's vulnerability.	X	X			X	X	X	X	X	
Registrar	As a result of educational and information efforts, students will understand that they should not re-take classes for which they have previously transferred in credit and should drop the class.	X			X						X
Residence Life	Students will be able to form positive relationships with student leaders.	X	X					X		X	


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life</b> <b>Learning Outcomes Mapping</b>  <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Residence Life	Students will be able to share their voice and opinions.	X	X					X		X	
Residence Life	Students will be able to engage with faculty/staff both inside and outside the classroom.	X	X					X		X	
Residence Life	Students will be able to demonstrate a sense of belonging to one's residential community and Salem State.	X	X					X		X	
Residence Life	Students are able to report learning that occurred as a result of living in the residence halls	X			X			X	X		
Residence Life	Students will be able to share their voice and opinions.	X			X			X	X		
Residence Life	Students will be able to demonstrate a sense of belonging to one's residential community and Salem State.	X			X			X	X		

<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Social Media	EMSL departments will be able to identify and use at least 2 metrics to measure student engagement with their social media sites as a result of training and information provided to EMSL staff.				X		X		X	X	
Social Media	As a result of training and resources provided, the EMSL staff will to adopt at least 3 best practices as identified by the EMSL Social Media Team by the end of the academic year.		X		X		X	X	X	X	X
Student Involvement	Leadership Conference attendees will list two of the seven C's from the Social Change model.		X					X	X		
Student Involvement	Leadership Conference attendees will be able to describe a component of the Social Change model.		X					X	X		
Student Involvement	Leadership conference attendees will list two of the seven C's from the Social Change model.		X					X	X		
Student Involvement	Leadership conference attendees will be able to describe a component of the Social Change model.		X					X	X		


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Student Involvement	Leadership conference attendees will be able to communicate an impact that they can make either locally or globally.		X					X	X		
Student Involvement	Leadership conference attendees will learn how to combine efforts to reach a common goal.		X					X	X		
Veterans' Affairs	Participants will gain a general understanding of concussion and traumatic brain injury.	X	X		X			X	X		
Veterans' Affairs	Participants will gain a general understanding of combat-related brain injuries and the effects	X	X		X			X	X		
Veterans' Affairs	Participants will be able to identify academic accommodations for students in recovery.	X	X		X			X	X		
Veterans' Affairs	At the conclusion of the symposium, participants will be able to identify community resources available to assist students with TBI	X	X		X			X	X		
Veterans' Affairs	Participants will be able to identify at least three different departments/offices on campus that can assist with transitioning to the university.	X	X		X	X		X	X		X


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Veterans' Affairs	Participants will be able to connect and speak with specific people they needed to talk to most during the program.	X	X		X	X		X	X		X
Veterans' Affairs	Participants will be able to identify at least one other student veteran/alumni.	X	X		X	X		X	X		X
Veterans' Affairs	Participants will feel ready to begin their career at Salem State at the conclusion of the program.	X	X		X	X		X	X		X
Admissions Operations	To determine the impact of Parchment services on the completion of first year application files.				X		X			X	X
Admissions Operations	To determine resources required due to frequency change in files completed.				X					X	X
Bursar	To encourage as many students to sign up for direct deposits				X		X			X	X
Bursar	As a result of students changing from paper checks to direct deposits the university will save money on check stock, envelopes and mailing costs				X					X	X


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Bursar	To see if the amount of direct deposits are increasing				X					X	X
Bursar	As a result of tracking interactions we will identify main issues students have for the SNC training purposes.						X			X	X
Bursar	As a result of tracking interactions we will determine what areas we can better communicate to the student.						X			X	X
Bursar	As a result of tracking interactions we can estimate the amount of phone calls and foot traffic.									X	X
Counseling & Health Services	To provide highly rated quality health and mental health care to SSU students. We are committed to ongoing professional development and a commitment to best practices and evidence-based practice.		X	X		X				X	X


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life</b> <b>Learning Outcomes Mapping</b>  <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Counseling & Health Services	To provide timely routine and urgent care to SSU students. For health...the goal is to be seen same day or next day. For counseling...the goal being [seen] within a week of initial contact.		X	X		X				X	X
Enrollment Management	Faculty and staff will have the ability to identify at-risk students.	X			X		X	X	X		
Enrollment Management	Faculty and staff will have the ability to coordinate interventions.	X			X		X	X	X		
Registrar	As a result of a variety of communication efforts, students will know that they need to choose a gen. education option (old core vs. transition model) in Navigator by the specified deadline or it will be selected for them.	X			X						X
Registrar	Students will have enough info to be satisfied with their choice (assessed by communicating with those who change their minds).	X			X						X

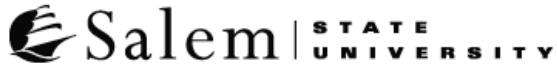


<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Social Media	Three new “generic” social media outlets will be created and promoted to support divisional programs and services.		X		X		X	X	X		X
Social Media	Every EMSL department will use, access or maintain multiple social media platforms to engage students 3-5 times a week by the end of the academic year.		X		X		X	X	X	X	X
Social Media	Training and resources will be made available by the Assistant Dean to EMSL staff to learn best practices in maximizing the use of social media and to learn about new social media sites.				X		X		X	X	
Student Advocacy	To assess baseline traffic #'s in new location.		X								X
Student Advocacy	Gain more in-depth knowledge of challenges causing barriers to retention and graduation.		X								X
Student Advocacy	Through the survey we will determine the level of need related to hunger on campus.		X						X		

<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Student Advocacy	To gain insight into what services students would utilize related to food insufficiency (on and off campus).		X						X		
Student Conduct	If the student felt they had received clear communication about the charge(s) made against them.		X					X			
Student Conduct	If the student felt they were dealt with in a fair and impartial manner.		X					X			
Student Conduct	If the student felt the meeting with the hearing officer was a valuable educational experience for them.		X					X			
Student Conduct	For the student who brought charges, if they felt their case was handled in a timely manner.		X					X			
Counseling & Health Services	Collection of carbon monoxide (CO) levels in the breadth of smokers on campus, to calculate a baseline range and average for our students.		X					X	X	X	X

