Institutional Self-study

Submitted to:

New England Association of Schools and Colleges, Inc.
Commission on Institutions of Higher Education

February, 2011

TABLE OF CONTENTS

Appendix

- Affirmation of Compliance
- CIHE Data Forms
- Audited Financial Statements
- E & S Forms on Student Achievement & Success
- List of Available Supporting Documents

<u>**Institutional Characteristics Form**</u> Revised September 2009

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

Date: February 3, 2011

1. Corporate name of institution: Salem State University

2. Date institution was chartered or authorized: September 14, 1954

3. Date institution enrolled first students in degree programs:1854 – 2 yr; 1932 Bachelor's degree

4. Date institution awarded first degrees: 1856 diploma, 1936 Bachelor's degree

5. Type of control:

<u>Public</u>	<u>Private</u>
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)_____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond

 high school, and what degrees is it authorized to grant?

Massachusetts Department of Higher Education

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

☐	Less than one year of work	☒	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☒	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
☒	Four- or five-year baccalaureate degree granting program	☐	Other doctoral programs _____
		☐	Other (Specify)

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

☐ Occupational training at the crafts/clerical level (certificate or diploma) ☒ Liberal arts and general

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

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

☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate 12-15__ credit hours

b) Graduate __9____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students - Based on 2010 HEIRS

	Undergraduate	Graduate	Total
Full-time student headcount	5936	313	6249
Part-time student headcount	1360	1139	2499
FTE	7296	1452	8748

b) Number of students (headcount) in non-credit, short-term courses: __363_*

*Some of these students may also be in credit bearing courses.

Non-degree seeking students (not included in original form)

	Undergraduate	Graduate	Total
Full-time student headcount	72	34	106
Part-time student headcount	471	668	1139
FTE	543	702	1245

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

Program	Agency	Accredited Since	Last Reviewed	Next Review
Art – BA, MAT	National Association of Schools of Art & Design (NASAD)	1986	2006	2016
Biology – NMT	Joint Review Committee-Nuclear Medicine Technology		2010	
B.S., Biology-Secondary Education Minor	NCATE and National Science Teachers Association (NSTA)	2006	2006	2013
M.A.T. Biology	"	2006	2006	2013
Chemistry – BS	American Chemical Society (ACS)	1983	2009	TBD
B.S., Chemistry-Secondary Education Minor	NCATE and National Science Teachers Association (NSTA)	2006	2006	2013
M.A.T., Chemistry	"	2006	2006	2013
Computer and Information Studies - BS	Computing Accreditation Commission-Board of Engineering & Technology, Inc.	2004	2009	2016
Education*	National Council for the Accreditation of Teacher Education (NCATE) and its affiliated Specialized Professional Association (SPA)	1952	2006	2013
B.S. , Early Childhood Concentration	NCATE and National Association for the Education of Young Children (NAEYC)	2006	2006	2013
M.Ed., Early Childhood Education-Initial Licensure	"	2006	2006	2013
M.Ed., Early Childhood Education-Professional Licensure	"	2006	2006	2013
Post-Baccalaureate Licensure Program-Early Childhood Initial	"	2006	2006	2013
Post-Baccalaureate Licensure Program-Early Childhood Professional	"	2006	2006	2013
B.S., Elementary Education	NCATE and Association for Childhood Education International (CEI)	2006	2006	2013
M.Ed., Elementary Education-Initial Licensure	"	2006	2006	2013

	"	2006	2006	2013
Post-Baccalaureate Licensure Program-Elementary Education Initial				
M.Ed., Middle School-Initial Licensure in Math/Science	NCATE, National Middle School Association (NMSA), NCATE and National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA)	2006	2006	2013
M.Ed., Middle School-Initial Licensure in Humanities	NCATE, NMSA, National Council of Teachers of English (NCTE), National Council for the Social Studies (NCSS)	2006	2006	2013
Post-Baccalaureate Licensure Program-Middle School Math/Science	NCATE, NMSA, NCTM, NSTA	2006	2006	2013
Post-Baccalaureate Licensure Program-Middle School Humanities	NCATE, NMSA, NCTE, NCSS	2006	2006	2013
M.A.T., Middle School General Science	NCATE, NMSA, NSTA	2007	2007	2013
Fast Track Science Program	NCATE, NMSA, NSTA	2006	2006	2013
M.Ed., Special Education-Initial License	NCATE and Council for Exceptional Children (CEC)	2006	2006	2013
Post-Baccalaureate Licensure Program-Special Education	"	2006	2006	2013
M.Ed., Reading	NCATE and International Reading Association (IRA)	2006	2006	2013
Post-Baccalaureate Licensure Program-Reading	"	2006	2006	2013
M.Ed., Education Technology	NCATE and International Society for Technology in Education (ISTE)	2006	2006	2013
M.Ed., Educational Leadership-Principal/Asst	NCATE and Educational Leadership Coordinating Council (ELCC)	2006	2006	2013

Principal Licensure	"	2006	2006	2013
M.Ed., Educational Leadership-Supervisor/Director Licensure	"	2006	2006	2013
M.Ed., School Business Officer				
CAGS, Educational Leadership-Principal/Asst Principal Licensure	"	2006	2006	2013
CAGS, Educational Leadership-Supervisor/Director Licensure	"	2006	2006	2013
English				
B.A., Secondary Education Minor	NCATE and National Council of Teachers of English (NCTE)	2006	2006	2013
M.A.T.	"	2006	2006	2013
Geology				
B.S., Secondary Education Minor-Earth Sciences License	NCATE and National Science Teachers Association (NSTA)	2006	2006	2013
History				
B.A., Secondary Education Minor	NCATE and National Council for the Social Studies (NCSS)	2006	2006	2013
B.A., Middle School-History Minor	NCATE, NMSA, NCSS	2006	2006	2013
Post-Baccalaureate Licensure Program	NCATE and NCSS	2006	2006	2013
Math				
B.S., Secondary Education Minor	NCATE and National Council of Teachers of Mathematics (NCTM)	2006	2006	2013
B.S., Middle School-Math Minor	NCATE, NMSA, NCTM	2006	2006	2013
M.A.T., Mathematics	NCATE & NCTM	2006	2006	2013
M.A.T., Middle School Mathematics	"	2006	2006	2013
Post-Baccalaureate Licensure Program	"	2006	2006	2013
Fast Track Mathematics	"	2006	2006	2013

Geography/Travel & Tourism - BS	United Nations World Tourism Organization (UNWTO)	2009	2009	2012
Music - BA	National Association of Schools of Music (NASM)	2009	2009	2015
Nursing – BSN, MSN	Commission on Collegiate Nursing Education (CCNE)	2003	2003	2013
Occupational Therapy-BS, MS	Accreditation Council for Occupational Therapy Education (ACOTE)	2003	2008	2018
Social Work – BSW, MSW	Council on Social Work Education (CSWE)	1979 – BSW 1991 - MSW	2010 2010	2018 2018
Sport and Movement Science BS, Athletic Training	Commission of Accreditation of Athletic Training Education (CAATE)	1997	2010	
B.S., Physical Education-Elementary Licensure Option	NCATE and National Association for Sport and Physical Education (NASPE)	2006	2006	2013
B.S., Physical Education-Secondary Licensure Option	"	2006	2006	2013
Post-Baccalaureate Licensure Program-Elementary	"	2006	2006	2013
Post-Baccalaureate Licensure Program-Secondary	"	2006	2006	2013
Theatre and Speech Communications – BA, BFA Theatre Arts	National Association of Schools of Theatre (NAST)	1999	2004	2011

*The first time SPA reviews were applied to Salem State was 2006

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

	Full degree	50%-99%	FTE
A. In-state Locations			
North Andover, MA	CAGS, Educational Leadership		7
Barnstable, MA	M.Ed., Reading		2

Brockton, MA	M.Ed., Reading			2
Cambridge, MA	Graduate Licensure only, Reading			15
Danvers, MA	CAGS, Educational Leadership			30
Methuen, MA	CAGS, Educational Leadership			4
Revere, MA	Graduate Licensure only, Special Education			8
Saugus, MA	CAGS, Educational Leadership			10
Topsfield, MA	CAGS, Educational Leadership			4
B. Out-of-state Locations				
Not Applicable				

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

Name of program(s)	Location	Headcount
Not Applicable		

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

Name of program	Degree level	% on-line	FTE
Fire Science	Bachelor's	95	43
Library Media Studies	Master's	100	47

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Northeast Consortium for Staff Development	Methuen, MA Saugus, MA Topsfield, MA	CAGS, Educational Leadership	Certificate of Advanced Graduate Study w/optional licensure for principal or supervisor/director	39

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

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

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

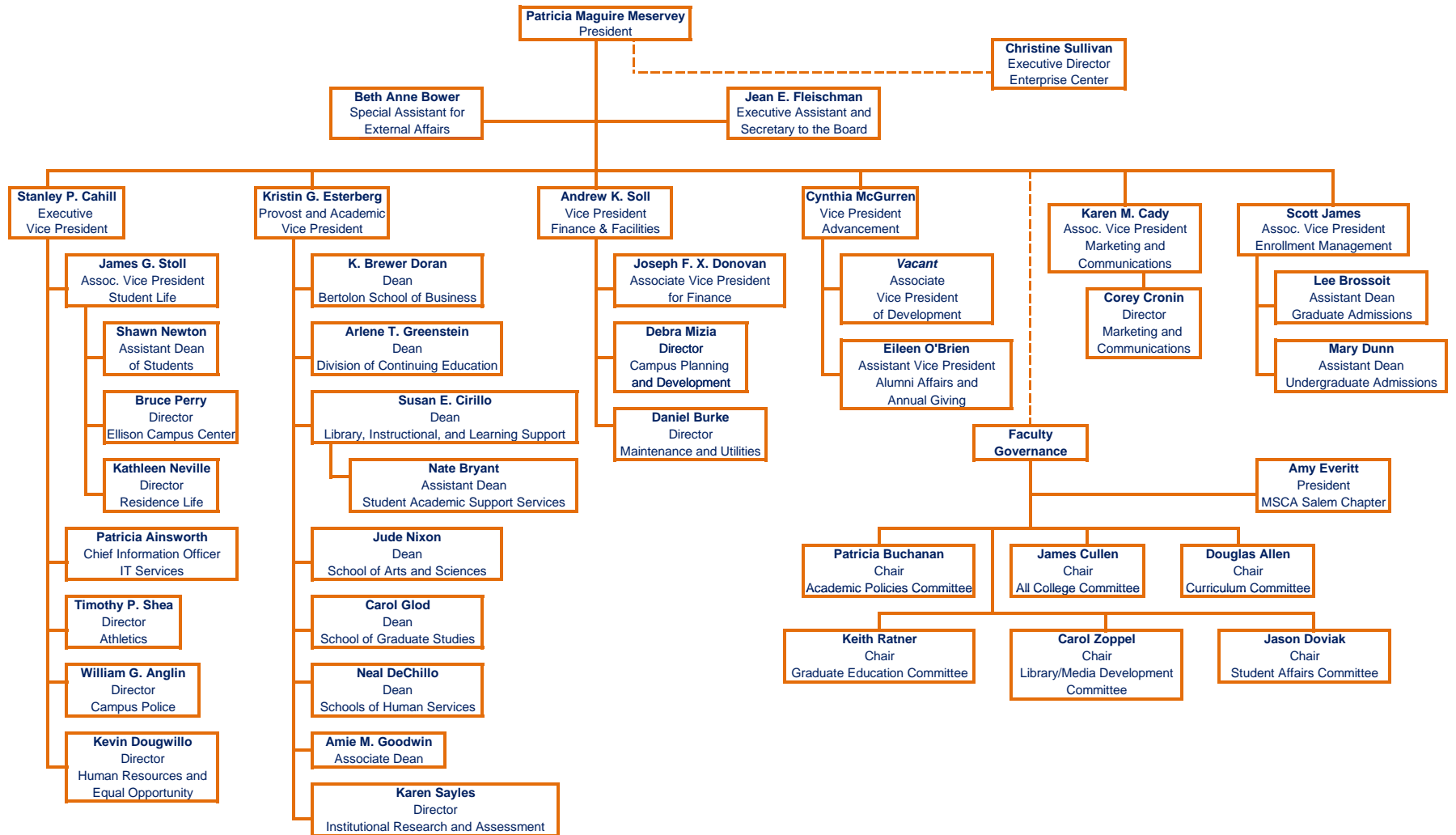19. Record briefly the central elements in the history of the institution:

- September 14, 1854 – Salem Normal School opens for those students "wishing to prepare themselves for teaching." Fourth in Massachusetts, tenth in the nation to grow out of the humanitarian movement of the 19th century to improve public education for all children
- 1898 – Salem Normal School becomes co-educational
- 1900-1920 – The then commercial curriculum became first of its kind in the nation
- 1921 – Course of study expanded to four years
- 1932 – Institution becomes Salem Teachers College and grants Bachelor of Science in Education degrees
- 1950's - Transitional period; Division of Graduate Continuing Education and Graduate programs instituted in 1955.
- 1960's – Expansionist period; Salem Teachers College reorganized as Salem State College; Residence Halls open in 1966
- 1972 – Acquisition of South Campus
- 1977 – O'Keefe Sports Center dedicated
- 1997 – Arrange to purchase Central Campus
- 2008-2010 – Atlantic and Marsh Residence Halls dedicated
- 2010 – Salem State College becomes Salem State University; Weir Property acquired; Ground breaking for Library Learning Commons

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Mr. Jacob Segal	Chair, Board of Trustees	2009
President/CEO	Dr. Patricia Maguire Meservey	President	2007
Executive Vice President	Dr. Stanley Cahill	Executive Vice President	2006
Chief Academic Officer	Dr. Kristin Esterberg	Provost and Academic Vice President	2009
Deans of Schools and Colleges (insert rows as needed)	Dr. Neal DeChillo	Dean, College of Health and Human Services	2004
	Dr. K. Brewer Doran	Dean, Bertolon School of Business	2005
	Dr. Carol Glod	Dean, School of Graduate Studies	2010
	Dr. Arlene Greenstein	Dean, College of Continuing and Professional Studies	1999
	Dr. Jude Nixon	Dean, College of Arts and Sciences	2009
Chief Financial Officer	Andrew Soll	Vice President, Finance and Facilities	2008
Chief Student Services Officer	Dr. James Stoll	Assoc Vice President and Dean of Students	2006
Planning	Search in progress	Director, Institutional Effectiveness and Planning	NA
Institutional Research	Search in progress	Director, Institutional Effectiveness and Planning	NA
Assessment	Search in progress	Director, Institutional Effectiveness and Planning	NA
Development	Ms. Cynthia McGurren	Vice President, Institutional Advancement	2004
Library	Dr. Susan E. Cirillo	Dean of Library Instructional and Learning Support	2005

Chief Information Officer	Ms. Patricia Ainsworth	Chief Information Officer	2009
Continuing Education	Dr. Arlene Greenstein	Dean, College of Continuing and Professional Studies	1999
Grants/Research	Ms. Mary Mader	Director, Sponsored Programs and Research Administration	2004
Admissions	Dr. Mary Dunn	Asst Dean, Undergraduate Admissions	2009
	Dr. Lee Brossoit	Asst Dean, Graduate Admissions	2009
Registrar	Dr. Scott James	Assoc Vice President, Enrollment Management	2008
Financial Aid	Ms. Mary Benda	Director of Financial Aid	
Public Relations	Ms. Karen Cady	Assoc Vice President, Marketing and Communications	2008
Alumni Association	Ms. Eileen O'Brien	Asst Vice President, Alumni Affairs and Annual Giving	2010
Other			

President's Cabinet

Patricia Maguire Meservey
President

Christine Sullivan
Executive Director
Enterprise Center

Beth Anne Bower
Special Assistant for
External Affairs

Jean E. Fleischman
Executive Assistant and
Secretary to the Board

Stanley P. Cahill
Executive
Vice President

Kristin G. Esterberg
Provost and Academic
Vice President

Andrew K. Soll
Vice President
Finance & Facilities

Cynthia McGurren
Vice President
Advancement

Karen M. Cady
Assoc. Vice President
Marketing and
Communications

Scott James
Assoc. Vice President
Enrollment Management

James G. Stoll
Assoc. Vice President
Student Life

K. Brewer Doran
Dean
Bertolon School of Business

Joseph F. X. Donovan
Associate Vice President
for Finance

Vacant
Associate
Vice President
of Development

Corey Cronin
Director
Marketing and
Communications

Lee Brossoit
Assistant Dean
Graduate Admissions

Shawn Newton
Assistant Dean
of Students

Arlene T. Greenstein
Dean
Division of Continuing Education

Debra Mizia
Director
Campus Planning
and Development

Eileen O'Brien
Assistant Vice President
Alumni Affairs and
Annual Giving

Mary Dunn
Assistant Dean
Undergraduate Admissions

Bruce Perry
Director
Ellison Campus Center

Susan E. Cirillo
Dean
Library, Instructional, and Learning Support

Daniel Burke
Director
Maintenance and Utilities

Kathleen Neville
Director
Residence Life

Nate Bryant
Assistant Dean
Student Academic Support Services

**Faculty
Governance**

Patricia Ainsworth
Chief Information Officer
IT Services

Jude Nixon
Dean
School of Arts and Sciences

Amy Everitt
President
MSCA Salem Chapter

Timothy P. Shea
Director
Athletics

Carol Glod
Dean
School of Graduate Studies

Patricia Buchanan
Chair
Academic Policies Committee

James Cullen
Chair
All College Committee

Douglas Allen
Chair
Curriculum Committee

William G. Anglin
Director
Campus Police

Neal DeChillo
Dean
Schools of Human Services

Keith Ratner
Chair
Graduate Education Committee

Carol Zoppel
Chair
Library/Media Development
Committee

Jason Doviak
Chair
Student Affairs Committee

Kevin Dougwillo
Director
Human Resources and
Equal Opportunity

Amie M. Goodwin
Associate Dean

Karen Sayles
Director
Institutional Research and Assessment

INTRODUCTION

Salem State began preparing for its decennial reaccreditation by NEASC in the fall of 2008, when President Patricia Maguire Meservey appointed then Provost Diane Lapkin to oversee the reaccreditation process. Deans Susan E. Cirillo and Neal DeChillo accepted the responsibility of co-chairing the Steering Committee. In October 2008 the self-study co-chairs and a staff member from institutional effectiveness and planning attended a two-day NEASC workshop to prepare for the next two years. When Provost Kristin Esterberg joined the institution in January 2009 following Provost Lapkin's retirement, she assumed the leadership role for Academic Affairs and our NEASC review. Professor Patricia Buchanan agreed to serve as self-study editor, and preliminary planning began.