<b>Department or Program</b>	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Counseling & Health Services	Distribution of Quit-Kits (tracking number of kits distributed).		X					X		X	X
Counseling & Health Services	Enrollment of smokers in Quit Works (tracking number of kits distributed).		X					X		X	X
Counseling & Health Services	Education of CHS staff and nursing trainee on the CO measurement device (Smokerlyzer).		X					X		X	X
Diversity & Multicultural Affairs	To encourage students to volunteer time and attention to civic engagement projects in the local community.		X	X				X	X		
Diversity & Multicultural Affairs	To provide dialogue and education about issues of poverty and social justice.		X	X				X	X		
Diversity & Multicultural Affairs	To foster collaboration between D&MA and residential students, staff partners and Office of Residential Life		X	X				X	X		

Department or Program	 <b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b> <b>Learning Outcomes</b>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Diversity & Multicultural Affairs	To encourage attendance at D&MA programs		X	X				X	X		
Enrollment Management	Upon completion of Registration Prep, a student will be able to register without any registration barriers.	X	X				X	X		X	X
Enrollment Management	Students will be able to improve their ability to succeed in college by realigning behaviors with grade expectations and focusing on elements of academic excellence.	X			X		X	X	X		
Enrollment Management	Students will gain insights about themselves through social norming.	X			X		X	X	X		
Social Media	Based on the metrics identified by each department, engagement with students through social media will measurably increase for each department over the academic year.		X		X		X	X	X	X	X

Department or Program	 <p><b>Division of Enrollment Management and Student Life Learning Outcomes Mapping</b></p> <p><b>Learning Outcomes</b></p>	Provide distinguished academic programs and innovative educational experiences	Advance students' intellectual, personal and professional growth	Promote civic engagement, social justice and connection to place	Position the university to meet the challenges and opportunities of the future	Embrace Benefits of Diversity and Inclusion	Implementing Effective Communication Strategies	Increasing Co-curricular Education and Programs	Advancing a Culture of Collaboration	Assessment and Continuous Improvement	Facilitate business of being a student
Social Media	Based upon training and resources provided to EMSL staff, as well as collaborating with other departments, the EMSL Social Media Team will identify 8-10 best practices to enhance student engagement with social media sites.		X		X		X		X	X	
Student Involvement	Leadership Institute attendees will be able to communicate an impact that they can make either locally or globally.		X					X	X		
Student Involvement	Leadership Institute attendees will learn how to combine efforts to reach a common goal.		X					X	X		

# Appendix 11: Infrastructure: Support Systems and Support Personnel

## University Infrastructure Assessment Rubrics

### Support Systems

Assessment Plan 2015-2020  Support Systems by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<p><a href="#">S1</a>: Support System: assessment data collection and storage (faculty-targeted system to collect assessment data and store it for analysis)</p>	<p><b>3-4</b></p> <p>ISSC<sup>4</sup> established to facilitate and subsequently monitor the effectiveness of the technological and personnel aspects of the assessment system's various infrastructure support systems.</p> <p>ISSC meets biweekly throughout the calendar year.</p> <p>By the end of the Fall semester ISSC identifies and recommends 1 to 3 DCSS<sup>5</sup> for university wide use.</p> <p>ISSC issues guidelines to rubric developers regarding constraints on rubric design and data entry.</p>	<p><b>4</b></p> <p>At least one DCSS is operational with relevant rubrics data capture components for artifacts in place. For Departments/Programs that are ready, faculty and students are trained on how to use the system and begin to enter artifacts and rubric ratings during Fall 2016 semester.</p> <p>ISSC reviews and if appropriate modifies rubric design and data entry guidelines</p> <p>ISSC meets biweekly throughout the calendar year.</p>	<p><b>5</b></p> <p>ISSC reviews the initial roll out of the DCSSs and if appropriate makes recommendations for modifications in setup and/or training.</p> <p>Ongoing training of DCSS users.</p> <p>ISSC reviews and if appropriate modifies rubric design and data entry guidelines.</p> <p>ISSC meets monthly throughout the calendar year.</p>	<p><b>6</b></p> <p>ISSC reviews the DCSSs and if appropriate makes recommendations for modifications in setup and/or training.</p> <p>Ongoing training of DCSS users.</p> <p>ISSC reviews and if appropriate modifies rubric design and data entry guidelines</p> <p>ISSC reviews and makes recommendations regarding the ongoing use of the DCSS(es) (replacement and/or consolidation).</p> <p>ISSC meets monthly throughout the calendar year.</p>	<p><b>6</b></p> <p>ISSC reviews the DCSSs and if appropriate makes recommendations for modifications in setup and/or training.</p> <p>Ongoing training of DCSS users.</p> <p>ISSC reviews and if appropriate modifies rubric design and data entry guidelines</p> <p>ISSC reviews and makes recommendations regarding the ongoing use of the DCSS(es) (replacement and/or consolidation).</p> <p>ISSC meets monthly throughout the calendar year.</p>

<sup>4</sup> ISSC: A proposed ad hoc Infrastructure Support System Committee composed of faculty, Enrollment Management Systems, ITS and Registrar's Office personnel

<sup>5</sup> DCSS: Data Capture and Storage Systems, e.g., Canvas, PeopleSoft, LiveText, Academic Effect, etc.

Assessment Plan 2015-2020	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
Support Systems by Year					
<b>S2:</b> Support System: access to Data Warehouse (PeopleSoft Annex) (system to allow access to student academic and descriptive data)	<p><b>2-3</b></p> <p>ISSC<sup>4</sup> reviews current policies and training needs regarding access to the Data Warehouse.</p> <p>ISSC reviews current extraction protocols for student assessment data and develops guidelines for future extraction from the various DCSSs</p> <p>ISSC identifies resources needed to implement and sustain datasets that enable FERPA-safe data usage.</p> <p>ISSC establishes standards for data correctness and data validation, recommends practices for identifying and remediating incorrect and/or invalid data.</p> <p>Datasets implemented and tested on a pilot basis by Spring semester.</p>	<p><b>3-4</b></p> <p>DCSS<sup>5</sup> extraction systems for rubric ratings are implemented with training provided to pilot users.</p> <p>DSCCs for extraction of artifacts are piloted by a small number of pilot users.</p> <p>Data Warehouse users (from each Department/Program?) are identified and trained to identify and remediate incorrect / invalid data.</p> <p>Feedback from pilot users and Data Warehouse users provided to ISSC for review and potential action specification.</p> <p>ISSC reviews standards for data correctness and data validation, reviews practices for identifying and remediating incorrect and/or invalid data.</p>	<p><b>4-5</b></p> <p>DCSS extraction systems for both rubric ratings and artifacts fully operational. ISSC reviews their use and as appropriate makes recommendations for modifications.</p> <p>Recommended modifications for extraction procedures are implemented by the end of the semester.</p> <p>Ongoing training of Data Warehouse users to identify and remediate incorrect / invalid data.</p> <p>Feedback from extraction system and Data Warehouse users provided to ISSC for review and potential action specification.</p> <p>ISSC reviews standards for data correctness and data validation, reviews practices for identifying and remediating incorrect and/or invalid data.</p>	<p><b>5</b></p> <p>DCSS extraction systems for both rubric ratings and artifacts fully operational.</p> <p>Training procedures modified as necessary.</p> <p>Data Warehouse users routinely identify and remediate incorrect / invalid data.</p> <p>ISSC reviews standards for data correctness and data validation, reviews practices for identifying and remediating incorrect and/or invalid data.</p>	<p><b>6</b></p> <p>DCSS extraction systems for both rubric ratings and artifacts fully operational.</p> <p>Training procedures modified as necessary.</p> <p>Data Warehouse users routinely identify and remediate incorrect / invalid data.</p> <p>ISSC reviews standards for data correctness and data validation, reviews practices for identifying and remediating incorrect and/or invalid data.</p>