2011 Accreditation Team

Susan E. Cirillo, Neal DeChillo
Co-chairs

Standards Committee Chairs

Standard 1: Kenneth Ardon, Neal DeChillo

Standard 2: Arlene Greenstein, Martin Krugman

Standard 3: Amy Everett, Amie Goodwin

Standard 4: Patricia Buchanan, Brewer Doran

Standard 5: Elizabeth Kenney, Paul McGee, Jude Nixon

Standard 6: Rod Kessler, Christine Sullivan

Standard 7: Susan E. Cirillo, Jeanne Corcoran

Standard 8: Lee Brossoit, James Fallon

Standard 9: Joseph Donovan, Douglas Larson

Standard 10: Karen Cady, Peter Oehlkers

Standard 11: Kevin Dougwillo, James Gubbins

Provost Esterberg in conjunction with Deans Cirillo and DeChillo determined that each standard would be led by co-chairs comprised of one administrator from an appropriate area and one faculty member. The provost enlisted administrators to serve on the various committees and a call went out to the faculty. Including the co-chairs, each committee held between six and ten members, with standard four expanded to 18 because of its complexity. The Student Government Association assigned student members to several of the standards. Over 100 members of the Salem State community were formally involved in the self study process, and hundreds of others participated informally through focus groups, surveys, open houses and meetings of various campus constituencies.

The Steering Committee, comprised of the president, the vice-presidents, co-chairs Cirillo and DeChillo, co-chairs of the standards committees, administrators of major operational areas and the vice-chair of the Board of Trustees met in May 2009 to discuss the scope of the review, the timeline and the responsibilities of each standard committee. The committees began their work in earnest when faculty returned in September 2009. Deans Cirillo and DeChillo met with each of the standards committees in September and early October to review the process and the committee responsibilities, and to answer questions and concerns. They continued to meet with the standards committees throughout the process on request. The provost and co-chairs provided regular updates to the Board of Trustees, the leadership team, the cabinet, and other groups on campus. The provost scheduled bi-weekly meetings with the co-chairs to continually assess progress on the self-study and to keep us on track toward completion.

The decision was made that onsite administrative and clerical assistance would support the NEASC self study process, with primary responsibility going to the staff of the office of academic affairs and the staff assistants to the co-chairs. The associate dean, academic affairs, established and maintained a dedicated NEASC webpage which has served as the locus of information for the campus community about the NEASC project. Collaborating with information technology services, Dean DeChillo's staff assistant

established and maintained a document library as a repository for drafts of the self study, forms, appendices, and supporting documents. Dean Cirillo's staff assistant focused on logistics for the evaluation team's visit.

During the fall of 2009 the standards committees worked independently creating surveys, conducting interviews, and gathering data to inform their narratives. The steering committee met periodically to assess progress. The co-chairs and provost attended a NEASC workshop in October and returned with further suggestions for soliciting responses and boosting awareness of the process. One of the most useful suggestions was the simple device of passing out index cards and asking for one issue or area that could be improved and one solution per card. The campus embraced the idea and over the course of the academic year collected enough comments to fill over sixty pages. Once they were organized by standard, the comments became the basis of two surveys, and provided observations to the various standards committees. The co-chairs, provost, and three faculty attended the NEASC annual conference in December, looking for additional insights for assessment and evaluation.

Drafts of the description section of each standard were submitted in late January 2010, with appraisals and projections coming in April and May. In March 2010 Dean Cirillo served on the evaluation team for the United States Coast Guard Academy and returned with many suggestions for our own site visit. In April the *Log*, Salem State's student newspaper, carried an article describing the NEASC self-study process. In June, Deans Cirillo and DeChillo began regular meetings with the provost and the editor to review the drafts standard by standard. Dean DeChillo concentrated on the unenviable task of securing missing data and clarifying references in the document. The bi-annual cabinet advance in May included a review of the NEASC survey results, including the open-ended comment cards, followed by small group discussions of the concerns emerging from the self-study. Later in the summer Dean Cirillo attended a NEASC workshop on finalizing the self-study and preparing for the site visit, and then submitted a budget to cover expenses for the remainder of the self study. By late September, facilities was able to designate space that would be available for the NEASC workroom.

A draft of the narrative was sent to the university community in October 2010. A PDF version of the draft was placed online behind password access on Navigator, our portal, including a message box for feedback. Print copies were available in deans and administrative offices in various campus locations as well as the chapter offices of the unions: AFSCME (clerical and maintenance staff), APA (administrators), and MSCA (faculty). An email went out to the campus community announcing where the draft could be found and soliciting responses. Six open meetings were scheduled during the first week of November at various campus locations and times during the day and early evening to ensure that all members of the campus community had opportunities for input. The responses garnered from the open meetings and the online feedback were considered and incorporated into the final draft as appropriate.

On October 18 and 19, visiting team chair Dr. Javier Cevallos made a preliminary campus visit to discuss the university's organization and atmosphere, areas of evaluation focus, and logistical arrangements. He met with the president, the leadership team, the steering committee and the provost and co-chairs. The steering committee provided summaries of the process and preliminary findings of each standard. The visit included an opportunity to inspect the proposed workroom locations on campus and at the hotel. Dr. Cevallos also discussed preliminary scheduling and preferenace for local arrangements.

In December 2010 the co-chairs and editor began intensive reviews of the narrative, sending the revised draft to NEASC for comment. NEASC responded in early January 2011 suggesting interpreting some of the NSSE data and limiting and reformatting the projections. The co-chairs, provost and editor continued revising throughout January, incorporating the new projections and the HEIRS and NCES data from fall 2010. Another article about the NEASC accreditation process was published in the winter issue of the online version of the Salem Statement alumni magazine, including a formal call for public comment. In

February and March the university also issued announcements to the local community notifying them that the institution would be undergoing its ten year accreditation and soliciting feedback. A communications plan was developed for February and March to further heighten awareness of the purpose of the self study and the site visit.

This self-study process has been a university wide, inclusive effort. We sought input from all the constituents of the university and held a series of productive discussions. We knew going into the study that we had areas that needed improvement, but as we worked through the process of addressing the standards, we discovered areas of great strength. This past year has been one of discovery; it has provided us the opportunity to consider our future and our continued commitment to students. In this self-study, you will find a vibrant university, an institution that firmly believes the words of Horace Mann, "Education is the great equalizer."

INSTITUTIONAL OVERVIEW

We come here for the chance to learn, to teach, to listen, and to be heard. We come here to broaden our horizons, to sharpen our vision, to enlarge our hearts, and to train our minds to untangle problems and confront the challenges before us. We come to discover that which inspires us, to find what motivates us, and to connect our personal passions to a larger communal interest. We come to discover new ideas, new ways of working, and new ways of thinking.

President Patricia Maguire Meservey,
from her inauguration speech, April 11, 2008

Salem State University is an institution that has transformed itself since its founding as a normal school under the inspiration of Horace Mann, the "father of American public education." Progredi, or "progress" was our original motto, and progress underpins our evolution from Salem Normal School in 1854 to Salem Teachers College in 1932 to Salem State College in 1960 and most recently to Salem State University in 2010. Our commitment to progress allows us to embrace the transformations that each of those new names represent.

Each new name followed a natural evolution to meet the needs of our students and our surrounding society and captured the extensive curricular changes and the expanded work of the institution. When Salem Teachers College transformed into Salem State College, the institution was already prepared to offer the variety of disciplines characteristic of a liberal arts education. When we became Salem State University we already had a multicultural and international faculty and student body participating in a multitude of graduate and undergraduate programs. While the scope of offerings now includes baccalaureate programs in 30 departments, 65 graduate programs, and numerous professional continuing studies offerings, each program is delivered with the strong connection between faculty member and student, and academic endeavors are supported by student life programming to enable students of all ages to advance to the next milestone in their lives.

Salem State University has been an integral part of the greater Salem community for over 150 years. We take great pride in our community connections and our long tradition of partnership with the North Shore community, particularly the city of Salem. These partnerships—with the business community, with local governments, with the nonprofit sector, and others—are rooted in our academic programs and our role as a significant economic resource for the Commonwealth of Massachusetts, the North Shore region, Essex County, and the city of Salem.

Salem State has experienced significant changes over the past four years. There have been administrative and academic leadership changes, a financial crisis experienced throughout the world, the loss of our library building, a shift of our student population to more residential students, and our evolution to state university. In just over three years, Salem State experienced a major turnover of higher administration, in most instances replacing retiring administrators of long tenure. Before retiring in 2007 my predecessor, President Nancy Harrington, had served 17 years as president of then Salem State College and a total of 50 years in various positions at the institution. In January 2009 Provost and Academic Vice President Kristin Esterberg succeeded Provost Diane Lapkin, who had served five and one half years in the position and another 14 years as dean of the Schools of Human Services. In July 2009 Dr. Jude Nixon, dean of the College of Arts and Sciences, succeeded Dean Anita Shea, who had served 14 years in that position and 43 years total. Other important administrative leadership changes include a new vice president of finance & facilities, chief information officer, director of human resources, and dean of the School of Graduate Studies. While each of the changes was a natural evolution, a turnover of this magnitude was challenging for the organization. The Salem State community has worked to maximize the opportunity the changes offered.

Early in my tenure, I convened the Strategic Planning Committee and requested the members review the 2005 – 2008 Strategic Plan and develop a draft plan for 2009 – 2014. Through an extensive effort that is addressed in other parts of this self-study, a comprehensive plan was developed and approved in the fall of 2008. This strategic road map has proved to be most valuable as financial challenges began to arise in every corner of our nation's, and the world's, economy.

Two Major Challenges

A major shock to university personnel came in the fall of 2007 when the library building was declared unsafe and the university moved to evacuate it immediately. In spring of 2007 Salem State had begun reviewing whether to proceed with a total renovation of the library, or build a new facility. As part of that process, engineers assessed the feasibility of renovating the building for 21st century use. On October 15, 2007, the engineers informed me that they had some potentially significant structural concerns, and they could not guarantee that the building was safe. University leaders immediately gathered to strategize. The library was evacuated, and plans were made to relocate nearly 100 administrators, faculty, and staff whose offices and service areas were located in the library building.

Within three days, a reference desk was set up and staffed in the commuter lounge of the Ellison Campus Center. Reference librarians were relocated to a nearby building. All planned library instruction sessions were held, and the librarian liaisons contacted their department faculty with information and offers of assistance. Information technology services extended computer lab hours to accommodate displaced students. One week after the crisis began, the campus center hours were expanded to the full schedule of regular library hours. Interlibrary loan and circulation/reserves were fully operational, and the library book drop was relocated to the front of the campus center. A computer lab normally restricted for computer science students, was opened to all students. Within a few weeks, all library public access computers were relocated to accessible areas in lounges, hallways, and other available spaces throughout the three campus locations.

All core library services were centralized in the campus center, while technical services, archives, administration, and library systems were decentralized where space was available on the three campuses as we awaited word on when, or if, we could return to the library building. Special arrangements were made with UMass-Boston and other libraries to provide expedited interlibrary loans; staff arranged for daily access to the library building to retrieve materials on request; and we expanded electronic journal subscriptions and invested in significant electronic book collections. We were able to accomplish this with the remarkable support of the entire campus community and the assistance of our library colleagues throughout the commonwealth.

When the engineers could not determine if a return to the library building would be possible, we began discussions with the Massachusetts Division of Capital Asset Management (DCAM) and architects in January 2008 to determine what services and collections could be included in the unused space located on Central Campus. With only 30 percent of the space that we had previously in the old library building, some difficult decisions had to be made. Those decisions were made the same way priorities had been set during the October evacuation. The focus was on what the students needed the most—services, collections, and study spaces. These priorities were accomplished in a remarkably short span of time thanks to a committed team of facilities planners, architects, engineers, and contractors.

The interim library facility on Central Campus has been open since September 2008. Meanwhile DCAM approved a new library/learning commons which is currently under construction on North Campus. The condemned facility is being dismantled.

A second shock came in the fall of 2008 when the Commonwealth of Massachusetts reduced its announced financial support to all public higher education institutions. From 2008 to 2010 net state appropriations for the university were reduced by $14.9m (28.4%) The American Recovery and Reinvestment Act, the "stimulus funding," has offset the reductions in the short term; however, stimulus funds are one-time dollars and do not support ongoing operations.

Salem State responded by aligning our resources with the aims of the strategic plan. Given the magnitude of the financial loss, it was necessary to reduce the workforce. In the spring of 2009, 25 individuals were separated from the university and 35 open positions were removed from the budget. Operating budgets and capital improvements suffered additional cuts. The reduction in personnel was the first anyone could recall for the institution, and it was very difficult for the community to absorb. Two years later, we have stabilized the budget and are once again pursuing our ambitious goals. The ramifications of the economic crisis, however, are still fresh in most people's minds.

Despite what should have been major setbacks, the university moves forward. The loss of the library facility galvanized the entire population. In an institution where space has always been at a premium, departments from all the campuses offered space to displaced faculty and staff. Staff from facilities and information technology relocated approximately 100 personnel with books, files, memorabilia, and furniture and set them up with transferred phone lines and active Internet access. Until the interim library was constructed in summer 2008, virtually every available corner was taken for offices or study spaces for students. Even now, some departments and programs are crammed into inadequate spaces. So, when the budget cuts came in 2009, it was not so much the additional austerity measures that disheartened the community as the permanent loss of personnel who had weathered this and other crises. Although the difficult choices made at that time have kept Salem State financially stable, we are still recovering from the consequences. And yet despite what would seem to be a good time to retrench, our faculty continue teaching with full vigor, continue researching, applying for grants, producing new and challenging courses; our staff and administrators support them and our students with an expanding array of programs, training, and technologies. And our students blossom and go forth into the community as active and engaged participants.

Continuing that positive trend, in the fall of 2010 we opened our fifth residence hall, home to an additional 525 students on our campus. Although the total enrollment has not increased significantly, the nature of our extracurricular programming has needed to change to meet needs of our students. While it is our aim to have 50 percent of our undergraduates living on campus by 2018, the blending of commuter and residential student requirements remains a priority. In addition we are engaged in a comprehensive academic planning process; we are actively growing our graduate program; and we are about to launch a $25 million capital campaign.

And, finally, Salem State University has become a reality. After more than 20 years of advocacy, the university has been recognized for the breadth, depth, and quality of its offerings, and Massachusetts has joined 45 other states with the conversion of our state colleges to state universities. The nature of our work will not change significantly because we have been offering university-level programs for many years; however, we recognize that we have a unique opportunity to grow, to enhance our programs, and to continue improving the quality of the education we offer our students.

Patricia Maguire Meservey
President
Salem State University

Standard One: Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

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

Salem State University Strategic Plan, 2008

Description

Salem State University is a comprehensive, publicly supported institution of higher learning. In 2008, Salem State prepared its five-year strategic plan through a campus-wide process that established a vision, a mission, and values. The Salem State vision is to be a premier teaching university dedicated to excellence in education, service and scholarship. Salem State's evolution into a respected, comprehensive institution of higher education owes its continued success to the vision of its faculty, students and staff, the partnerships between community and university and the accomplishments and loyalties of alumni worldwide.

The university re-evaluates its mission, vision, and values every five years as part of the strategic planning process to assess the content and pertinence of the mission statement. The re-evaluation process ensures that all campus stakeholders are represented in planning and resource allocation. The 2008 committee, which included representatives from all constituencies, first drafted a new statement of the university's mission, vision, and values, and then built a strategic plan around the new statement. The mission statement informed the development of the strategic plan's goals and objectives.

The Board of Trustees approved the revised mission statement and strategic plan on September 24, 2008. The mission statement is published on the university website, in the catalog, and on posters throughout the campus. The 2009 President's Report extensively described each goal in the strategic plan and recent issues of the *Salem Statement* alumni magazine highlighted goals from the Strategic Plan.

Premier teaching is and always has been the core of Salem State's identity since its founding in 1854. Excellence in education places the focus on our students. Salem State, which serves 10,000 students in graduate and undergraduate programs, possesses the most diverse student body within the Massachusetts State University system and is the largest institution of higher education on the North Shore of Massachusetts. Over 150 years after its founding, Salem State continues to promise and promote the tradition of excellence envisioned by its founders.

Excellence in service acknowledges that the Salem State community is part of a larger regional, national and global community. Salem State's civic engagement has faculty, staff, and students involved in community service and service-learning throughout the North Shore of Massachusetts, and internationally. Our Enterprise Center and Small Business Development Center serve the region's emerging small businesses and nonprofits. Salem State's Cat Cove Aquaculture Center is helping to rebuild the clam industry in eastern Massachusetts. The Center for Economic Development and Sustainability partners with the Workforce Investment Board, the Northshore Alliance for Economic Development and many North Shore communities to provide research and data.

Excellence in scholarship affirms that quality teaching must be supported by the research and scholarship of its faculty. Salem State's extensive undergraduate and graduate programs annually produce a broad

range of faculty and student research, performance, and publications. These are offered to the broader community through lectures, research symposiums, creative and performing arts programming, forums, and publications, such as the *Sextant* and *Soundings East.*

Salem State's mission statement focuses on providing a high-quality education to a diverse community of learners. The mission emphasizes the university's efforts to address the needs of society by preparing students to contribute and serve as a resource for the region's development. Salem State emphasizes global connections across the curriculum and encourages students to consider study abroad through the Center for International Education.

Appraisal

Interviews with university vice presidents and trustees found each believes the mission statement is widely understood and that it provides direction for curricula and other activities, including the development of strategic plans for divisions, schools, and departments within the university. The vice presidents also indicated that the strategic plan guides development of programming, and cited as examples the diversity programming provided in residence life, accreditation efforts of various programs and departments, and the program review process during which academic departments prepare self-studies to assess their effectiveness.

Similarly, a recent survey of department chairs across the university revealed that they believed the mission statement is appropriate for the university. They also emphasized examples where department efforts are aligned with the mission statement, including serving diverse students through courses ranging from remedial math to honors, using student-centered teaching practices, developing department strategic plans based on the university mission and strategic plan, offering internships locally or abroad, and offering classes that pair students with community organizations and businesses.

Finally, a survey of undergraduate and graduate students in both the day and evening programs showed that almost all (95%) students understood the mission statement. While 62 percent admitted not being familiar with the specific wording, three-quarters (76%) agreed that the statement accurately reflects the university and that the mission reflected their experience in the classroom (78%). When asked which phrase represented the core of the university's mission, 41 percent chose "high quality student-centered education" and 37 percent chose preparing "a diverse community of learners."

Projection
- Embed the mission, vision, and values as the foundation for all strategic planning. (President's Cabinet, FY11 and ongoing)

INSTITUTIONAL EFFECTIVENESS

Salem State University utilizes its mission, vision and values to identify priorities, guide the strategic planning process, and develop annual plans. It re-evaluates and revises its mission on a five year schedule at minimum and uses those re-evaluations in creating its next strategic plans.

Data First Form One

Standard Two: Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning evaluation priorities and pursues them effectively.

Just because something works today does not mean it will work tomorrow. When everything seems just right, it is time to plan for change.

Roger Berkowitz, Trustee, Doctor of Humane Letters honoris causa, 2007

Description

Salem State University has experienced dramatic transformations over the last five years including internal changes of leadership and external budget constraints which have challenged the institution to adapt to a rapidly changing environment. Over the last decade, we have made substantial progress in developing a culture of planning and assessment. This resulted in a systematic review of the university's major functions and led to improved data-driven and plan-based decision-making. As a result the university has made a significant commitment to planning and evaluation within all areas and at all administrative levels. At the highest level, the university has staffed the Strategic Planning Council with a cross section of its population. Each academic and administrative area ensures that the plans it develops are consistent with the goals and objectives of the university.

The university created its first strategic plan in 1996 and has continued to develop multi-year plans since then. The 2005-2008 Strategic Plan set forth a series of six strategic directions. This plan was more realistic and focused than earlier ones in attempting to integrate the plans of sub-components of the institution under its umbrella. The 2005-2008 plan also attempted to integrate planning and budget-development in a more realistic way. As a result of the initial strategic planning effort, the university recognized the need to plan at all levels. As a consequence of its planning efforts the university recognizes that accurate assessment and evaluation are needed to make informed decisions in all areas of the institution.

In 2007 with the arrival of a new president, the university initiated a new round of planning in response to major changes in higher administration, creating a committee to develop a new strategic plan for the university. The then named Strategic Planning Committee was charged to develop a five year plan that included objectives and actions, as well as metrics to determine the extent of success. The committee was also to consider the resources necessary to implement the plan, and determine timelines for outcomes. Over the course of six months the committee consulted with various constituencies to develop the 2009-2014 Strategic Plan which was passed by the Board of Trustees on September 24, 2008 and published on the university website. In September 2010, the President charged the Strategic Planning Council with educating the Salem State community regarding the mission, vision, and values of the 2009-2014 Strategic Plan; to review the accomplishments as reported in the spring 2010 Strategic Plan Progress Report; and to look at the plan with an eye toward modification consistent with changes in the external environment.

PLANNING

During the period that the university was developing and implementing a new strategic plan, a number of unexpected major events affected the institution in significant ways and presented new challenges. While the Commonwealth of Massachusetts has been reducing public funding for public higher education for several decades, the trend has been exacerbated by recent economic conditions. State support for Salem

State was reduced by 28 percent between fall 2008 and fiscal year 2010. The university has responded by attempting to replace some of that lost funding with alternative revenue sources. For example, the university has accelerated fundraising through enhanced institutional development and fundraising efforts.

While the university was investigating the possibility of renovating the existing library, major structural weaknesses were discovered which necessitated the immediate closing of the facility. The university acted quickly to close the library for the safety of our students, employees and guests from the community. We relocated the library's essential collections and services to other campus and off-campus locations in a matter of days. As detailed in the Institutional Overview, the university also acted quickly and decisively to obtain state funds to plan and construct a new library/learning commons. Planning and design for the new library/learning commons has been completed, state funds have been secured, and we are moving forward with construction of the new facility.

Salem State has adapted to changes in higher education in Massachusetts as well as changes in the demographics of our student populations. We have expanded the number of programs with external accreditations and we have significantly increased the number of hybrid and online courses offered. We have made a major commitment to upgrading classrooms and providing state-of-the-art teaching technology. We have also endeavored to ensure that all programs offered by the university are reviewed and evaluated on a regular basis.

The university has actively sought opportunities to enhance its capacity to provide facilities and educational services to our students and our community. In 1997, the Salem State College Assistance Corporation, (Assistance Corp)—an independent organization created to promote the financial well-being of the institution—arranged to purchase a surplus factory. The site has since been transformed into a vibrant Central Campus which now includes the interim library, the Bertolon School of Business (Bertolon School), the music department, two residence halls, campus police, and the Enterprise Center which houses the admissions office, the university bookstore and a small business incubator. In 2010, the Assistance Corp arranged to purchase the Weir factory conveniently located across Loring Avenue and now leases the property to the university. The facility houses information technology services, facilities, music practice rooms and rehearsal space, shipping and receiving, and mail service.

The university is committed to implementing a data-driven strategic planning process coordinated with financial planning and decision-making. Implementing this process will enable the university to think strategically about its goals and objectives and to transform the pragmatic decision-making culture under which the institution previously operated.

Several examples of successful planning efforts that have enhanced the effectiveness of Salem State University include increased reliance on data from institutional effectiveness and planning, the academic planning process, establishing enrollment management, expanding the residential student population, fundraising for the Bertolon School of Business, increasing emergency preparedness, and improving information technology.

- In 2004 the office of institutional effectiveness and planning (IEP) was transferred to academic affairs under the guidance of the provost in order to align academic planning more directly with the source of the data. On-going academic planning has relied heavily on data supplied by IEP. The office was restructured in Fall 2010 to provide additional staff resources and bring in leadership who can enhance our ability to use data in our planning efforts. A search is currently underway for a new director of institutional effectiveness and planning. That position is slated to be filled in spring 2011.

- The academic planning process, covering an institution-wide review of all academic programs, began during AY2009-10. The review is assessing the effectiveness, efficiency, and relevance of all academic programs. A review process has been developed that includes input from each academic department, an analysis by a university-wide committee, and input from other campus constituencies. This entire process will be completed at the end of the spring semester of 2011.

- The enrollment management division was created in June of 2008, bringing together the offices of undergraduate admissions, transfer admissions, financial aid, registrar, and academic advising. Graduate admissions was merged into the division in May 2009. Enrollment management oversees cross-divisional planning activities. For example, the admissions office regularly meets with marketing & communications to flesh out the detail of the next year's communication plan for recruiting students. Two large-scale evaluation activities have been undertaken since the division was formed, both with the assistance of an external reviewer, an admissions operational review and a financial aid operational review. Both projects involved meetings with a large cross section of the campus community. In addition, in 2006 the registrar's office commissioned an external operational review by AACRAO Consulting Services. Several of the recommendations in these reports have been implemented. Examples include restructuring our financial aid office to more appropriately distribute responsibilities, transitioning to a passive acceptance policy for all financial aid awards, and leveraging existing PeopleSoft™ functionality in both offices to streamline processing and improve service. Other recommendations are under consideration.

- The university intends to increase its residential undergraduate population to 50 percent. A 2006 study by Anderson Strickler, LLC (ASL) established the need for additional campus housing. As planning for new residence halls moved forward through completion, we continued to plan with a range of constituencies. In spring 2007 staff and directors of student life and residence life met regularly discussing retention and the impact of a residential campus on student services; in 2008 and 2009 student life focused on the impact of a larger residential campus at its annual retreats; in summer 2009 the university assessed campus-wide programming resulting in plans for expanded evening and weekend activities; in December 2009, the Student Affairs Committee conducted a survey of all registered students to assess student needs and interests in campus events and resources; in January 2010 the president's cabinet considered how increased numbers of residential students would affect campus programs and the culture of our campus. Since receiving the Anderson Strickler study, Salem State has completed two residence halls, Atlantic Hall in 2004 and Marsh Hall in fall 2010, and currently houses 33 percent of its students and 70 percent of entering freshmen. Another market survey is planned for March 2011.

- Institutional Advancement (IA) planned and executed a capital campaign to support the business school. In 2005 the Board of Trustees voted to enter into a $7.5 million capital campaign to support the School of Business in achieving AACSB accreditation. A cornerstone gift in 2005 of $2.5 million renamed the school the Bertolon School of Business. This was followed in January 2006 by a $1 million commitment to establish the Welch Scholarships, and a $1 million gift for an endowed chair in accounting and finance in 2009. Including these gifts, we raised $6.2 million towards the goal as of December 2010. The balance is being folded into a new capital campaign. IA also engaged in a successful campaign raising $5 million for a Center for the Creative and Performing Arts in the first half of the decade.

- Over the past few years, Salem State has engaged in an expanded program of emergency preparedness planning for the campus. The university has made a significant investment in security. The installation of emergency blue light telephones, many with mounted cameras, within and outside our buildings has now been completed. In total, there are 28 surveillance cameras along with 102 emergency phones on the five campuses. In addition, 113 telephones have recently been installed in classrooms. Twelve plasma television screens have been located throughout the campuses to communicate events, news, and emergencies. Building evacuation

drills occur once each semester for both day and evening classes. A shelter-in-place brochure was created last year and distributed throughout campus and published on the university website. ConnectEd, an emergency notification system that sends voice, e-mail, and text messages, was purchased several years ago and successfully implemented and used for emergency drills. All but one of our residence areas has twenty-four hour/seven days per week front desk coverage. There is also a stringent guest policy for all residence halls and public address systems for all but one residence area. During 2009/2010 the university adopted the Incident Command System structure to respond to any significant on-campus emergencies. The Emergency Management and Operations Plan incorporates operating procedures from the Incident Command System (ICS) and the National Incident Management System (NIMS) for handling major emergencies which disrupt normal campus operations. The plan is designed for use by the emergency response teams and the university incident commander to respond to an actual crisis event. Training for the university's emergency response plans is provided by Bowmac, a firm with significant experience in emergency preparedness. The university also developed and adopted a pandemic emergency plan implemented fall 2009 as a result of the H1N1 flu concerns. Among one of the more significant aspects of the plan was a memorandum of understanding between the university and the North Shore Medical Center in which both entities agreed to provide assistance to the other whenever there is a health crisis at the university or within the community.

- Information technology services (ITS) regularly conducts internal evaluation and planning activities. ITS also engages external technology consulting firms to bring fresh and objective thought to the planning and evaluation process, and to ensure the department is informed about new technologies appropriate for inclusion in the ITS Strategic Plan process. Each year the ITS leadership team assembles the accomplishments of the prior year and identifies action items as part of the Annual Report process. As part of this process, the ITS leadership team collaboratively evaluates IT infrastructure and identifies areas of weakness that should be improved in the coming year. These infrastructure improvements are articulated in business cases, submitted to an information technology governance process, and considered along with information technology initiatives proposed by the departments. External expertise has been brought to bear in a variety of ways. Of special note, Campus Works Incorporated was engaged in January 2008 to conduct a thorough evaluation and planning initiative which resulted in many recommendations to improve the department. One result was Salem State's first ITS Strategic Plan. This Strategic Plan, dated January 2009, is both strategic and tactical in nature and included recommendations to restructure the IT department and transition to a "service delivery focused" organization. This document has served as an effective roadmap for ITS through 2010.

EVALUATION

At the institutional level, the strategic plan is being evaluated at a number of different levels of the university. A format for examining progress on meeting the objectives of the strategic plan was designed, and all units at the vice president level conduct progress reports based on a systematic evaluation of Strategic Plan initiatives.

At the program level, the university is presently conducting an academic planning process, where each academic program has engaged in data-driven self study. This process provides for evaluating each program beyond individual instruction. At the department level, individual departments and/or schools engage in accreditation-related and ongoing evaluation processes in order to inform admissions, curricular and other decisions. [*see* Data Collection Schedule]

In 2005, Salem State University made a commitment to conduct internal program reviews with external evaluators for all academic programs that were not subject to external accreditation bodies. For the most

part, these are programs within the College of Arts and Sciences. To assist in this process, guidelines for program review were developed and approved through the university governance process. These reviews include a visit by an outside evaluator who is an expert in the specific field of study. This evaluator reviews the self-study, visits the campus, meets with faculty, students and administrators and provides a report of his/her findings. These reports are reviewed by the department chair and faculty as well as the provost and president to evaluate the recommendations of the evaluation process. Each program is evaluated on a five-year cycle.

The university is also committed to seeking external accreditation for all academic programs where applicable; it now has the largest number of accredited programs in the Massachusetts State University System. As shown in form E-1B 60 are accredited by external professional organizations and or agencies. Another two—the Bertolon School of School of Business and the Masters in Industrial Psychology—are seeking accreditation from their appropriate agencies. In addition, a wide range of individual programs rely on external boards for feedback on the curriculum and the preparedness of our students for the regional workforce.