Assessment Plan 2015-2020	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
Support Systems by Year					
<b>S3:</b> Support System: data extraction dashboard (assessment data ↔ warehouse data → input to reporting system) (faculty-targeted system to allow extraction of specific data fields to be used in analysis)	<p><b>3</b></p> <p>ISSC<sup>4</sup> reviews existing dashboard software systems available on campus and commercially from at least three perspectives:            (1) Implementation and ongoing operational considerations;            (2) Users' (students, faculty, administrators, etc.) needs; and            (3) The types of data and formats used to display data. Data may include rubric ratings, demographic information, and artifact characteristics at varying levels of granularity.</p> <p>ISSC makes initial recommendations for dashboard design(s)</p>	<p><b>3-4</b></p> <p>Dashboards are implemented on a pilot basis using whatever data may be available.</p> <p>Pilot users are trained to use the implemented dashboards and provide feedback to dashboard implementers and to ISSC.</p> <p>Refinements in the dashboards are made as needed.</p>	<p><b>4-5</b></p> <p>Enhanced dashboards are implemented.</p> <p>Core users are trained to use the enhanced dashboards.</p> <p>ISSC reviews dashboard usage and resulting affects, recommends refinements in the dashboards if appropriate. Suggested refinements are implemented by the end of the semester.</p>	<p><b>5-6</b></p> <p>Ongoing training and use of the dashboards.</p> <p>ISSC reviews dashboard usage and resulting affects, recommends refinements in the dashboards if appropriate. Suggested refinements are implemented by the end of the subsequent semester.</p>	<p><b>5-6</b></p> <p>Ongoing training and use of the dashboards.</p> <p>ISSC reviews dashboard usage and resulting affects, recommends refinements in the dashboards if appropriate. Suggested refinements are implemented by the end of the subsequent semester.</p>



Assessment Plan 2015-2020	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
Support Systems by Year					
<b>S4:</b> Support System: report generation (faculty-targeted system to accept extracted data, apply a variety of analysis tools, and generate generic <i>customizable</i> reports)	<p><b>2-3</b></p> <p>ISSC<sup>4</sup> reviews current reports available via PeopleSoft, Canvas, and the Data Warehouse along with assessment reports from other institutions. In addition to reviewing documents, the ISSC conducts focused surveys/interviews with stake-holding groups as to the kinds of analytic reports they think will be necessary.</p> <p>ISSC makes recommendations for a core set of reports (basic and analytic) and reporting formats.</p>	<p><b>3-4</b></p> <p>Basic reports are “rolled out” on an ongoing basis throughout the year.</p> <p>Pilot users of analytic reports give feedback to ISSC and any ISSC-recommended changes are implemented.</p> <p>ISSC coordinates the development of protocols for reviewing artifacts and ensuring high levels of inter-rater reliability for rubric ratings.</p>	<p><b>4 -5</b></p> <p>Users are trained to access reports and to interpret reports.</p> <p>Enhanced analytic reports are developed and piloted.</p> <p>Based on user feedback, revisions and enhancements to basic and piloted analytic reports are made as needed.</p> <p>Artifact review guidelines and inter-rater reliability protocols are piloted with feedback provided to the ISSC. Protocols and guidelines for artifact review are revised as needed.</p>	<p><b>5</b></p> <p>On-going users training to access reports and to interpret reports</p> <p>Based on user feedback, revisions and enhancements to basic and analytic reports are made as needed.</p> <p>Ongoing training of students and faculty to use the artifact review protocols and guidelines is provided. ISSC makes changes as needed.</p>	<p><b>6</b></p> <p>Routine training and use of the reports by all stakeholders.</p> <p>Based on user feedback, revisions and enhancements to basic and analytic reports are made as needed.</p> <p>Ongoing training of students and faculty to use the artifact review protocols and guidelines is provided. ISSC makes changes as needed.</p>

Support Personnel

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<p><a href="#">P1</a>: Support Personnel: Vice Provost for Institutional Effectiveness, Planning, and Assessment (Executive Director of Institutional Research)</p>	<p>4-5</p> <p>Job description revised to include responsibility for overseeing the development and ongoing operation of the assessment system VP for IEP &amp;A hired by January 1, 2016 VP-IEP&amp;A Chairs the ISSC</p>	<p>5</p> <p>By September 1, 2016, the VP -IEP&amp;A reorganizes office to address the evolving assessment system analytical needs. VP-IEP&amp;A continues to Chair the ISSC Works with the Provost, other VPs, and Deans to articulate the design of the Institutional level assessment efforts.</p>	<p>6</p> <p>VP-IEP&amp;A continues to Chair the ISSC Works with the IEP&amp;A staff to implement the institutional level assessment plan.</p>	<p>6</p> <p>VP-IEP&amp;A continues to Chair the ISSC Works with the IEP&amp;A staff to refine reports and analyses for the institutional level assessment plan based on feedback from stakeholders.</p>	<p>6</p> <p>VP-IEP&amp;A continues to Chair the ISSC Continues to work with the IEP&amp;A staff to refine reports and analyses for the institutional level assessment plan based on feedback from stakeholders.</p>