In 2008 the university began using the National Survey of Student Engagement/Faculty Survey of Student Engagement (NSSE/FSSE) to assess student and faculty reports of interactive learning and other indices of student involvement in learning, as part of our participation in the Wabash National Study of Liberal Arts Education. Since then we have continued to participate both in NSSE and in the Faculty Survey of Student Engagement (FSSE), as well as the Wabash Study. The Wabash team conducted a site visit in fall 2010 to help the campus explore our results.

Although the sample sizes for each of these surveys are less than optimal, the data indicate that Salem State students' experience is much like students' experiences in peer institutions. In each of the measures related to the five NSSE Benchmarks of Effective Educational Practice, students experienced gains from the freshman to senior year. However, across all measures, the differences among students at Salem State are much larger than the typical difference between and among our institution and others in the study.

The university continually monitors its students' retention and graduation rates—key indicators of our educational objectives. The newly established enrollment management division, along with the office of institutional effectiveness and planning, has been analyzing factors which influence these indicators and has recommended academic policy and other changes that may lead to positive changes in this area. Among those changes are revised standards for academic probation and dismissal and establishing minimum progression requirements.

The Bowmac training team provided training in emergency preparedness for university personnel, reviewed our current plans, and suggested improvements. Over the past three years an assessment has been completed by the university's campus police department immediately after every building evacuation drill and ConnectEd test. Active shooter scenarios and the performance of the members of the university's police department are assessed every summer by the members of the Massachusetts State Police that are providing the training. There are weekly checks of all emergency telephones and cameras on the campus in order to ensure their proper working condition. This has regularly occurred over the past ten years.

The chief information officer participates in regular benchmarking activities with the CIOs of other state institutions as a member of the CIO Constituent Group, and two directors benchmark security specific issues as members of the Forum of Chief Information Security Officers (CISO). Annually the CIO leads the ITS director team in an internal self evaluation and planning process which is documented in the Annual Report—Office of the CIO. This annual report has been developed each year since 2002, and the document includes specific goals and objectives and serves as the annual action plan and road map for the

coming year. ITS was evaluated in 2009 and 2010 as part of the required Payment Card Industry (PCI) audits. PCI audits examine the security of systems which handle credit card and financial account numbers. In 2010 the audit was conducted by Concordant Inc. and ITS passed all categories of the audit. Concordant, Inc. was also engaged to audit the new Health Services data base for HIPAA compliance and to conduct a preliminary audit for compliance with 201 CMR 17 and Executive Order 504 which pertains to the protection of sensitive personal data. Again, all ITS systems were found to be in compliance.

Analysis of the Salem State network was conducted by BEI, Inc. in 2010. That analysis led to a redesign of the network to improve performance and segment traffic so that data security was strengthened. BEI assisted with the implementation of the new network design which also improved system survivability through redundancy of key infrastructure components.

Appraisal

Salem State University has undergone major changes within the past five years. With new personnel in most upper level administrative positions, the university has embarked on a comprehensive process of self-evaluation with a commitment to improving every aspect of our functioning. Strategic planning and assessment have played a leading role in facilitating this transformation, with the university making a significant commitment to staffing and supporting the strategic planning process.

Two major changes that have occurred in this time period are our transition to university status and the severe budgetary reductions imposed by the state. Our strategic plan was approved in 2008 prior to these events. A comprehensive review of our plan and reaffirmation of our goals is warranted.

Despite major financial stresses, Salem State University has been able to respond appropriately to crises. For example, a direct result of the national recession which began in 2008 was significant reductions in state funding for the university, necessitating a substantial realignment of the university's resources. Another example is the unexpected closing of the university's library which required rapid planning both to relocate vital library services and to plan the new library/learning commons. State mandated policies such as emergency preparedness and pandemic planning also provide examples of the university's ability to respond immediately to circumstances outside of the existing strategic planning process.

The university continues to face the challenge of maximizing our productivity in a tight fiscal environment. Major state budget cuts have forced the university to carefully allocate its limited resources. The cuts led to staffing changes, reductions in funding for some programs, deferred maintenance of buildings, consolidation of administrative units, and reductions in hiring of faculty and administrators. In anticipation of the state budget cuts of AY2009-2010, efforts were made by the administration to provide a clear picture of the financial circumstances of the institution and to seek input from all members of the community to try to identify cost savings to reduce the impact on the campus.

The university gathers a broad range of external perspectives on all academic and other programs. [*see* Data Collection Schedule] It engages in effective evaluation efforts that respect the unique aspects of the institution using a range of qualitative and quantitative methods including student satisfaction surveys and focus groups and alumni surveys. However, we are not as systematic in our evaluation efforts as we could be. Much of our evaluation activity is informal, or anecdotal, in nature. For example, we have not yet developed an effective campus process for understanding and creating a response to our NSSE/FSSE and Wabash results, nor have we been able to evaluate the effectiveness of our recruiting efforts. Our technology infrastructure must be improved to allow us to track information that we can then use to evaluate. Further, the university needs to increase coordination between planning, decision making, and budget. Faculty and to some extent deans tend to make decisions based on academic needs, while

administrators tend to make decisions based on financial exigencies. Historically, these two somewhat independent vectors have been reconciled in a pragmatic way.

The most recent experience of the university in planning a major facility is the current library/learning commons project. Information gathering from potential occupants occurred at the point when it was unclear whether the university would renovate the old library or construct a new facility. A steering group of higher administrators worked with the architects and DCAM to develop the program and scope for the project, deciding upon a joined library and learning commons. At that point they set up interviews with selected potential occupants. Faculty complaints about being excluded from the process resulted in campus-wide information sessions as planning continued. In response to those complaints the Library Design Advisory Task Force comprised primarily of faculty and librarians was established. After that, the architects met with this group as well as the Space Committee and the Library/Media Development Committee. Although planners were able to resolve many of the issues identified by the various constituencies that participated in the process, we recognize that the planning process should have been more inclusive from its onset. Most notably, a crucial decision was made concerning the purpose of the building without consulting the end users. Nonetheless, we consider the process an example of a lesson learned. Albeit midway into the planning, we did consult with multiple groups, and we have adopted a more inclusive process for future projects.

Over the past five years, the university has increased its technological capacity for gathering reliable information in support of academic programs. For example, the i-Strategy software program integrates statistical information regarding student enrollment parameters. The software will make operational data accessible to key decision-makers. In addition, it has helped to focus the institution's attention on systematic and consistent data definitions, and on capturing useful information. Other examples include the PeopleSoft™ upgrade for improved access to student information and real-time enrollment and scheduling data, Schedule 25 for improved classroom utilitization, and the establishment of online degree audits.

The budget office is working to develop a multi-year model that will support planning on a longer term basis. The model was used internally by the budget office and the president's executive group. Aspects of it were shared with the board of trustees and the university budget committee. However, the model is rather complex and makes many assumptions about future years. The budget office continues to work to streamline the model so that it can be used more broadly in the effort to increase both understanding of the budget and participation in its development.

Evaluation of the facilities planning processes has not been established. We continue to look for ways to evaluate the effectiveness of our facilities development efforts to assure they are meeting the current and long term needs of university departments, given the resources available. In spring 2011 the Space Committee will be soliciting proposals for reallocating vacated areas and making recommendations to campus leadership.

Faculty have voiced a concern that much of the work for academic planning comes from increased workload for faculty and chairpersons. This increased workload tends to be more challenging for large departments.

Projection

Salem State University has made a major commitment to planning and assessment as the primary vehicle for institutional decision-making. The university is continually seeking to improve planning and evaluation by coordinating strategic planning objectives at all levels of the university, by implementing assessments and evaluations that are data driven, and by ensuring that all department goals are tied to

those of the university's strategic plan. In addition, we recognize the importance of integrating budgetary decision-making with relevant strategic planning. Specifically, each objective within the strategic plan includes a timeline for implementation, action steps to achieve these objectives, and recommendations to the President regarding budgetary implications.

- Re-evaluate the strategic plan, including mission, following the achievement of university status and the economic challenges that have faced the university. (Strategic Planning Committee, Spring/Fall 2011)

- Establish a culture of data-based decision making and assessment as we implement the recommendations of the academic planning effort and strategic plan. (President's Cabinet & Department Chairs, FY12)

- Refine budgeting processes to allocate resources to support the University's strategic directions. (President & Vice Presidents, Budget Committee, FY12)

INSTITUTIONAL EFFECTIVENESS

Over the past 10 years, Salem State University has grown physically, academically, programmatically, and organizationally. Great progress has been made toward the development of planning and evaluation at all levels of the institution in order to meet the goals of the university's strategic plan. More attention has been given to coordinating planning and decision making with resource allocation resulting in identifiable institutional priorities. A culture of planning and evaluation is taking root at Salem State and will produce a comprehensive process that will enhance quality and ensure future success.

Data First Form Two

Standard Three: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

What I find so striking about this community—and what I think our new members will find too--is the real commitment to students by all members of our campus community: faculty, staff, members of the board of trustees, and administrators alike. Salem State is a special place, and it is because of the extraordinary work of all of you.
Provost Kristin Esterberg,
New faculty orientation, August 18, 2010

Description

In a period of over 150 years, Salem State University has evolved from a late nineteenth century "normal school," established to train teachers, to the vibrant and comprehensive institution described in this self-study. The Massachusetts Department of Higher Education currently has statutory responsibility for defining the mission of and coordinating the commonwealth's system of public higher education and its institutions. Each campus within the Massachusetts State University System has its own board of trustees.

The by-laws of the Board of Trustees of Salem State University describe the authority, responsibilities, and relationships among the governing board and the constituencies of Salem State University. An eleven-member board is comprised of nine (9) gubernatorial appointees, one (1) alumna/nus (elected by the Alumni Association Board for a five year term) and one (1) full-time undergraduate student (elected annually by the undergraduate student body). Membership carries with it fiduciary responsibility and a commitment to be informed concerning the university's mission and purpose. The trustees represent corporate, legal, research and intergovernmental sectors of the community. There are six standing committees of the board: (1) executive committee, (2) academic affairs, (3) finance and facilities, (4) student life, (5) institutional advancement, and (6) a newly formed audit committee. Minutes of the board's meetings reflect an active and engaged body of citizens, committed to the mission of Salem State University. The Board of Trustees delegates to the president the authority to manage the institution and submits an annual presidential performance review to the Commissioner of the Massachusetts Department of Higher Education.

All members of the Board are considered state employees within the meaning of the state's ethics statute. Each board member is expected to be familiar and comply with the requirements of the ethics statute. According to the Board of Trustees by-laws, "all Trustees are advised to disclose to the Board any possible conflict of interest at the earliest practical time and to take such other action in that regard as the law may require. Further, each Trustee is advised to absent himself or herself from discussions of and to abstain from voting on any matters under consideration by the Board of Trustees or its committees if to do otherwise would constitute a conflict of interest. "

The Board of Trustees delegates to the president the authority to manage the institution and submits an annual presidential performance review to the Commissioner of the Massachusetts Department of Higher Education. The president exercises executive leadership through a three-tiered model. She meets biweekly with the vice presidents and monthly with the Leadership Team, and with the full cabinet which includes

the deans, senior administrators, chairpersons of faculty contract committees and the president of the Salem chapter of the MSCA, the faculty union.

There are four vice presidents: the executive vice president is responsible for student life, human resources and equal opportunity, athletics, campus police, and information technology. The vice presidents of academic affairs, finance and facilities, and institutional advancement are responsible for their areas. Also reporting directly to the president are the associate vice president of enrollment management and the associate vice president for marketing and communications.

The provost and academic vice president serves as chief academic officer, exercising leadership through an organization of six deans. She meets weekly with the deans and the associate vice president of enrollment management who serve as an academic leadership team. On a monthly basis, the provost meets with an extended academic leadership council comprised of deans and associate deans, assistant deans, and directors of academic departments. This structure ensures coordinated decision-making among the academic divisions.

The organizational chart details the operational structure of the university and reflects restructuring that took place during the summer of 2009 to more effectively marshal its resources in supporting the strategic goals and mission of the institution. In addition to the reorganization, the university also reduced its administrative and clerical workforce because of budgetary constraints through a combination of attrition and involuntary layoffs.

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). All administrative and classified staff employees have access to their own position description through the PeopleAdmin system. Faculty and librarians are represented by the Massachusetts State College Association (MSCA/MTA/NEA). Two collective bargaining agreements are in effect for faculty: (1) Terms of employment, compensation and workload of full-time faculty, librarians and adjunct faculty teaching in the day program; (2) Terms of employment, compensation and workload for adjunct faculty teaching in the School of Continuing and Professional Studies (Continuing Studies) and the School of Graduate Studies.

Organized within thirty academic departments across three schools and the library program area, the faculty and librarians are central to the academic leadership process. The chair of each department meets regularly with the respective dean. The provost has monthly meetings with all chairs and their deans. To ensure a strong relationship between the administration and the local chapter of the faculty union, the president of the Salem Chapter/MSCA meets monthly with the president, and on a bi-weekly basis with the provost.

The job responsibilities of faculty and librarians are described in Article XII of the MSCA contract. Faculty rights and responsibilities for decisions concerning academic programs and policies is described in Article VII. The MSCA contract does not recognize a faculty senate but, rather calls for the annual establishment of an All-College Committee (ACC). Composed of eight (8) faculty, three (3) administrators and three (3) students, ACC is the primary agency for coordinating and implementing shared governance at Salem State. When a matter is submitted for consideration, ACC refers it to standing contract-mandated committees: Curriculum, Academic Policies, Graduate Education Council, Student Life, and/or Library, Media Development—or to other university committees such as the Presidential Advisory Committees on the Core Curriculum, Presidential Advisory Committee on Academic Planning, University-Wide Assessment Committee, President's Advisory Committee on Diversity, Affirmative Action, Equity and Social Justice, and the Strategic Planning Council.

Through this process faculty are assured the primary role in overseeing the integrity of the university's academic offerings. Within the six contract committees, faculty and librarians comprise 57.5% of the membership, and of the 26 remaining committees, they comprise 39.7% of the membership. Committee meetings are open, and individuals are able to participate on a non-voting basis in the discussion. [see 2010 Guide to Governance Committees] Agendas and minutes of meetings are posted to the governance website and all contract committee members are posted on Navigator. Faculty and staff also participate in numerous university committees which deal with a range of functions from selecting scholarship recipients to considering allocation of newly available space.

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].

The College of Continuing and Professional Studies has administrative oversight for off-campus, continuing education, distance education, and internal, evening and weekend classes. The dean of the School of Graduate Studies has administrative oversight for off-campus graduate programs. Courses and programs offered therein are approved through the curriculum and academic policy governance structure described earlier in this narrative.   The deans of continuing studies and the graduate school report to the provost and participate in weekly meetings of the academic leadership team.   These meetings with the provost provide regular opportunity to discuss issues related to policy integration and institutional effectiveness.

Undergraduate students play a significant role in policy development and decision-making through appointment to contract and university committees and election to the Board of Trustees. Students elect representatives to the Student Government Association, Inc (SGA), which promotes student justice by insuring the rights and liberties of all students, and demonstrates professional ethics within a democratic system. Similarly, the Residence Hall Association (RHA) represents the resident student population in all matters with the administration and all organizations concerning or affecting the quality of living on campus. In addition to student governance, each year the university selects between 20 to 30 students to serve on the student judicial board. If selected, each student attends a series of training sessions to ensure that board members understand the judicial process, conduct fair hearings and protect the rights of all parties. While some graduate students participate in formal student organizations within their programs there is no university-wide graduate student organization.

All graduates of the university are members of the Alumni Association. The purpose of the association is to promote the professional, educational, economic, and social interests of Salem State. The association provides services which enlighten, strengthen and develop a unity of action among Salem State students, faculty, administration, trustees, alumni groups, and friends. The Salem State Alumni Association Board of Directors serves on behalf of all alumni to maintain a relationship with the institution that is purposeful, reciprocal and rewarding.

The Salem State University Foundation and the Salem State College Assistance Corporation (Assistance Corp) exist to support the university. The Foundation and Assistance Corp operate independently of one another, both solely to benefit the institution. The president is a member of both and each also keeps contact with the Board of Trustees. The Foundation was incorporated in 1977 as a 501 (c) (3) private, nonprofit organization. Its mission is to help Salem State meet its needs and goals by soliciting, accepting, investing and distributing restricted and unrestricted private contributions for the benefit of the institution. The Assistance Corp, formed in 1995 by the legislature, promotes the orderly growth and development of the university. Created in 1999, The Enterprise Center which is owned and operated by the Assistance Corp, is a small business incubator and growth center helping small businesses and local

entrepreneurs through a variety of programs, services and advocacy. Located in the Agganis Building on the site of former GTE Sylvania property, the center leases space and provides support to small businesses.