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">P2</a> : Support Personnel: Assessment Directors	2-3  Job Description and reporting structure for Assessment Directors is developed.  One Assessment Director is hired by April 1, 2016  Participate in the ISSC  Begin to work with Deans and Chairs to identify types and timing of reports needed  Work with selected Programs to produce basic status reports on SLOs.  Work with consultants as needed.	3-4  Continue to participate in the ISSC  Work with Deans and Chairs to identify and formulate reports for planning and status reporting for SLOs  Work with the ADQRA, ITS, and Office of the Registrar to refine reports needed by Departments and Programs.  Work with consultants as needed.	3-4  Continue to participate in the ISSC  Produce planning and status reports (tabular and narrative) at the School / College level and tabular reports for Departments and Programs.  Work with Chairs and Assessment Fellows to utilize the reports for planning purposes.  Work with stakeholders to identify refinements or new reports that may be needed to facilitate analysis and planning.  Continue working to refine reports needed by Departments and Programs.  Work with consultants as needed.	5  Discussions with Deans regarding the possible need for one-or two additional Assessment Directors.  Continue to participate in the ISSC  Refine planning and status reports at all levels, continue working with Chairs and Assessment Fellows to utilize the reports for planning purposes.  Continue working with stakeholders to refine reports needed to facilitate analysis and planning  Continue working to refine reports needed by Departments and Programs.  Work with consultants as needed.	15  If needed, hire additional Assessment Director(s) by December 1, 2019  Continue to participate in the ISSC  Refine planning and status reports at all levels, continue working with Chairs and Assessment Fellows to utilize the reports for planning purposes.  Continue working with stakeholders to refine reports needed to facilitate analysis and planning  Continue working to refine reports needed by Departments and Programs.  Assume responsibility from Faculty Fellows for training new Chairs and faculty on effective assessment practices.  Work with consultants as needed.

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">P3</a> : Support Personnel: Assessment Data Quality and Reporting Analyst (ADQRA)	2-3  Job Description and reporting structure for ADQRA defined. ADQRA is hired by April 1, 2016 Participate in the ISSC Begin review the current status of the various data collection and reporting systems both at the central level and within Colleges/Schools and Departments.	3-4  Role and responsibility of the ADQRA is reviewed by the Provost and revised if necessary. Participate in the ISSC Complete review the current status of the various data collection and reporting systems both at the central level and within Colleges/Schools and Departments and present findings to the ISSC Begin working with ITS, Office of the Registrar and the Assessment Director to identify and refine data sources needed for status and planning reporting. Produce initial set of core reports that can be used at the Department/Program level for status reporting and planning. Work with consultants as needed.	4-5  Role and responsibility of the ADQRA is reviewed by the Provost and revised if necessary. Discussions with Deans regarding the possible need for an additional ADQRA. Continue to participate in the ISSC Continue working to identify and refine data sources needed for status and planning reporting. Add to set of core reports that can be used at the Department / Program level. Produce initial set of core reports that can be used at the College / School level for status reporting and planning. Work with consultants as needed.	5  Role and responsibility of the ADQRA is reviewed by the Provost and revised if necessary. If needed, one additional ADQRA is hired by December 1, 2018 Discussions with Deans regarding the possible need for an additional ADQRA. Continue to participate in the ISSC Continue working to identify and refine data sources needed for status and planning reporting. Refine / enhance core reports to be used at the Department / Program level and at the College/School level for status reporting and planning. Produce ad hoc reports as needed. Work with consultants as needed.	6  Role and responsibility of the ADQRA is reviewed by the Provost and revised if necessary. If needed, one additional ADQRA is hired by December 1, 2019 Continue to participate in the ISSC Continue working to identify and refine data sources needed for status and planning reporting. Refine / enhance core reports used at the Department / Program level and at the College/School level for status reporting and planning. Produce ad hoc reports as needed. Work with consultants as needed.

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<p><a href="#">P4</a>: Support Personnel:</p> <p>Faculty Assessment Fellows (consultation and training for academic departments and support personnel)</p>	<p>3-4</p> <p>Two Faculty Fellows chosen and trained to work with faculty and chairs on the development of SLOs, rubrics, and appropriate assessments.</p> <p>Participate in the ISSC</p> <p>Work with Departments/Programs to identify SLOs, develop or refine rubrics and assessments as needed.</p> <p>Works with Departments/Programs that are ready to begin using assessment information to facilitate the data utilization process for program planning.</p>	<p>4</p> <p>If new Faculty Fellows are chosen, they are trained to work with faculty and chairs on the development of SLOs, rubrics, and appropriate assessments.</p> <p>Participate in the ISSC</p> <p>Work with Departments/Programs to identify SLOs, develop or refine rubrics and assessments as needed.</p> <p>Works with Departments/Programs that are ready to begin using assessment information to facilitate the data utilization process for program planning.</p> <p>Works with Assessment Directors to identify data and reports needed at the Department/Program levels.</p>	<p>4</p> <p>Participate in the ISSC</p> <p>Work with Departments/Programs to identify SLOs, develop or refine rubrics and assessments as needed.</p> <p>Works with Departments/Programs that are ready to begin using assessment information to facilitate the data utilization process for program planning.</p> <p>Continues to work with Assessment Directors to identify data and reports needed at the Department/Program levels.</p> <p>Develop training materials for new faculty and Chairs on assessment at the section, course and program levels.</p>	<p>4</p> <p>Participate in the ISSC</p> <p>Faculty Assessment Fellows begin to be phased out</p> <p>Continues to work with Assessment Directors to identify data and reports needed at the Department/Program levels.</p> <p>Pilots training materials for new faculty and Chairs on assessment at the section, course and program levels.</p>	<p>5</p> <p>Participate in the ISSC</p> <p>Final year for Faculty Assessment Fellows.</p> <p>Continues to work with Assessment Directors to identify data and reports needed at the Department/Program levels.</p> <p>If needed, refines training materials for new faculty and Chairs on assessment at the section, course and program levels.</p>

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<p><a href="#">P5</a>: Support Personnel: Assessment System Data and Reporting Manager</p>	<p>2-3</p> <p>Job description? Hired by? Works with ITS, Registrar's Office, Faculty Support Personnel and ISSC to identify the scope of various database initiatives and activities during Years I and II. Works with Faculty Support Personnel and Department liaisons to implement the various components of the DCSS system(s) Work with consultants as needed.</p>	<p>3-4</p> <p>Works with Faculty Support Personnel and Department liaisons to continue implementing and maintaining the various components of the DCSS system(s). Works as the liaison between system developers (in-house and external consultants) and system users to ensure that the development of the DSCSS, Dashboards, and Reporting tools meet expectations. Works with ISSC and DCSS users to ensure that the various components are operating as expected. Provides ad hoc reports for administrative purposes. Work with consultants as needed.</p>	<p>5</p> <p>Ongoing work to implement and maintain the various components of the assessment database system. Ongoing work as the liaison between system developers and system users. Ongoing provider of ad hoc reports for administrative purposes. Work with consultants as needed.</p>	<p>5</p> <p>Ongoing work to implement and maintain the various components of the assessment database system. Ongoing work as the liaison between system developers and system users. Ongoing provider of ad hoc reports for administrative purposes. Work with consultants as needed.</p>	<p>5</p> <p>Ongoing work to implement and maintain the various components of the assessment database system. Ongoing work as the liaison between system developers and system users. Ongoing provider of ad hoc reports for administrative purposes. Work with consultants as needed.</p>