Appraisal

In fall 2010 the president expanded her leadership team to include academic deans to ensure that the academic areas had a stronger voice. She also expanded her cabinet in an effort to strengthen communication between faculty and administrators

In an NEASC Faculty/Staff Survey, respondents were asked a series of questions about governance, decision making, and how they receive information at the university. Given that a considerable administrative restructuring had occurred almost a year earlier, it was assumed that communication would be a repeated theme. Since communication implies both "transmitting" and "receiving," the university needed to determine the extent to which members of the community received information at Salem State.

The survey indicates two-thirds of all respondents usually receive information about policy changes from official email (69 percent of faculty and 65 percemnt of staff/administrators). However, open-ended responses point to a need for better communication between the administration and faculty. In response to this feedback the president also initiated once a semester meetings with all faculty and with department chairs. These responses also suggested that the ubiquitous nature and constant use of email was detracting from its effectiveness as a communication vehicle for policy information and updates. In response to this concern, the university developed a new system of listservs. When asked what meetings they attended during the 2009-10 academic year, the only two meetings attended by more than 20 percent of respondents were the president's campus community meetings in February and April (66 percent of faculty, 93 percent of staff/administration) and open meetings concerning the Library/Learning Commons (29 percent of faculty, 40 percent of staff/administrators). Open-ended responses clearly point to scheduling challenges as a predominant reason. These results suggest a need to make presentation material available in alternative formats.

Community members found the university's organizational chart useful depending upon their function at the university. Three-quarters of total respondents found the organizational chart either very useful or somewhat useful in helping to understand the working order of Salem State. Faculty found it less useful; specifically, 30 percent indicated it was not at all useful, compared to 21 percent of staff/administrators. However, open-ended responses revealed that in many cases the survey prompted respondents to view the chart for the first time.

Salem State's governance website is comprehensive and includes posted meeting agendas, minutes and a proposal tracking system. Only sixty-one (18%) respondents report using the university's governance website to check the status of a governance proposal; this number included 25 percent of faculty and ten percent of staff/administrators. Open-ended responses revealed that the university community may be unaware that proposal tracking and meeting minutes are openly available. A low percentage of respondents reported attending governance committee meetings. Open-ended responses suggest a perception that such meetings are not open to the public.

In March, 2010 in a survey of the Board of Trustees, respondents were asked a series of questions concerning its role, authority, composition and effectiveness. Board members indicate that they have sufficient authority and information to undertake their respective roles. Open-ended responses suggest that board members are positioned to assist the president in focusing on strategic campus issues.While there is currently no formal mechanism for the board to evaluate its success in fulfilling its mission, the

board is investigating appropriate instruments for assessing boards of its type and will take up the matter in spring 2011.

Projection

- Evaluate new leadership structures implemented in FY11 and further expand campus input into decision making to engage all stakeholders in strategic decisions. (Contract & University Committees, FY12)
- Establish a process for annual review of performance of the Board of Trustees. (Board of Trustees, FY12)

INSTITUTIONAL EFFECTIVENESS

The work of university committees is reviewed annually by the president and the executive administrator through an end-of-year reporting structure. As the role of a committee evolves, its charge is reviewed and, where required, revised by the executive level administrator as required by the strategic plan. The administrative organizational structure of the university is reviewed annually to ensure its consistency with the strategic plan.

Data First Form Three

Standard Four: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

The most important aspect of my academic experience so far is the way that Salem State helped me transform myself from a sub-par student to one who enjoys classes and does well in them. With small class sizes and professors who care so much about what they are teaching, the academics at Salem State are extremely strong. The learning experience here challenges me and leaves me craving more.

Kyle Meadows, Student Trustee 2010

OVERVIEW

Salem State University strives to create educated citizens and requires all its students to complete the general education core regardless of degree program. In keeping with its mission to provide a quality education for a diverse community of learners, the university offers seven undergraduate degrees and ten masters level degrees in 65 programs administered through three academic areas: the College of Arts and Sciences (CAS), the Bertolon School of Business (Bertolon School) and the College of Health and Human Services (CHHS). As of this writing there are 30 departments offering 146 options with graduate degree programs in 17 departments administered through the School of Graduate Studies. The School of Continuing and Professional Studies (SCPS) offers both credit and non-credit programs in a variety of delivery mechanisms. Degree credit earned through SCPS meets the criteria set for the day university. The Bachelor of Science in Fire Science Administration and the Masters of Education in Library Media Studies are offered exclusively online. Faculty and deans ensure the coherence and integrity of all programs offered. All undergraduate degree programs require a minimum of 30 credits be completed at Salem State University.

These diverse programs achieve internal coherence through the oversight of faculty at the department level coupled with appropriate advising to insure that students progress at a reasonable pace. Faculty initiate proposals for new courses and programs as well as for deleting existing ones; these proposals are further reviewed through the governance process [*see also* MSCA Contract]. Proposals move from faculty-driven departmental committees through a university-wide system of committees staffed with both faculty and administrators before a final decision by the president and/or provost, with the Curriculum Committee the primary overseer of new programs. Consideration of the resources to support program changes is included in the process.

All programs have established learning goals appropriate to their discipline. These are available in departmental accreditation reports and are gathered in separate documents held in academic affairs. All students are tested for computer literacy upon entering the university. Those needing further instruction enroll in an appropriate course. The university begins instruction in writing for undergraduates in their first year with a full year composition sequence and mandates that all students complete an additional upper level course with a significant writing component. Students learn researching techniques in the second half of the composition sequence. These are reinforced in capstone courses in the students' major programs. All graduate programs have research embedded in them. Professional librarians provide information literacy instruction at basic, discipline-specific, and graduate research levels. Undergraduate students who are non-native speakers of English must achieve a TOEFL score of 500 in order to matriculate and

graduate students must achieve a 550. The Center for International Education provides pre-TOEFL instruction and support for non-native speakers. Prior to their initial registration, all undergraduates submit a writing sample which is evaluated by English department faculty. Depending upon their samples, first semester students are placed in regular composition, non-credit basic writing, or English as a second language courses.

The university also maintains oversight through regular departmental accreditation and program reviews as indicated by Form E-1, Part B. In the College of Health and Human Services (CHHS) all but one program are evaluated regularly by outside accrediting agencies. The remaining department, criminal justice, has external oversight through its qualification for the Quinn Bill. The Bertolon School of Business is currently in pre-accreditation with the Association to Advance Colleges and Schools of Business (AACSB); its departments are reviewed annually to meet the pre-accreditation standards. In the College of Arts and Sciences thirteen individual programs have external accreditors. In addition, all undergraduate and graduate secondary teacher licensure programs offered through CHHS are accredited by the National Council for Accrediation of Teacher Education (NCATE) as an extension of NCATE's accreditation of education. The remaining programs in CHHS participate in five year cycle of program reviews, including site visits by external evaluators. cycle was suspended for two years (2009-2011) to enable all programs to go through a simultaneous process as part of the Academic Planning initiative. It will resume in 2011/2012.

In 2007 with the implementation of our first fully online program in library media studies, the university submitted a substantive change report demonstrating our capacity to meet all NEASC standards for the distance learning population. Since that initial report the university has substantially expanded online services and resources for distance learning in a range of disciplines.

In order to bring academic planning more in line with available resources, the office of academic affairs has formed an Academic Planning Task Force comprised of faculty and administrators, which reports directly to the provost. Part of the charge for the task force has been a careful review of all programs. The university commits to complete the programs of any student whose programs is being closed.

Acknowledging the wide-ranging expertise of its faculty, the institution has encouraged them to develop programs that reflect their interests and respond to regional demand. The university oversees the implementation of all new programs. Traditionally, Salem State has concentrated more on opening new programs than on reviewing existing ones for their continued viability. That situation changed with the implementation of the Academic Planning Task Force in Fall 2009. Since then the provost disseminated data for chairpersons to analyze, and the Task Force created evaluation criteria and submitted them to the governance process for extensive review. In January 2011 departments submitted reports to the Academic Planning Task Force force for distribution to faculty review committees. The reports, faculty review committee comments and departmental responses to those comments were submitted to the task force in February 2011. The Academic Planning Task Force is drafting its report with recommendations for submission to the provost in May 2011.

UNDERGRADUATE DEGREE PROGRAMS

Description

Salem State offers its students 146 options within 30 majors which lead to one of seven undergraduate degrees. The university requires all programs to demonstrate academic rigor and show a progression from lower to upper level course work. Most programs allow for some electives although some of those meeting national accrediting standards frequently limit choice. Sixty-eight minors are available through the departments. We use the term "program" to refer to any formalized study of a discipline; "major," "minor," "concentration," and "option" are defined in the catalog as are the requirements for each degree.

Each of these programs has been vetted through departmental and university-wide curriculum committees and has been approved by the President—and for new programs, the university's Board of Trustees. Each student's progress is monitored by a faculty advisor while an official record is kept in the registrar's office. Students and their officially assigned advisors have access to those records through the university's intranet/portal software, Navigator.

The First-Year Reading Experience (FYRE) engages all incoming students in a common reading and discussion endeavor. Two additional first-year initiatives—learning communities and passion courses—offer students alternative and creative means to fulfill their elective and/or distribution requirements. Passion courses are introductory level courses offered by professors on a subject in which they are especially interested and may not ordinarily teach; the courses are generally listed under Interdisciplinary Studies (IDS 189 or IDS 289). Thus students have an opportunity to take a course on a topic that is not a part of the traditional curriculum and can participate early on with full-time professors in courses more typical of university enquiry than the entry-level competencies that otherwise fill their schedules. We offered five pilot courses in 2009-10, and are offering six in 2010-11. Of those offered in fall 2010, one enrolled sufficient students to run. Some first-year students were able to participate in six newly launched learning communities in fall 2009, and a smaller group participated in one in fall 2010.

The university encourages undergraduate research and sponsors events to showcase student initiative. Among those are the annual Undergraduate Research Symposium which presents student work through posters and panels and the annual Earth Day observation which is more accurately a weeklong series of lectures, films, an art-from-trash exhibit, and a poster competition.

Appraisal

The university is recognized for its excellent programs as evidenced by the multiple national accreditations. Some examples include social work, which for many years offered the only accredited Master of Social Work at a public institution in the state, and as of 2010, is one of only two. Some others are theatre which has had national finalists and winners in the Kennedy Center American College Theatre Festival and has had students and productions selected for the regional competitions since its inception as a major; geography which has one of eight travel and tourism programs certified by the World Tourism Organization; and art+design which has glassblowing—one of only two public institutions in the state to do so.

The current academic planning process is intended to ensure that Salem State is properly positioned to offer the appropriate academic programs to meet the needs of its various constituencies. Enrollment management is incorporated in the planning process.

Salem State has a long tradition of offering small classes to its students. Despite the economic downturn and subsequent severe reduction in state appropriations the university has continued with this practice. The average undergraduate class has hovered at 17 for the last five years, graduate at 10 or less. However, some courses—for example nursing clinicals and education practica –are significantly smaller, while others, especially science lectures are considerably larger. We have continued our commitment to personalized instruction and to close associations among faculty and students. Examples include the annual geology field camp in Montana, the nursing clinicals, and seminars in every major. Faculty routinely sponsor their students' participation and attendance at major conferences in their disciplines.

The First Year Experience (FYE) had its inaugural year in 2009/2010 as a result of a year-long self study in collaboration with Foundations of Excellence®. First Year Reading Experience (FYRE) activities were well attended in fall 2009 and 2010. The passion courses are still in pilot programs. It has been difficult to get students to enroll in the courses and to get full-time professors to offer them. In the pilot year the passion courses were listed under IDS 189—a required course for undeclared students. Populating the passion courses was not difficult under that system; however, there was only a random possibility that the students in the class shared the professor's interest in the subject matter. Enlisting first year students to enroll in those courses independently proved to be extremely difficult because there is no formal mechanism for faculty participation in the admission and registration process.

Projection:

- Implement the recommendations of the Academic Planning Task Force, which are scheduled for release in spring 2011. Recommendations are to go through campus governance in spring 2011, for implementation during academic year 2011-2012. (The Academic Planning Task Force, Provost, All College and Curriculum Committees, relevant departments are responsible.)
- Assess the first-year experience program and develop a plan to make the passion courses and learning communities more broadly available to students. Develop additional first-year experiences as appropriate, building on FYRE. (Faculty Fellow for Assessment, ad hoc committee on the first year experience.) Assessment to begin Spring 2011 but will remain ongoing; additional programming to be implemented 2011-2012 and 2012-2013, as appropriate.

GENERAL EDUCATION

Description

Salem State's definition of an educated person is reflected in the university mission statement—"a diverse community of learners [prepared] to contribute responsibly and creatively to a global society"—and is outlined in the Philosophy of the Core Curriculum which addresses all aspects of NEASC guidelines for general education.

The general education requirements are clearly identified in the catalog: they address content and skills in the arts and humanities, math, and physical science and the social sciences. Required sequences in each of these areas cover a broad range of skills, while distribution electives offer a greater variety of experiences. Recent revisions to the core require students to demonstrate higher-level competence in quantitative analysis (Q), writing (W), and diversity (V). All first year students must either complete a two semester sequence of composition which includes introductory instruction in contemporary research techniques, or demonstrate they have the competence. [*see* Academic Writing Standards; Composition Program] In addition, students must complete an upper level course which emphasizes writing, one in quantitative analysis requiring students to manipulate numbers beyond theoretical mathematics, and one exploring the impact of diversity upon the culture. These courses may be in any field. All departments

incorporate recent technologies into their teaching practices. Some programs allow for cross-disciplinary exploration, and most Interdisciplinary Studies courses may be taken as distribution electives.

Salem State requires 45 to 48 credits in general education depending upon the degree. Students seeking a Bachelor of Arts (BA) have a foreign language requirement which may add up to an additional 12 credits to their general education credits. Changes to the core since the 2005 review have included the following:

- The reduction of graduation requirements from 126 to 120 credits by removing 3 credits from distribution electives and 3 credits from free electives;
- Clarification of the foreign language requirement for BA candidates and the computer literacy requirement for all majors;
- Changes in the language for the diversity, computer literacy and upper level writing requirements;
- Revisions of the exemptions for English composition;
- The inclusion of IDS 189, First Year Seminar, in the distribution electives.

However, the university has developed a new mission statement since the core was revised in 2005, and some aspects of the core are being re-examined through governance to reflect the new mission.

Appraisal

We are aware of the limitations of the core as it is currently configured. At present it is both too rigid and too flexible. The specificity of the competencies and the sequences makes it difficult for students to transfer into the university; at the same time the variety of acceptable electives makes it difficult to articulate the learning goals the core is intended to achieve. Although the general education requirement at Salem State is frequently reviewed through the Curriculum Committee, it has not changed substantially since it was instituted in 1975. The most recent core review, passed by governance in 2005 and implemented in the Fall of 2006, added requirements for experiences with quantitative reasoning, diversity, and advanced composition, but did not otherwise alter the structure or content of the existing requirements.

Currently the core is not assessed in its totality. The University-Wide Assessment Committee has recently been charged with developing a list of learning outcomes for the core. The Core Curriculum Advisory Committee continues to meet to review the core and assist the Assessment Committee in developing learning outcomes. However, the philosophy was not developed with an eye to assessing it. The Core Curriculum Advisory Committee is currently addressing this issue in tandem with the University-Wide Assessment Committee. It is probably impossible to isolate an assessment of what students learn in the core as it is currently configured. Not only do students have a wide range of course options in almost all aspects of the core, they take those courses while enrolled in requirements for their majors, minors as well as free electives.

Nonetheless, we have strong examples of course-based assessment at the department level. Biology (introductory sequence), English (composition and literature sequences), geological sciences, history (world history), and sports and movement science (activity and health and wellness courses) provide examples of ongoing assessments that have resulted in curricular changes.

Until recently, the university has not consistently enforced its requirement that students complete the competency and distribution sequence courses before they achieved their junior level. In AY 2009-10, the university began enforcing the cutoff for courses are required to be completed within 53 credits. While doing so created some temporary displacements among upper classmen, we anticipate that these backlogs

of juniors and seniors needing to complete lower level graduation requirements will dwindle in subsequent semesters. Further, future assessments of the core as an entity will be aided by enforcing this policy. However, our significant transfer population is exempt from enforcement.

Projection

- Develop a new core curriculum with assessable learning outcomes during academic year 2011-2012 (President's Advisory Committee on the Core, University Wide Assessment Committee) and pass through governance (All College Committee, Curriculum Committee) for implementation during academic year 2012-2013.