Assessment Plan 2015-2020 Support Personnel by Year	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
<a href="#">P6</a> : Support Personnel: Consultants	2-3  Hired by November 1, 2015 Work with ITS and staff from VP – IEP&A to develop / enhance the software interface between Canvas rubric ratings and PeopleSoft Work with ITS and staff from VP – IEP&A to develop basic queries from PeopleSoft to extract both rubric information and student demographic and programmatic characteristics.	3-4  Hired by July 1, 2016 Work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors and office of the Registrar to develop the data structures for moving data from PeopleSoft to the Data Warehouse. Work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors and office of the Registrar to develop the application for moving artifacts in Canvas to On- Base or other data repository.	3-4  Hired by July 1, 2017 Work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors, Assessment System Manager and office of the Registrar to develop applications to move data from various systems into the institutional level reporting system, e.g., WEAVE. If necessary, work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors and office of the Registrar to refine the data structures for moving data from various systems into the data warehouse. Work with Assessment System Manager to develop basic reports for status reporting and monitoring.	4  Hired by July 1, 2018  If necessary work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors, Assessment System Manager and office of the Registrar to refine the applications to move data from various systems into the institutional level reporting system, e.g., WEAVE. If necessary, work with ITS, Assessment Data Quality and Reporting Analyst, Assessment Directors and office of the Registrar to refine and enhance the software used to extract data from various systems and store it into the data warehouse.	5  Consultants not needed

Support Systems elements

S1: Support System - assessment data collection and storage	Faculty-targeted system to collect assessment data and store it for analysis
S2: Support System - access to Data Warehouse (PeopleSoft Annex)	System to allow access to student academic and descriptive data
S3: Support System - data extraction dashboard	Assessment data $\leftrightarrow$ warehouse data $\rightarrow$ input to reporting system
S4: Support System - report generation	Faculty-targeted system to accept extracted data, apply a variety of analysis tools, and generate generic <i>customizable</i> reports

Support Personnel

P1: Support Personnel - Vice Provost for Institutional Effectiveness, Planning, and Assessment (Executive Director of Institutional Research)	Evangelization, support resource identification and acquisition, strategic vision oversight and management of assessment activities
P2: Support Personnel - Assessment Directors	Work with Departments and Program to identify and refine reports that can be used to facilitate analysis and planning and to assist in using report information in developing effective action plans. Extract and apply analytics to data, generating tabular and analytic (narrative) reports. Assist in developing rubrics and in integrating rubrics into Canvas.
P3: Support Personnel - Assessment Data Quality and Reporting Analyst (ADQRA)	Responsible for identifying and refining data sources necessary for status and planning reporting, implementing data extraction and analytics as needed. Creates reusable and customizable report frameworks. On an on-going basis, verify that correctness and validity of core data is maintained to specified standards.
P4: Support Personnel - Faculty Assessment Fellows	Consultation and training for Support Personnel and for faculty for Academic Program Assessment (Appendix 6)



<p>P5: Support Personnel – Assessment System Data and Reporting Manager</p>	<p>Works as a liaison among system developers and users to ensure smooth operation of the database and reporting components of the assessment system. Provides oversight and management of the University’s assessment repository system for institution-level report generation and information sharing. Responsibilities include implementation and maintenance of reporting templates, reporting timeframes and user authorizations. Work with the Assessment System Data Quality and Reporting Analyst to bring relevant data into the institutional assessment repository and in conjunction with the Assessment Directors, develop basic reports.</p>
<p>P6: Support Personnel – Consultants</p>	<p>Provide technical support to implement software and to design and implement reports as directed. Potential tasks include implementation of a Canvas to PeopleSoft interface, design and configuration of assessment-specific areas (schemas) of the PeopleSoft database, implementation of data extraction and analytic invocation tasks related to report creation.</p>

State	Description
1	aware of need
2	actively considering / researching
3	under formal development
4	initial version completed
5	reevaluation based on assessment results → proposed improvement plans / actions
6	implementation of previous improvement plans / actions → documentation of where and when plans / actions were implemented → reevaluation based on assessment results → next iteration of proposed improvement plans / actions

## Appendix 12: Budget for Learning Outcomes Assessment - Complete Version

<b>Personnel</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>
Asst. Provost/Executive Director IR (10%)	0	0	0	0	0
Assessment Directors	20,000	80,000	164,800	169,774	171,867
Data Quality & Reporting Manager	25,000	100,000	103,000	106,090	109,273
Assessment System Manager	0	80,000	82,400	84,872	87,418
Fringe @ 30%	13,500	54,000	80,340	82,759	84,342
Faculty Fellows (2)	18,000	18,540	19,096	19,669	20,259
<b>Personnel Subtotal</b>	<b>76,500</b>	<b>332,540</b>	<b>449,636</b>	<b>463,164</b>	<b>473,159</b>
<b>Consultants</b>					
Canvas to PeopleSoft Interface	13,280	0	0	0	0
Design/develop PS data warehouse	0	22,500	0	0	0
Design/develop predefined reports	0	9,960	0	0	0
<b>Consultants Subtotal</b>	<b>13,280</b>	<b>32,460</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Licensing</b>					
Pyramid Analytics**	0	30,000	31,500	33,075	34,729
Assessment Repository System	0	TBD	TBD	TBD	TBD
	<b>89,780</b>	<b>395,000</b>	<b>481,136</b>	<b>496,239</b>	<b>507,888</b>

Assessment Directors increase from 1 in FY17 to 2 in FY18  
 All personnel lines include 3% annual increase

## Appendix 13: Budget for Learning Outcomes Assessment - Austere Version

<b>Personnel</b>	<b>FY16</b>	<b>FY17</b>
Asst. Provost for IEP/Executive Director IR (10%)	0	0
Assessment Directors	0	80,000
Data Quality & Reporting Analyst	0	0
Assessment System Manager	0	TBD
Fringe @ 30%		24,000
Faculty Fellows (2)	18,000	18,540
<b>Personnel Subtotal</b>	<b>18,000</b>	<b>122,540</b>
<b>Consultants</b>		
Canvas to PeopleSoft Interface	13,280	0
Design/develop PS data warehouse	0	22,500
Design/develop predefined reports	0	9,960
<b>Consultants Subtotal</b>	<b>13,280</b>	<b>32,460</b>
<b>Other</b>		
Pyramid Analytics**	0	30,000
Assessment Repository System (e.g., Weave)	0	TBD
<b>Total</b>	<b>31,280</b>	<b>185,000</b>

Assessment Directors increase from 1 in FY17 to 2 in FY18

All personnel lines include 3% annual increase

\*\*Includes a 5% annual increase

Salem State University Externally Accredited Academic Programs and Areas Considering Accreditation Review					
Program Areas	Accrediting Agency	Last Visit	Next Visit	Comments	Notes
<b>College of Arts &amp; Sciences</b>					
Art, BA, MAT	NASAD (National Association of Schools of Art & Design)	2006	2015-2016	Fully Accredited. Progress report accepted 11/13/08. Self-study completed.	
Biology BS-Biology, Nuclear Medicine Technology	JRCNMT-Joint Review Committee on Educational Programs in NMT	2011	2018	Fully Accredited. Mid-Cycle report due 2015	Tracy Ware sending information
Chemistry, BS	ACS-American Chemical Society	1997	TBD	Full Approval	not typical accreditation. Does not have visits unless necessary. Reports due every 5 years & annual report submitted each year.
Computer and Information Studies, BS	CAC-ABET-Computing Accreditation Commission- Accreditation Board of Engineering and Technology, Inc.	2009	Fall 2015	Latest self-study June 2009. Accredited through September 30, 2010. Next visit to determine reaccreditation through August 2016.	Joe Kasprzyk will forward materials as he receives them
Geography	UNWTO	2006	2009		
Baccalaureate Education Programs under SOAS areas Visual Arts (Pre-K-9, 5-12) Spanish (Pre-K-9, 5-12) Physical Ed. (Pre-K, 5-12) Secondary Ed. (9-12) Programs in Biology, Chemistry Earth Sciences, English, History, Mathematics and Theatre Arts	NCATE- National Council for Accreditation of Teacher Education	2006	2013	Fully Accredited	
Music, BA	NASM-National Association of Schools of Music	2009	Spring 2016 (postponed from 2014-2015)	received associate membership. Notified 12/17/09	Notice of Intention to Apply sent 4/12/13
<b>Sport &amp; Movement Science</b>					
a. Athletic Training, BS	CAATE-Commission on Accreditation of Athletic Training Education	2009-2010	2020-2021	Fully Accredited Interim Report Submitted 2003	previously CAAHEP-Committee on Accreditation of Allied Health Education Programs
b. Sport Management Concentration, BS	COSMA-Commission on Sport Management Accreditation	2004	Will resume 2013	Fully Accredited Notified 1/19/2004	Previously NASSM/SPMRC
c. Physical Education Concentration, BS	NCATE/NASPE- National Council for Accreditation of Teacher Education/National Association for Sport & Physical Education	2006	2013	Fully Accredited. Notified Spring 2007.	Shelly Sweeney getting materials

<b>Program Areas</b>	<b>Accrediting Agency</b>	<b>Last Visit</b>	<b>Next Visit</b>	<b>Comments</b>	<b>Notes</b>
Theatre & Speech Communications BFA Theatre Arts BA Theatre Arts	NAST-National Association of Schools of Theatre	Fall 2010	2020-2021	Fully Accredited Notified on 4/29/2005. Working on Self-Study.	
<b>School of Business</b>					
Business Administration, BS MBA	AACSB-American Assembly of Collegiate Schools of Business				
<b>School of Education</b>					
Education BS. In Education (Early Childhood, Elementary, Middle School) Master in Education MAT programs	NCATE	2006	2013	Fully Accredited except for new programs which will apply for approval as appropriate	
<b>College of Health and Human Services</b>					
Nursing					
Nursing, BS Nursing, MS	CCNE-Commision on Collegiate Nursing Education	Fall 2012	Fall 2022	Received Initial Accreditation 5/2003	Now AACN-American Association of Colleges of Nursing
Occupational Therapy, BS	ACOTE-Accreditation Council for Occupational Therapy Education	Spring 2008	2018	Fully Accredited The College has received authority to grant the Master's in OT. This is due to the changes in accreditation standards effective 1/1/2007 which will require post-baccalaureate training for professional OT practice.	
Social Work, BS MSW	CSWE-Council on Social Work Education	Spring 2010	2018	Fully Accredited	
<b>Graduate School</b>					
MS in Counseling and Psychological Services and M.Ed in School Counseling	CACREP-Council for Accreditation of Counseling and Related Educational Programs.			Feasibility study to pursue accreditation to be conducted.	
<b>Salem State University</b>					
	NEASC-New England Association of Schools and Colleges	2011	2021		

<b>Program Areas</b>	<b>Accrediting Agency</b>	<b>Last Visit</b>	<b>Next Visit</b>
<b>Geography</b>	UNWTO	2006	2009
<b>Computer and Information Studies, BS</b>	CAC-ABET-Computing Accreditation Commission- Accreditation Board of Engineering and Technology, Inc.	2009	Fall 2015
<b>Music, BA</b>	NASM-National Association of Schools of Music	2009	Spring 2016*
<b>Art + Design, BA, MAT</b>	NASAD (National Association of Schools of Art & Design)	2006	2015-2016
<b>Occupational Therapy, BS</b>	ACOTE-Accreditation Council for Occupational Therapy Education	2008	2017-2018
<b>Social Work, BS MSW</b>	CSWE-Council on Social Work Education	Spring 2010	2017-2018
<b>Biology</b> BS-Biology, Nuclear Medicine Technology	JRCNMT-Joint Review Committee on Educational Programs in NMT	2011	Fall 2018
<b>Education</b> BS. In Education (Early Childhood, Elementary, Middle School) Master in Education MAT programs	CAEP-Council for the Accreditation of Educator Preparation	2013	Fall 2020
Baccalaureate Education Programs under SOAS areas Visual Arts (Pre-K-9, 5-12) Spanish (Pre-K-9, 5-12) Physical Ed. (Pre-K, 5-12) Secondary Ed. (9-12) Programs in Biology, Chemistry Earth Sciences, English, History, Mathematics and Theatre Arts	CAEP-Council for the Accreditation of Educator Preparation	2013	Fall 2020
<b>Sport and Movement Science</b> -Physical Education Concentration, BS	CAEP/NASPE- Council for the Accreditation of Educator Preparation/National Association for Sport & Physical Education	2013	2020
<b>Athletic Training, BS</b>	CAATE-Commission on Accreditation of Athletic Training Education	2009-2010	2020-2021
<b>Theatre &amp; Speech Communications</b> BFA Theatre Arts BA Theatre Arts	NAST-National Association of Schools of Theatre	Fall 2010	2020-2021
<b>Salem State University</b>	NEASC-New England Association of Schools and Colleges	2011	Spring 2021
<b>Nursing, BS-Nursing, MS</b>	AACN-American Association of College of Nursing	Fall 2012	Fall 2022
<b>Chemistry, BS</b>	ACS-American Chemical Society	1997	TBD