THE MAJOR OR CONCENTRATION

Description

Salem State University is divided into three academic areas which oversee undergraduate education in conjunction with the School of Continuing and Professional Studies, the College of Arts and Sciences, the Bertolon School of Business, and the College of Health and Human Services.

The College of Arts and Sciences (CAS) is the largest of the schools and colleges at Salem State, comprising 20 departments offering 23 undergraduate majors, 68 minors, and 109 concentrations. As stated in its mission, the college "seeks to provide its students with a rigorous liberal education [and] encourages students to think critically and creatively, to discover a variety of intellectual pathways for problem solving, and to develop communication skills." In the fulfillment of this mission, the college plays a dual role in the undergraduate program of the university: it offers courses for the university-wide core curriculum as well as its individual department programs. More than half of the college's 20 departments offer fundamental courses in the core in addition to disciplinary academic programs. Many of these, particularly in the natural, physical, and social sciences, do double duty as support courses for majors in all three academic areas. CAS is the home of the First Year Experience, including passion courses and learning communities. The college also houses a vibrant arts program with national accreditations in theatre, art, and music, award-winning students and faculty in both theatre and creative writing, and a recent concentration in dance.

Biology, psychology, communications, and sport and movement science are among the largest majors in the school with healthy numbers in art, English, history, and theatre. The university's undeclared students are housed in the Interdisciplinary Studies Department until they are accepted into a major.

Since 2001 CAS has made several key changes to its undergraduate program offerings including new BA programs in music and geography, new concentrations within political science, geological sciences, biology, interdisciplinary studies, foreign languages, geography, sociology, and sports and movement science. Several departments have reconfigured their offerings; for example, sport and movement science now operates two BS programs in sport and movement science and athletic training, and English submitted a completely revised major to the governance process in fall 2010, expecting to implement it in fall 2011.

In addition to its academic programs and in support of the university-wide focus on civic engagement, nearly every department within the College of Arts and Sciences runs community outreach activities and initiatives, fostering opportunities for its faculty and students and connections with both regional and academic communities.   Notable examples include the Collaborative Project for Mathematics, Science, and Interdisciplinary Education, biology's Cat Cove Marine Laboratory and Darwin Festival, English's

Writers' Series, computer science's collaboration with the Essex National Heritage Area and other public agencies, the geography's newly-launched Center for Economic Development and Sustainability.

The Bertolon School of Business (Bertolon School) administers the largest undergraduate major at Salem State. The school is organized into three departments, accounting and finance, management, and marketing and decision sciences, all of which award a single degree, the Bachelor of Science in Business Administration. There are concentrations in accounting, corporate finance-accounting, entrepreneurship, human resource management, hospitality management, international business, management, marketing, management information systems (MIS), and operations & decision sciences (ODS). The school also offers a number of minors for students outside the business major. An additional Bachelor of Science in Fire Science Administration is available online through the School of Continuing and Professional Studies.

The Bertolon School is currently in the final stages of pre-accreditation with the Association to Advance Colleges and Schools of Business (AACSB) and expects to enter its self-study year for initial accreditation in fall 2011. Since 2001, significant curricular revisions, hiring of academically qualified faculty, and a steady increase in faculty scholarship both at the school and university levels have contributed to this progress.

The school has developed several noteworthy initiatives to fulfill its mission of entrepreneurship and community involvement. The Center for Entrepreneurial Activity (CEA) offers services to the community. In one CEA program, students with skills in marketing, management, and finance are helping develop business plans for entrepreneurs in the community. In another CEA program the Salem State University Micro-Lending Club, using a $5000 award from Salem Five bank, provides collateralized loans to Essex County entrepreneurs who live at or below poverty level to help them improve their circumstances and build the local economy. A school-wide civic engagement project is the Adopt a Nonprofit program begun in AY 2008/2009. This innovative program provides intensive business consulting for one selected nonprofit for an entire academic year.

The College of Health and Human Services (CHHS) houses five service-oriented programs that blend broad academics and fieldwork providing students with a well-balanced education that prepares them to join the work force or pursue advanced degrees. These programs include the School of Education, the School of Nursing and the School of Social Work, and the departments of criminal justice and occupational therapy. Nursing, education, and criminal justice are the second, third, and fourth largest undergraduate majors at the university.

The School of Education continues its long tradition of working closely with area school districts through student placements, grants and professional development initiatives, including ongoing work with its four laboratory schools. The educator preparation programs at Salem State are state-approved by the Massachusetts Department of Elementary and Secondary Education (DESE), accredited by the National Council for Accreditation of Teacher Education (NCATE), and nationally recognized by their affiliate specialized professional associations. Program evaluation is ongoing and aligned with the standards of the separate professional associations and by NCATE. The School of Education's strong community connections facilitated Salem State's designation as the lead institution of a newly created Northeast Regional Readiness Center by the State Executive Office of Education. The center is the result of collaboration among all the institutions of higher education, school systems and charter schools and many community-based organizations to serve the professional and instructional needs of the districts in the region. Since the 2001 visit the school has developed the Center for Technology Enhanced Pedagogy (CTEP) to assist faculty and teacher candidates to integrate technology into their teaching.

With the assistance of a matching grant ($300K) from the Lynch Foundation the School of Nursing upgraded its laboratory in 2005 and developed a simulation laboratory allowing students to enhance their skills through technology. The simulation lab was expanded the following year with a small grant from the Department of Higher Education (DHE). Because of a special appropriation from the DHE to address the nursing shortage, the School of Nursing developed a Direct Entry Program for career changers with bachelors degrees in other fields. The school has completed curricular revisions to its undergraduate program (AY 2008-09) incorporating Commission on Collegiate Nursing Education Baccalaureate Essentials and DHE Nurse of the Future competencies. Curricular changes involved the creation of one-credit freshman courses, the elimination of quarter courses, and the addition of a preceptorship in the final semester of the program. The school also has created a multi-pronged approach for improving the pass rate for the National Council Licensure Review Exam (NCLEX-RN), has expanded the peer tutoring program for nursing students, and has expanded the LPN to BSN program. The use of high fidelity simulation technology has been expanded in all levels of the program.

The matching grant from the Lynch foundation mentioned above also permitted the development of an Occupational Therapy Laboratory. Occupational therapy was re-accredited in 2009 by the Accreditation Council for Occupational Therapy Education (ACOTE) and is developing scholarship programs and increased service learning opportunities for students.

Since 2004, the School of Social Work has collaborated with the Massachusetts Department of Children and Families (DCF) to sponsor the Massachusetts Child Welfare Institute to address professional development and workforce needs in child welfare. The school was recently (2009) awarded a National Child Welfare Workforce Institute Traineeship grant to support BSW education in child welfare and continues its collaboration with the Massachusetts Department of Public Health for improving community-based health initiatives. Finally, the BSW and MSW programs received affirmation of their continued accreditation from the Council on Social Work Education in summer 2010.

Criminal justice received Police Career Incentive Pay Program (PCIPP – Quinn Bill) approval of its BS and MS programs from the Massachusetts Department of Higher Education. While external accreditation does not exist for criminal justice programs, recent reports to and reviews by the DHE, as well as reviews for PCIPP approval have served as "quasi" program reviews. As these reviews are now complete, the criminal justice program will be joining the university's regular cycle of program reviews and is collecting and analyzing data from the first round of student assessments.

Appraisal

The university must continue evaluating progress in two areas: enrollment management and assessment of student learning outcomes. The wide range of programs in CAS makes it an appealing home to the majority of students, but because of its role as the home of the core it often faces staffing and budgetary issues. In order to provide sufficient sections of these —usually lower level—required courses departments must choose between limiting what they offer to their majors, or staffing the core courses with adjunct faculty. Reliance upon adjuncts is notable in English, history, and sports and movement science. Although many adjuncts have a long history with Salem State, the university recognizes that depending upon part-time staffing may undermine its mission and that first year students in particular benefit from studying with full time faculty. The university is addressing the problem through academic planning closely tied to enrollment management.

Through the academic planning process, departments are evaluating their place in the university, including their commitment to the core relative to their major programs, the topicality and viability of their current concentrations, and their balance of introductory to upper-level and graduate courses. On an ongoing basis, these processes will be assumed by department curriculum committees, in conjunction

with university-wide committees such as the Core Curriculum Advisory Committee. The continued effort to assess student learning within department degree programs will be also be the work of curriculum committees, in conjunction with the University-Wide Assessment Committee.

Physical space also has a direct impact on academic programs. While the university has made recent efforts to improve those spaces, many remain less than optimal. Antiquated laboratories and equipment particularly affect science disciplines, and present challenges for faculty to continue to offer strong programs.

The Bertolon School is currently revising curricula in the human resource management and international business concentrations to reflect current practices in those respective fields. The school is implementing a two-year course rotation that will improve planning for students, minimize course cancellations, and guarantee a schedule that will permit standard academic progress for the students affected. It has eliminated its aviation science concentration and will be phasing out the operations and decision sciences (ODS) concentration over the next year.

In recognition of the need to begin collecting assessment data, the Bertolon School has administered the ETS major field test to students taking Business Policy and Strategy in the Spring semester beginning in 2008, revising the Principles of Marketing course in response to needs identified from results. In addition, feedback obtained from the test led to a faculty member from the Management Department coordinating all sections of the freshman level Introduction to business course (BUS 170) required for all business students. All instructors of BUS 170 have adjusted their learning goals for the course to fit the context of the Bertolon School goals in order to standardize the deliverables.

Beyond those areas of assessment that can be measured using existing scales, a faculty committee has developed a series of rubrics to be used on in-class assignments. Outcomes assessment will be determined by teams of external evaluators (not the course faculty) using the rubrics.

During 2008-2009, the school piloted a new peer mentoring program, primarily aimed at declared business majors who have not yet declared a concentration. This program has been highly successful, and the university has supported its continuation into 2010-2011. This program is designed to interact seamlessly with our specialized faculty advisors who serve this same constituency and has significantly benefitted students in their academic planning.

CHHS found that students who were able to complete the classroom component of their program occasionally were unsuited to the practicum component. To prepare its students better, programs in the college have begun using measures to assess professional behaviors in academic courses prior to practicum placements. Occupational therapy has been using such measures since 2005, and the School of Education has institutionalized indicators of success prior to student teaching. The School of Social Work is now adding such indicators at an early stage of the program to ensure its graduates are likely candidates for employment in the field.

In response to its self review for reaccreditation, the School of Social Work recognizes the need for clearer admission criteria into the undergraduate major, especially to address gate-keeping needs for the social work profession and is actively working on developing criteria to strengthen this process and to bring this through the all-university Curriculum Committee. The result of this work will be to establish clear standards for students to advance through the program.

Projection

- Use the academic planning process to revise programs, as appropriate, and to align department offerings with available resources (provost, deans, relevant academic departments; spring 2011; academic year 2011-2012).

- Develop an enrollment management strategic plan in light of the academic planning process (associate vice president for enrollment management; provost's academic leadership group; academic year 2011-2012).

GRADUATE PROGRAMS

Description

In keeping with the mission of the university the School of Graduate Studies offers advanced academic degrees as well as licensure, and certificate programs. Building on foundational content acquired in appropriate undergraduate studies, learners are able to obtain one of 10 masters and one of several certificates of graduate study. In addition they can prepare for various licenses and certification examinations. Graduates from these programs help to meet the need for professionally prepared and licensed participants in the varied emerging information and knowledge economy of the region. Increasingly students are using these programs to further degrees, broadening and deepening the university's contribution to economic development.

The graduate school offers 65 programs, which can often be tailored to meet individual student goals. Of these there are 41 masters degree programs, two certificate of advanced graduate study (CAGS), 12 post-baccalaureate licensure programs, and 10 certificates. The graduate programs have clearly defined purposes or objectives, admission requirements, plans of study and learning outcomes. In many programs required experiences allow students to connect academic theory and professional practice. Some programs aid students to strengthen their professional experience while also addressing changes in the local economy. Fast Track Science and Math accelerated teacher preparation programs assist students who are changing careers while Direct Entry Nursing aids those with degrees in other fields to enter smoothly into the MSN program.

The graduate school is strongly tied to the community. Staff members on the regional Workforce Investment Board (WIB) regularly collaborate with faculty and administrators in the School of Education and the College of Health and Human Services. Several graduate programs have embedded field-based experiences, including clinical and practicum placements in local schools and health-care agencies. Students may also complete internships in local businesses and museums which further strengthens the university's alliance with the community.

The graduate school has a clearly delineated governance structure designed to ensure academic excellence. Graduate coordinators oversee curriculum development, recommending changes to program faculty who vote on them in departmental graduate committees. Recommended course and program changes are reviewed by the appropriate academic department and subsequently by the Graduate Education Council (GEC), the provost, and the president. Similarly, coordinators meet regularly with the dean of the graduate school to consider issues and policies pertinent to the graduate programs. Global policy changes affecting the graduate school are approved by the All-Coordinators Committee and subsequently approved by the GEC, the provost and the president.

There is careful and deliberate scrutiny of graduate policies, courses and programs before changes are adopted indicating active curriculum oversight. Proposals for new graduate programs must be well documented and are reviewed by departmental graduate committees before submission to the Graduate

Education Council for approval. Since 2001 eight new programs have been added. In accordance with the mission of the graduate school, the new programs "are responsive to regional and global educational needs." Programs are reviewed for suspension or elimination by the same procedure. In the same period five programs have been eliminated and several others are under review.

Form E-1, part B shows that majority of graduate programs at Salem State are nationally accredited, including all the discipline-specific Master of Arts in Teaching (MAT) programs accredited through NCATE. Accreditation by the Commission on Collegiate Nursing Education (CCNE), the National Council for the Accreditation of Teacher Education (NCATE), Council on Social Work Education (CSWE), American Chemical Society and other professional societies speaks to the high standards and academic quality of the graduate programs. There is a regular cycle of rigorous review of all those graduate programs not involving professional accrediting agencies or other external evaluators. Departments engaged in program reviews include their graduate programs as part of the process.

The School of Graduate Studies actively supports and celebrates faculty research. Instruction in relevant research methodology is embedded in all master's degree and certificate programs and affords students the tools necessary to assess professional literature, and design and implement research projects. The Master Table of graduate programs reveals that such research projects and other capstone experiences afford students the opportunity to connect theory and practice demonstrating mastery of advanced academic content.

The graduate school has a strong and professionally diverse faculty. Appropriately credentialed faculty members coordinate programs and are regularly available to students for individual advising assistance. Of the full time faculty teaching graduate courses, 161 (94%) hold a terminal degree and others have significant relevant experience to draw on to enhance their instruction. Alternatively, some programs have a much larger percentage of adjunct instructors with extensive professional experience, for example, the M.Ed. in Special Education. In this case, the years of classroom experience adds depth to the instruction in the graduate school.

Appraisal

The School of Graduate Studies has strong programs taught by appropriately credentialed faculty, most with terminal degrees, and many with extensive relevant experience. Examples of noteworthy programs include the National Endowment for the Humanities grant for the Picturing America Institute which works with area teachers utilizing art and history and the Massachusetts Child Welfare program through the School of Social Work.

Graduate school programs at Salem State are primarily designed for working adults. The preponderance of classes are offered in the late afternoon, evening, weekends and summers. In AY 2009/2010 124 courses were offered through hybrid and online delivery platforms to ensure accessibility. Given that most of our graduate students are working professionals, their practical experience, mature perspective, and varied backgrounds adds richness to graduate classes.

Nonetheless, there are some areas for improvement in the graduate programs. While Salem State follows a common organizational model in having a centralized school of graduate studies, it follows a less common model in having a separate faculty contract from the undergraduate day school for continuing studies and the graduate school. This distinction may create a problematic disconnect across divisions. One consequence is that departments are challenged to make holistic decisions for their fields. Another is an extra layer of administration required to implement any decisions about deploying faculty.

In addition, the institution has historically focused attention and resources at the undergraduate level so that there has not been parallel staff and administrative support services at the graduate level. Until recently, data management reporting and use of technology support have been scanty, resulting in missed opportunities for making data-driven decisions about enrollment management. These needs may be addressed as new course scheduling software and procedures are implemented. Additional software and personnel resources have been designated to address management of assessment data for program audit purposes.

Until quite recently, classroom space with appropriate technology was limited. Major progress in improving classroom technology has been made with 29 classrooms receiving technology upgrades during summer 2010. By the end of summer 2011 approximately the same number of additional classrooms will be upgraded. The remaining challenge is to keep the technology current. Space for offices and group meetings is also limited, infringing at times on confidentiality and collaboration.