Sport Management Concentration, BS

2004

Will resume

**Business Administration**, BS MBA

COSMA-Commission on Sport Management Accreditation

2013

MS in Counseling and Psychological  
Services and M.Ed in School Counseling

AACSB-American Assembly of  
Collegiate Schools of Business

Fall 2013

CACREP-Council for Accreditation  
of Counseling and Related  
Educational Programs.

\*Postponed from 2014-2015

## **Program Review Cycle**

### **Academic Year 2014-2015**

Communications  
Geography/Cartography (graduate & undergraduate)  
Geological Sciences  
World Languages and Cultures (Spanish MAT)

### **Academic Year 2015-2016**

Biology  
Interdisciplinary Studies  
Philosophy  
Psychology

### **Academic Year 2016-2017**

Chemistry/Physics  
Computer Science  
Economics  
Sport and Movement Science  
Theatre and Speech Communication

### **Academic Year 2017-2018**

English  
History  
Mathematics  
Sociology

### **Academic Year 2018-2019**

Bye year to adhere to five year cycle

### **Academic Year 2019-2020**

Political Science



### Academic Year 2014-2015

Department	Type	Organization	Tentative site visit
Criminal Justice	Quinn Bill	N/A	2014
Communications	Program Review	N/A	Spring 2015
Geography/Cartography (graduate & undergraduate)	Program Review	N/A	Spring 2015
Geological Sciences	Program Review	N/A	Spring 2015
World Languages and Cultures (Spanish MAT)	Program Review	N/A	Spring 2015

### Academic Year 2015-2016

Department	Type	Organization	Tentative site visit
Computer Science Department Computer and Information Studies, BS	Accreditation	CAC-ABET	Fall 2015
Music BA	Accreditation	NASM	Spring 2016
Art + Design BA, MAT	Accreditation	NASAD	2015-2016
Biology	Program Review	N/A	Spring 2016
Interdisciplinary Studies	Program Review	N/A	Spring 2016
Philosophy	Program Review	N/A	Spring 2016
Psychology	Program Review	N/A	Spring 2016

### Academic Year 2016-2017

Department	Type	Organization	Tentative site visit
Chemistry/Physics	Program Review	N/A	Spring 2017
Computer Science	Program Review	N/A	Spring 2017
Economics	Program Review	N/A	Spring 2017
Sport and Movement Science	Program Review	N/A	Spring 2017
Theatre and Speech Communication	Program Review	N/A	Spring 2017

### Academic Year 2017-2018

Department	Type	Organization	Tentative site visit
Occupational Therapy BS	Accreditation	ACOTE	2017-2018
Social Work BS, MSW	Accreditation	CSWE	2017-2018
English	Program Review	N/A	Spring 2018
History	Program Review	N/A	Spring 2018
Mathematics	Program Review	N/A	Spring 2018
Sociology	Program Review	N/A	Spring 2018

<b>Academic Year 2018-2019</b>			
<b>Department</b>	<b>Type</b>	<b>Organization</b>	<b>Tentative site visit</b>
Biology BS-Biology, Nuclear Medicine Technology	Accreditation	JRC-NMT	Fall 2018
Political Science	Program Review		Spring 2020
<b>Academic Year 2019-2020</b>			
<b>Department</b>	<b>Type</b>	<b>Organization</b>	<b>Tentative site visit</b>
<b>Academic Year 2020-2021</b>			
<b>Department</b>	<b>Type</b>	<b>Organization</b>	<b>Tentative site visit</b>
Sport and Movement Science Athletic Training, BS	Accreditation	CAATE	2020-2021
Theatre & Speech Communications BFA Theatre Arts BA Theatre Arts	Accreditation	NAST	2020-2021
Education	Accreditation	CAEP	Fall 2020
Salem State University	Accreditation	NEASC	Spring 2021
<b>Academic Year 2021-2022</b>			
<b>Department</b>	<b>Type</b>	<b>Organization</b>	<b>Tentative site visit</b>
<b>Academic Year 2022-2023</b>			
<b>Department</b>	<b>Type</b>	<b>Organization</b>	<b>Tentative site visit</b>
Nursing BS-Nursing, MS	Accreditation	AACN	Fall 2022
<b>Unknown</b>			
Chemistry, BS	Accreditation	ACS	TBD
Sport Management Concentration, BS	Accreditation	COSMA	Will resume 2013
Business Administration, BS MBA	Accreditation	AACSB	TBA
MS in Counseling and Psychological Services and M.Ed in School Counseling	Accreditation	CACREP	