Graduate program coordinators are awarded release time (or otherwise compensated) to provide academic oversight of programs. Nonetheless, there appears to be some inequity across programs in formulating compensation and a review during AY 2009/2010 resulted in attempts to align compensation. Some ambiguity in comprehensively defining the parameters of the coordinators' responsibilities resulted in a review and revision to the graduate program coordinator job description (fall 2010). At present 45 coordinators oversee 65 programs. Of these 30 are full time faculty, indicating a need for additional full-time faculty in some programs. We recognize that some programs rely too heavily on part-time faculty for coordinating and teaching. Despite relying on adjuncts for some areas, the university produces excellent programs. Since the commonwealth does not fund graduate programs, they must be self-funding. There are also countervailing forces pulling on the institution. Regional demand for programs stretch the resources of the university, particularly the School of Education. Nonetheless, the university will be reviewing all programs for viability.

Several recent developments are quite promising and may positively impact the graduate school. There is a new dean of the school and a new graduate admissions office, which will streamline and improve the admissions process for students, improving data collection in the process. The transition to online graduate admissions was completed in early winter 2011.

The School of Education was recently reorganized into three new departments that are designed to provide leadership in content areas across division boundaries—undergraduate, graduate and Continuing Studies. For instance Childhood Education will provide oversight of the early childhood program across these three divisions. The new organizational structure is designed to provide consistent management of the program.

We are committed to comprehensive, unified assessment systems to track student learning outcomes and enable data-based decision-making to improve programs. We recognize that we need to develop more systematic criteria for assessing program excellence. The academic planning initiative will allow us to assess the appropriate allocation of resources and arrange for long-range financial and academic planning.

Projection:

- Develop a strategic plan for the School of Graduate Studies, including recruitment and enrollment projections. (Dean, School of Graduate Studies; Assistant Dean, Graduate Admissions; and Graduate Education Council, fall 2011.)
- Through the academic planning process, assess currency and viability of academic programs; expand graduate programs as appropriate and as resources are available. Assess feasibility of developing selected doctoral programs in collaboration with the University of Massachusetts.

(Dean, School of Graduate Studies; departments; Graduate Education Council, AY 2010-2011, 2011-2012.)

- Review, revise, and expand support for graduate students through assistantships and professional development workshops. Develop a plan to create more scholarships and a graduate student advisory board.   (Dean, School of Graduate Studies; AY 2011-2012)

INTEGRITY

Description

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 readily available. Flow sheets for each major and concentration are also available online through the registar's office website; these give a clear format with all degree requirements listed, and provide guideposts for students and their advisors to track their progress. Departments and schools also maintain websites.

Definitions for "major," "minor," "concentration," "support" are provided in the undergraduate catalog along with explanations of core requirements. The catalog also lists the undergraduate degrees offered along with their common definitions and requirements. The graduate catalog lists the degrees offered and the specific programs that are available.   Table 4.1 lists the seven undergraduate degrees and eleven Masters level degrees.

Table 4.1 Degrees Offered

Undergradguate	Graduate
• Bachelor of Arts • Bachelor of Fine Arts • Bachelor of Liberal Studies • Bachelor of Science • Bachelor of Science in Business Administration • Bachelor of Science in Nursing • Bachelor of Social Work	• Master of Arts • Master of Arts in Teaching • Master of Arts/Master of Arts in Teaching* • Master of Business Administration • Master of Education • Master of Science • Master of Science in Nursing • Master of Science in Nursing/Master of Business Administration* • Bachelor of Science/Master of Science in Occupational Therapy • Master of Social Work
*Dual Degree	

In response to student initiatives the university reduced the number of credits needed for a bachelor's degree from 126 to 120 in 2007 so as to allow students to graduate in a more timely manner. As part of this initiative, the university reduced the number of general education elective credits from 18 to 15. In addition, each undergraduate program submitted revisions through the governance procedures revealing what modifications they adopted to maintain the integrity of their programs within the new credit minimum.

Department chairpersons working with their deans and the associate vice president of enrollment management are responsible for ensuring that courses are available for students. Course offering are available during the pre-registration period in the middle third of each semester. Graduate courses and courses through the School of Continuing and Professional Studies are similarly available, but in separate online locations.

The university maintains the integrity of offsite programs through a documented set of procedures including its contract with the Northeast Consortium. All accredited programs comply with the off-site standards for their disciplines. As part of the governance process all new programs—both on and off site—are reviewed with regard to available resources. Online courses and programs— both graduate and undergraduate—must go through the same vetting process at department and university levels as traditional ones. Hybrid and online courses and courses offered in intensive formats such as summer school, winter session, or institutes are monitored for academic quality by the supervising academic department.

The university ensures that both individual courses and full programs of study are academically sound through its governance process. New offerings as well as changes to existing offerings initiate at the department level and then progress through the university curriculum committee, which is staffed with students, administrators, and faculty elected from a range of disciplines across the three schools. These proposals become official only after the provost, as the president's designee, reviews and signs them.

During the fall and spring semesters most courses are offered in traditional 16-week semesters meeting three lecture hours per week (with additional hours for laboratory courses). Some courses are offered in hybrid formats with half the course time face-to-face and half delivered online. Others are offered in concentrated time periods such as summer school, winter session and institutes. A number are delivered entirely through distance learning. Courses offered in alternate or abbreviated time periods follow the same standards for quality as traditional courses meeting in a regular semester. The School of Continuing and Professional Studies and the School of Graduate Studies ensure that faculty contact hours for courses offered during abbreviated time periods are consistent with courses held during traditional semesters.

Undergraduate and graduate transfer credits are awarded based on procedures outlined in their respective catalogs. Course work from other institutions, including online course work, is reviewed at the department level to ensure that it meets the academic standards of the discipline in question. Undergraduates may transfer up to 90 credits, with no more than 68 from two-year institutions. At least 30 credits, ie., one/fourth of the undergraduate credits, must be taken at Salem State. The university maintains articulation agreements with the community colleges and also adheres to the Massachusetts Transfer Compact which guarantees that students transferring from commonwealth institutions of higher learning who have an associate's degree or who have completed the core at their originating state institution are exempt from further general education requirements. Graduate students may transfer up to nine credits. International transcripts are evaluated through appropriate external institutions and credit is awarded on campus by the same procedures as for all transferred course work.

The admissions office evaluates credit for prior learning according to policies established through governance. Salem State does not award credit toward graduation for pre-collegiate level or remedial work, but does award credit for college-level work students complete prior to admission such as Advanced Placement (AP), College Level Examination Program (CLEP), and (rarely) Defense Activity for Non-Traditional Education Support (DANTES) equivalencies. Procedures are also in place to exempt qualified students from the foreign language and health and wellness requirements. Salem State continues to award up to 30 life experience credits but only after careful review of evidence prepared according to guidelines in the catalog.

The university has established policies and procedures for violations of academic integrity published in the catalog. In 2007/2008 the university sponsored a series of workshops on plagiarism. Responses to the NEASC faculty/staff survey indicate that faculty are aware of the policies and report violations when appropriate. In addition, the State Ethics Commission required that all employees to pass the Massachusetts Ethics Test during AY2009/2010.

The university has five off site graduate programs for the School of Education in AY 2010/2011 as well as a continuing studies online program in Fire Science and an online graduate program in Library Media Studies. The off site programs are designed and administered by full time faculty and librarians. Part-time faculty teaching in these programs are hired directly by the university through Continuing Studies and the graduate school. In AY 2009/2010 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.

Salem State participates in the 1+2+1 Dual Degree Program, a partnership of the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE). This program provides for undergraduate students in selected Chinese universities to study their sophomore and junior years at a participating AASCU institution. A small number of graduate students also participate in this program, beginning and ending their studies in their Chinese institution and completing the middle portion in the United States. Students in these programs transfer credits from their Chinese institution and must complete all Salem State requirements to qualify for the Salem State University degree; they must reverse the process for their Chinese institution. Salem State welcomed its first cohort in fall 2008 and graduated its first cohort of two graduate students in May 2010. The Center for International Education, which administers the program, works closely with the Transfer Admissions Office, Academic Advising, graduate program coordinators, and faculty in the included programs to ensure the integrity of the process and the ongoing coordination between the Chinese partner institutions and Salem State.

Appraisal

Many students identified class availability as an issue in the comment cards. At present it is difficult to determine if there is a genuine problem providing sufficient sections for students to progress at a reasonable pace; nonetheless, there is a perceived problem which the university is addressing. In 2009/2010 the university piloted alternative scheduling for criminal justice and education courses. Students surveyed responded positively. In 2010/2011 we will examine alternative schedules which respond to student concerns.

Although the articulation agreements and Massachusetts Transfer Compact have eased the transfer process for some students, transferring credits continues to be onerous for students who do not fall within those parameters. The formulation of the core is particularly restrictive, resulting in students taking additional –and unexpected—courses in order to graduate. The President's Core Curriculum Advisory Task Force is considering this issue as part of its deliberations. The admissions office was recently reorganized to create a separate office of transfer admissions intending to ease transfer problems.

The university moved swiftly to secure the integrity of an offsite graduate education program in Brockton after it discovered weak oversight standards. After ensuring that students there would be able to finish an appropriately rigorous degree, the university arranged to terminate that program because continued oversight could not be guaranteed. Since then procedures have been formalized in a contract with the Northeast Consortium. These procedures have also been submitted to governance to insure consistency

with all external clients. The self-study has revealed that while individual programs maintain oversight, there is no overall policy guiding programs in such monitoring.

Projection:

- Continue to assess the availability of appropriate classes, alternative class scheduling, and the effectiveness of the transfer admissions office (Associate Vice President for Enrollment Management; 2011 and ongoing).

- Formalize policies and guidelines for oversight of all off-site programs through governance (Provost and deans; academic year 2011-2012).

ASSESSMENT OF STUDENT LEARNING

Salem State University has a clear understanding of what knowledge and skills students are to attain by the time they complete their programs and is committed to systematic assessment of student learning outcomes.

The strategic plans of the university and the academic areas call for strengthening academic programs. The programs themselves detail the specific knowledge and skills that students are to attain. The university is in the process of identifying learning goals for the core. Individual courses for the competencies (composition, speech, health and wellness) and the sequences (laboratory sciences, world history, literature) have clear objectives published in the catalog and the relevant department's websites; however, the range of choices for the distribution electives make a single set of goals difficult to articulate. The university's strategic plan calls for refining the "comprehensive plan for assessment of student learning" which commits the university to supporting assessment for all academic departments and for the core curriculum. The university specifies that assessment results be used to make changes aimed at improving student learning outcomes.

Description

The university has worked steadily in the last ten years to expand the culture of assessment into one of practice. All programs have established learning goals [*see* E-Series Forms]. Sixty programs are externally accredited by national associations and follow the standards established for their discipline; these regulate curriculum and methods for assessing that curriculum. Two programs—the Bertolon School of Business and the Master of Science in Industrial/Organizational Psychology are seeking initial accreditation from an external agency [see Form E1-B]. In 2003/2004, the university began a five year cycle of regularly reviewing all academic programs without external accrediting agencies. Programs do a rigorous self-study according to the Guidelines for Academic Program Review which focus on establishing, publicizing and measuring learning outcomes. Program faculty meet with outside evaluators who review the programs, discuss findings from the review and possible improvements for the program, and communicate their reports to the dean of the college or school associated with the department. (This five-year cycle was suspended during the NEASC self-study process, as all departments were asked to submit a self-report as part of the comprehensive academic planning endeavor and will resume in AY 2011/2012.)

The university supports assessment activities in a number of ways. The university has a broadly representative 14 member University-Wide Assessment Committee (Assessment Committee) composed of 10 faculty, a librarian, and three administrators, one of whom is from the School of Graduate Studies. The committee's aim is to "(1) to educate and assist the university community regarding assessment of student learning and (2) to make recommendations concerning assessment to the vice president of academic affairs" [see The Governance Guide]. In fall 2009, the committee received a charge from the

provost to design a plan to clarify and assess the learning goals and objectives of the core curriculum. The committee was also charged to work with the Core Curriculum Advisory Committee on this to produce learning outcomes based on the Association of American Colleges and Universities (AACU) Liberal Education and America's Promise (LEAP).

The Assessment Committee website is a resource for departments and faculty. The site contains important information on assessment and examples of assessment aids and instruments as well as links to other helpful assessment websites. All departments have faculty or committees who are designated to work on departmental assessment matters and most departments have designated assessment liaisons who relate to their dean and the Assessment Committee. The committee ran a daylong workshop in January, 2010 for those responsible for assessment from all departments at the university.

The university has brought in widely recognized leaders in assessment to campus to speak and run workshops, including Barbara Walvoord of the Idea Center, and Martha Stassen, director of Academic Planning and Assessment at the University of Massachusetts-Amherst. In November 2007, George Kuh, Director of the National Survey of Student Engagement (NSSE) made a presentation on campus and consulted with campus assessment leaders as Salem State for the first time participated in both NSSE and FSSE (Faculty Survey of Student Engagement). Data from those assessments are available in the appendices.

The Council on Teaching and Learning (CTL) has presented workshops during the school year and at the end-of-the-year Pearls and Perils of Teaching Conference that have focused on assessment. In addition, the council gives summer grants that most often include an assessment of student learning. The Center for Teaching Innovation (CTI) has offered faculty development opportunities in assessment, including helping faculty redesign courses with embedded assessment instruments. A Davis Grant for Faculty Learning Communities for the years 2009–2011 has supported Scholarship of Teaching and Learning (SoTL) activities that involve redesigning courses and then assessing student learning.

In AY 2008/2009 Salem State began participating in the nationally recognized Wabash National Study of Liberal Arts Education with over five hundred first-year students taking a battery of tests and surveys. In spring 2012, a sample of those same five hundred students will be retested and re-surveyed to see what educational progress they have made. In the interim, members of Salem State's Wabash Study team have been working with Wabash Center personnel periodically on interpreting the data in hand. The university hosted a site visit by Wabash Center staff in October 2010. In 2008–2009, Salem State went through the Foundations of Excellence® program, which carefully examined the learning and campus life experience of first-year students. The majority of first-year students were surveyed and questioned extensively. Over twenty-five faculty, staff, and administrators worked through the process to arrive at a number of suggestions for improving students' first-year experience both personally and academically.

Appraisal

The university's Assessment Committee members along with others work on special projects and activities to educate the campus on assessment. In 2007–2009, the university ran annual assessment conferences which informed and trained faculty and staff on assessment of student learning. The university has sponsored faculty and administrators to attend conferences focused on assessment, among those are the Keene Summer Institute, June 2005, from which the Keene Ad Hoc Assessment Group evolved to work on our annual assessment conferences, the AAC&U conference, "General Education and Outcomes that Matter in a Changing World" in Phoenix, March 2006, and the Assessment Institute at Indiana University–Purdue University Indianapolis, October 2008. The provost sponsors faculty to attend the New England Educational Assessment Network's (NEEAN) Fall Forum and has sponsored trips to NEEAN's "Dialogue on Assessment in the Disciplines" conferences.

In the last five years all departments have established learning goals for their majors. Those programs with accrediting bodies—such as nursing, education, chemistry—are more likely to have formalized learning objectives, but even areas—such as English, sociology, history—who traditionally think of themselves as teaching ineffable qualities are moving toward assessable goals. The Academic Planning Task Force is fostering this movement. At present not all learning goals are readily assessable; [*see* Learning Goals binder] however, the Assessment Committee is working to improve their formulation.

All programs are required by the university to have student learning goals and all syllabi are required to have learning goals and objectives which are tied to evaluation. These requirements make possible both program-level and course-level assessment. The university has examples of many programs that have systematic and sequential opportunities for students to learn the important skills specified by the departmental learning goals. These programs have well-developed assessment plans. They have curriculum maps and ongoing assessment, and they have made changes based on the evidence gathered. For example, biology discovered through assessment that it needed to do more in a number of areas such as career development, graphing, and oral presentation and as a result has added components to its courses. [*see* Biology Inventory of Educational Effectiveness]. Communications has a capstone course and a student learning portfolio which are required for graduation. The portfolio is assessed by department faculty and outside professionals in the field. While this process of assessment provided feedback regarding student learning, the department decided to incorporate their observations regarding students' strengths and weaknesses into courses earlier in the student's career. [*see* Communications Inventory of Educational Effectiveness]. Examples of programs using assessments to address student learning include English and geology among others.

Although we are assessing our programs, only a few tie those assessments to the awarding of course credit. Students in the School of Education must pass parts of the MTEL prior to being admitted to the certification program, and must pass all of the MTEL exams prior to student teaching. Other departments such as nursing and social work modify their curriculum and standards based upon licensure exam pass rates.