### Student Learning Outcome Scorecard

Program	Professional Accreditation	Licensure	National Test	Other
<b>Bertolon School of Business</b>	AACSB in process		ETS-MFT for Business	Rubric based assessments within Canvas
<b>College of Arts &amp; Sciences</b>				
Art + Design	NASAD; CAEPE for teacher candidates	MTEL for teacher candidates		Capstone course for Interactive Media, student award exhibition
Biology	JRC-NMT; CAEPE for teacher candidates	MTEL for teacher candidates		BIO415 Seminar
Chemistry & Physics	ACS	MTEL for teacher candidates	ETS-MFT for Chemistry	CHE 560 Senior Seminar
Communications	NA	NA		COM 503 - Portfolios reviewed by panel of professionals on Portfolio Night & internship feedback
Computer Science	ABET-CAC	NA		Capstone Project: CSC520/CSC521 - Spring departmental presentations graded with rubric
Economics	NA	NA		Seniors complete an independent research project & presentation SSU Undergraduate Research Symposium
English	CAEPE for teacher candidates	MTEL for teacher candidates		All majors must take 1 of the following: ENL500 - directed study; ENL508- Internship; ENL510-Portfolio Seminar; ENL530-Seminar I; ENL531-Seminar II; ENL601H- Honors Essay in English
Geography	WTO	NA		
Geological Sciences	CAEPE for teacher candidates	MTEL for teacher candidates		Senior Research Theses presented at national or international forums such as GSA or AGU; Mineralogy Poster Session - students evaluated by departmental faculty
History	CAEPE for teacher candidates	MTEL for teacher candidates		Capstone (HIS 505)
Interdisciplinary Studies	NA	NA		Capstone courses (IDS 461, 465, 470, 489)
Mathematics	CAEPE for teacher candidates	MTEL for teacher candidates		Capstone seminar (MAT 490) graded with faculty developed rubric
Music	NASM	NA		Applied Music Program Benchmarks** with Student Jury Assessment - required performance by faculty panel ; Sophomore Review (Seminar I MUS 111N) wherein each major reviewed by faculty panel on wide range of parameters; MUS 511N (Senior Seminar)

### Student Learning Outcome Scorecard

Program	Professional Accreditation	Licensure	National Test	Other
Philosophy	NA	NA		PHL 490 (final paper reviewed by the whole faculty) Also rubric for the major as a whole to assess value
Political Science	NA	NA	NA	Capstone (POL 400 - (graded by faculty w/rubric done every 5 years) - POL 101 - pre & post-test and student satisfaction survey (also every 5 years)
Psychology	MS Counseling Psych (MPCAC); MEd School Counseling (CAEPE)	MS counseling Psych - LMHC	NA	Faculty graded papers from capstone using a rubric (PSY Level 4), Seminar or Advanced Research class
Sociology	NA	NA		Capstone course (570) + either internship (SOC 520) or directed study (SOC 530)
Sport & Movement Science	JRC-AT; CAATE (Athletic Training), CAEPE for teacher candidates	MTEL for teacher candidates, COSMA for Sport Mgt (in process AY14-15)		Capstone courses include: Athletic Training: ATR 479 & IDS 375 - research project, Dance: SMS 459, Physical Ed: EDU 462P or 472P, Health Ed: EDU 473B, Ex Sci: SMS 478 or SMS 479 and 590, Rec Mgt: SMS 570A or SMS 520, Sport Mgt: SMS 590
Theatre & Speech Communication	NAST, CAEPE for teacher candidates	MTEL for teacher candidates		BFA - THE 505 & THE 501
World Languages and Cultures	CAEPE for teacher candidates	MTEL for teacher candidates	OPIc* - online test given to teacher candidates before practicum - must pass to proceed to practicum	AAPPL – given twice –in 3rd & Senior years; STAMP (for Italian only) online exam
<b>College of Health &amp; Human Services</b>				
Criminal Justice	NA	NA		Approval by BHE/Quinn Bill Certification
Nursing	CCNE	2013 NCLEX Pass Rate: 83%		
Occupational Therapy	ACOTE	2013 Pass Rate 100%	NA	Portfolios, Student Conference
Social Work	CSWE	2013 Pass Rates: LSW 83% (nat'l 71%); LCSW 94% (nat'l 71%); LICSW 88% (nat'l 67%)	NA	
<b>School of Education</b>				
Childhood Education and Care	CAEPE for teacher candidates	MTEL for teacher candidates	NA	
Secondary and Higher Education	CAEPE for teacher candidates	MTEL for teacher candidates	NA	
* - Oral Proficiency By computer				
** private musci lessons				

**2016 NEASC Interim Report Committee members:**

**President: Patricia Maguire Meservey**

**Provost: David Silva**

**Associate Provost and Dean: Neal DeChillo**

**Co-Chairs: Jeanne Corcoran and Bruce Perry**

**Editors: Nancy Schultz and Rebecca Hains**

**Institutional Effectiveness and Planning: Nirali Kundaliya and Karen Sayles**

**Administrative Support: Maria Machado, Debra Longo, Sandy Krushenick**

**Executive Committee:**

**Standard One:** Jeanne Corcoran, Professor of Occupational Therapy;

**Standard Two:** Beth Bower, Chief of Staff to the President;

**Standard Three:** Adria Leach, Director of External Affairs;

**Standard Four:** Nancy Schultz, Professor of English;

**Standard Five:** Vickie Morrison, Associate Professor of Nursing;

**Standard Six:** James Stoll, Associate Vice President and Dean of Students;

**Standard Seven:** Zachary Newell, Interim Director of the Library and Academic Support;

**Standard Eight:** Patricia Ainsworth, Chief Information Officer;

**Standard Nine:** Karen House, Vice President for Finance and Business;

**Standard Ten:** Tom Torello, Vice President of Marketing and Communications;

**Standard Eleven:** Emily Topacio, Director of Talent Management

<b>Standard</b>	<b>Members</b>
1. Mission & Purposes	Neal DeChillo, <b>Jeanne Corcoran, Bruce Perry</b>
2. Planning & Evaluation	<b>Beth Bower</b> , Carol Bonner, Pat Ainsworth, Jeramie Silveira, Elspeth Slayter, Leanne Rauhala
3. Organization & Governance	<b>Adria Leach</b> , Stephen Young, Jeff Theis, Richelle Waterman-Williams
4. Academic Program	<b>Nancy Schultz</b> , Joe Cambone, Mary Churchill, Mary-Jo Grenfell, Andrew Darien, Elizabeth Duclos-Orsello
5. Faculty	<b>Vickie Morrison</b> , Kathy Neville, Vickie Ross, Amanda Orcutt, Shelly Sweeney
6. Students	<b>Jim Stoll</b> , Elizabeth Kenney, Lisa Bibeau, Darius Gregory, Shawn Newton, Joanna Gonsalves, Chris Sullivan, Neil Andrito
7. Library & Other Information Resources	<b>Zach Newell</b> , Brian Helman, Nancy Dennis
8. Physical & Technological Resources	<b>Pat Ainsworth</b> , John Keenan, Cleti Cervoni, Ben Szalewicz, Dan Burke
9. Financial Resources	<b>Karen House</b> , Cynthia McGurran, Amy Everitt
10. Public Disclosure	<b>Tom Torello</b> , Debra Longo, Megan Miller, Judy Cramer
11. Integrity	<b>Emily Topacio</b> , Jim Gubbins

**Names in bold** = committee team leader

**Salem State University**  
**Organizational Chart**  
**January 2016 (draft)**