The university is putting in place institutional mechanisms that maintain and enhance assessment, such as assuring that assessment is a central to academic program reviews. The academic areas are asking all programs to have some individual or committee oversee assessment. Salem State has been progressively educating faculty and administrators on assessment through educational opportunities. In spring 2007, the Assessment Committee surveyed all department chairs regarding their understanding of assessment, their attitudes toward assessment, and their department's intensity and kinds of assessment activity. In fall 2007, the same survey was sent to all faculty. The surveys indicated that department chairs and faculty varied greatly in terms of their understanding of assessment and their assessment practices as well as their attitudes toward assessment. The committee responded by increasing efforts to educate faculty about assessment through presentations, workshops, and its website.

Nonetheless, ongoing budget issues have restricted many assessment efforts. For example, English completed a full cycle of curriculum development for the composition program—including assessment—between 2000 and 2007. At the instruction of the then dean of the College of Arts and Sciences, it completed composition assessment of the current curriculum in May 2007 in anticipation of beginning a new cycle of curriculum development the next academic year. At that point funds were directed to provide one course release to a faculty member to begin assessing the literature sequences. As of this date, no further funds for assessing composition have been available. The department began a new cycle last year with an initial exploration of how to meet the 2008 Council of Writing Program Administrators' revised standards which included online composition. Further review was suspended when it became evident that the university did not have the technology for faculty in order to meet those standards.

With constant turnover and no budget, the Assessment Committee was less than effective for several years. The surveys made it clear that the committee needed to be more representative. The committee restructured to require members from all the schools in staggered terms. In 2010 budget was requested and granted allowing the committee to sponsor more activities. The university has been investing in the Assessment Committee along with the Council on Teaching and Learning and the Center for Teaching Innovation to increase the spread of education on assessment among faculty and administrators.

As of summer 2010 an important innovation was the Faculty Fellow in Assessment. The Fellow coordinates with the Assessment Committee and academic departments to assist them in further developing, implementing, and disseminating their assessment plans, to help committees and departments with assessing the core curriculum, and to help coordinate assessment training across and beyond campus.

Participation in the Wabash National Study of Liberal Arts Education demonstrates the university's commitment to assessment and improving learning. While the data from the two early rounds of tests and surveys provides interesting information, further work with the Wabash Center and analysis of Wabash data with ongoing NSSE and FSSE data should make trends clear and thus provide the university with useful information. The Foundations of Excellence® process also demonstrates the university's commitment to assessment and improving learning. Some small changes have resulted from that work: the First Year Reading Experience, Success, an early warning system the faculty use to alert Academic Advising of students at risk, the conversion of First Year Seminar from a model of two-semesters of a 1.5 credit course to a standard one-semester, three-credit course, and the piloting of learning community courses and passion courses for first year students. Possibly the largest consequence of Foundation of Excellence® endeavor is a First Year Faculty Fellow that was begun in the summer of 2010 with the expectation that the Fellow will coordinate the university's efforts in academics and student life.

Projection

- Develop a culture of assessment at all levels, through continued participation in the Wabash National Study, the institutionalization of the Faculty Fellow for Assessment, and continued support for the University-Wide Assessment Committee (Provost; 2011 and ongoing).

INSTITUTIONAL EFFECTIVENESS

Salem State University's mission is to provide a high quality education for all its students. It works to achieve this mission by monitoring all its programs either through outside accrediting agencies or through internal program reviews. More recently the provost has initiated a systematic review of all academic programs in order to plan for the future and to better allocate resources. Simultaneously, the university is undertaking another review of its core. These long term projects produce curricula that reflect the university's goals for its students while bolstering the efforts of individual disciplines.

Individual programs offer academically rigorous programs of study that guide students to an optimum sequence of courses. Some departments—notably those in the College of Health and Human Services and the Bertolon School of Business—have standardized the assessment process in response to the requirements of external accrediting bodies. While some programs in the College of Arts and Sciences have established a systematic review of learning goals, others are less far along in the process. Nonetheless, all areas are committed to providing serious, legitimate, academically rigorous opportunities for our students.

Long term analysis of the core along with academic planning will focus ongoing efforts to establish, monitor, and revise institutional learning goals.

Data First Form Four

Standard Five: Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

I knew my professors well and I knew that they cared about my individual goals as a future educator.
Nettie Harrington '07

Description

The university clearly articulates the primacy of the faculty role in its vision as "a premier teaching university dedicated to excellence in education, service, and scholarship," which is reiterated in the first of our value statements: "Excellence in teaching and scholarship with a focus on creative and critical thinking." As these statements reveal, a highly-qualified committed and professionally-engaged faculty is fundamental to the institution's identity as a regional teaching university that emphasizes scholarship and service. Faculty support this vision through their profound commitment to student success, supported by their continued pursuit of professional, scholarly, and creative activities. Faculty are committed to the support of student research and professional development, as well as to civic engagement within and beyond the classroom. [*see*: Faculty Focus Groups Survey, *Research and Publications Handbook*, Civic Engagement Survey] Faculty share a primary commitment to educate and prepare our diverse student body for a life of learning. Faculty choose to join the faculty at Salem State because of the priority given to teaching. As one faculty member said in a focus group, "When I was hired, I was clearly told that Salem State was a teaching-intensive place that also expected involvement in the community via research and service. This seemed perfect."

Faculty serve as a vital connection between the university and the broader community, bringing resources to the region and opportunities to their students. They model lifelong learning through their community involvement. Faculty members serve on boards of such local and regional organizations as the National Parks and Recreation Association, Salem's House of the Seven Gables, Marblehead Community Charter School, the Rockport Music Festival, the Salem Board of Health, and the International Association of Special Education. They volunteer their expertise, enriching the intellectual and cultural life of the region by delivering lectures at local organizations or developing curricula. For example, one led a reading group at a local library on James Joyce's *Ulysses*; another provided training for the Department of Homeland Security. Some faculty include a service learning component in their courses, or create opportunities for students to perform public service such as working with local schools; others provide services such as medical screenings or training coaches for the Special Olympics [*see* Civic Engagement Survey results].

Faculty receive external grants for activities that support regional and national economic, educational, and societal initiatives; other grants provide experience for our students and regional teachers. Examples include the "Picturing Early America" grants from the Terra and Spencer Foundations, nursing traineeships, partnerships to develop career-focused work in child welfare, marine fisheries, the Global Education Program, and NEH summer institutes for teachers. Since 2001, eight Salem State faculty have been Fulbright Scholars, and one has been a Fulbright Specialist. [*see* "*Sponsored Programs and Research Administration Grant Award Report FY 07–10]*

In addition, faculty maintain professional activities in their academic and professional fields, publishing books and articles, serving as reviewers for scholarly journals, presenting papers on professional panels

and at conferences, giving concerts and performances, and mounting exhibitions. The *Faculty Research & Publications Handbook* [2006-2009] documents the variety of publications and creative productions, from articles in international business journals to novels and game simulation programs. Seventy-three faculty were included in the most recent publications list.

The faculty's relationship to the university is governed by the *2009-2012 Agreement Between the Board of Higher Education and the Massachusetts Teachers Association/NEA Massachusetts State College Association* which clearly delineates faculty categories, roles, and requirements for appointment; these include the standard academic ranks. As of fall 2010 85.06% percent of the faculty held terminal degrees: 261 full-time faculty had earned doctorates and 18 creative and performing arts faculty had earned MFAs. Forty-eight full-time faculty have earned master's degrees or the equivalent. As of fall 2010, of the 328 full-time faculty 52 percent were female and 89 percent self-identified as white, non-Hispanic. Of the 428 part-time faculty, 60 percent were female and 96 percent identified themselves as white, non-Hispanic.[NCES HR 2009, CIHE faculty form]

Figures 5.1 and 5.2 represent faculty rank and salary by gender. These figures reveal that there are no significant differences between male and female faculty in terms of rank or salary.

Figure 5.1 Comparison of Tenured & Tenure-Track Faculty Academic Rank by Gender (n=332)
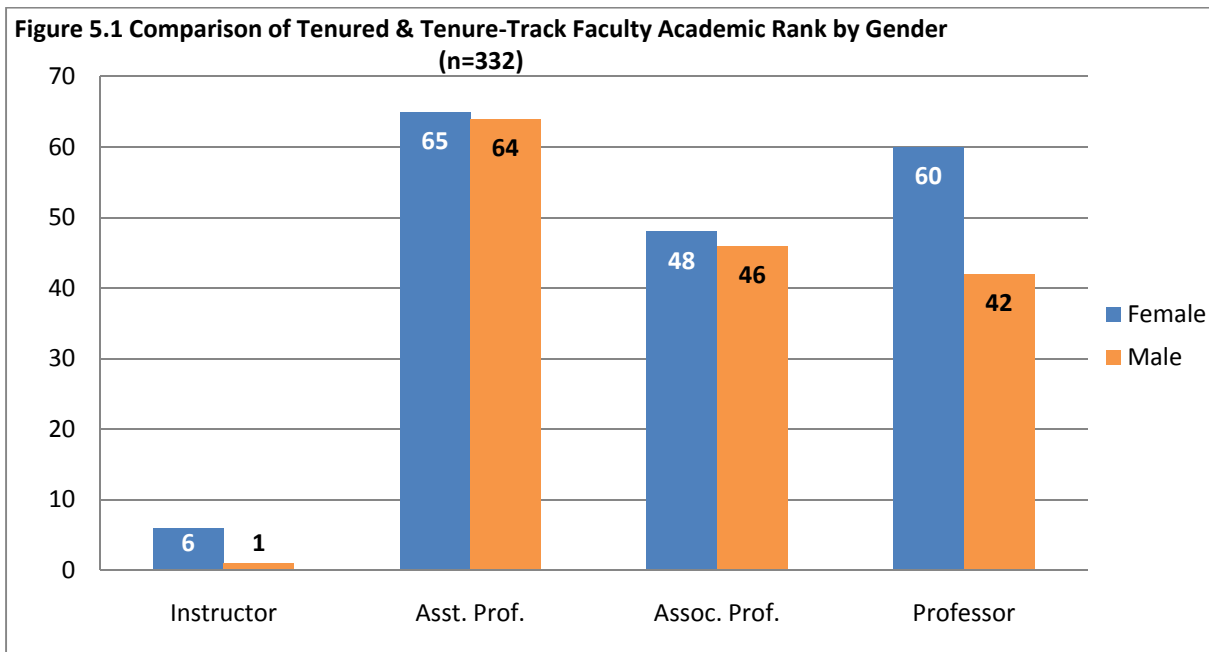
Faculty are an integral part the recruiting and hiring process, the details of which are outlined in full in the "Hiring Policy and Procedure" handbook. Salem State values diversity in the backgrounds of all its members and therefore actively seeks a faculty diverse along multiple dimensions. [*see Salem State College Policy Statement on Affirmative Action, Non-Discrimination and Diversity.*] All advertised faculty positions have as a preferred qualification the commitment to working in a multicultural, multi-racial environment with persons of diverse backgrounds and learning styles and to serving as a role model and mentor for students. Thus, in disciplines where their presence could reasonably be expected, applicant pools containing little or no diversity may be held for further advertising and recruitment efforts.

Figure 5.2 Comparison of Tenured & Tenured-Track Faculty Salaries by Gender (n=332)
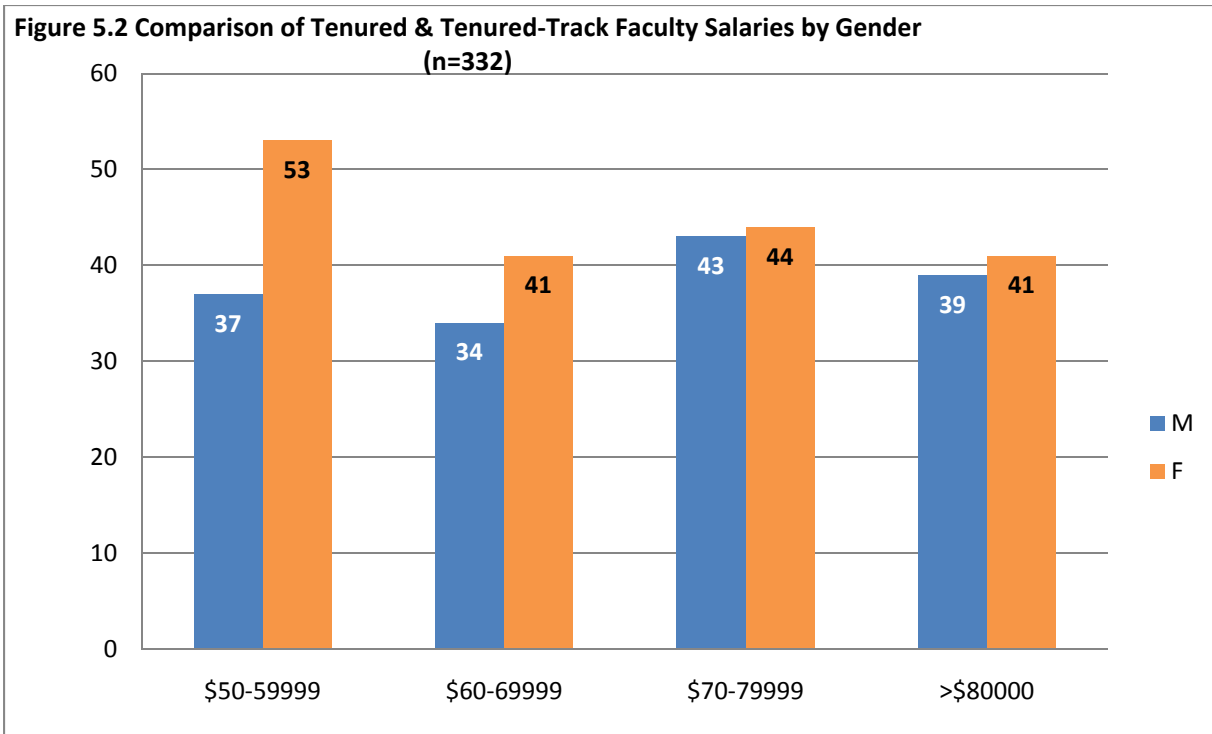
The contract for faculty and librarians governs the institution's responsibility to the faculty, including assignments and workload, and the responsibilities of the faculty to the institution; it delineates the processes and criteria for determining and rewarding faculty performance. Since the previous NEASC review, the post-tenure evaluation process has been revised to include a more rigorous evaluation with potential pay increases. Full time faculty members are periodically evaluated according to the terms of the contract on their teaching effectiveness, academic advising, continuing scholarship, and other professional activities, and alternative responsibilities (if any). Full time faculty are evaluated annually through tenure, thereafter at requests for promotion and post tenure review. Tenured faculty are evaluated every seven years regardless of rank. Part-time faculty are evaluated on teaching effectiveness initially and after every six semesters of teaching. Criteria and procedures for evaluating faculty are dictated by Article VIII of the faculty contract. The contract for part-time faculty teaching graduate and Continuing Studies credit courses requires that those faculty be evaluated by the chair of their department during the first instructional period of teaching a course. Thereafter, they are evaluated during the instructional period in which they teach any sixth subsequent course.

The standard faculty assignment is a 4-4 teaching load, maintained fairly consistently across the university. However, since the MSCA contract treats labs differently from lecture courses, faculty teaching lab or studio sections corollary to a lecture course may teach as much as 15 hours but be credited with 12. Release time from teaching, termed Alternative Professional Responsibilities (APR), is granted in order to support faculty scholarship and program administration. The great majority of APRs awarded are for performing administrative functions; a relatively small percentage—roughly 15 percent each year for the past five years—are allocated for the pursuit of research. [*see* MSCA Day Faculty Contract, Article XII]

The university pursues multiple strategies for ensuring that content and methods of instruction meet and exceed internal and national standards. All academic departments submit annual reports detailing faculty development, advising, and research activities to their deans. These are summarized and forwarded to the

Provost/Academic Vice President. The deans also review syllabi each term to ensure face validity with university and school standards and policies. [*see* Dean's Annual Reports]

TEACHING AND ADVISING

The university has allocated significant resources to achieving distinction in teaching. The comprehensive web of support for teaching includes Writing Across the Curriculum (WAC), the Council for Teaching and Learning (CTL) Faculty Technology Support (FTS), and the Center for Teaching Innovation (CTI). Faculty members from all schools, both full and part-time, participate in variety of opportunities, including workshops, reading circles, one-week intensive institutes, semester-long programs in hybrid and online learning, and year-long faculty learning communities. Faculty members may pursue Scholarship of Teaching and Learning (SOTL) activities through summer grants or through a Davis Educational Foundation Faculty Learning Community.

The university further encourages teaching excellence through its participation in national programs such as the Carnegie COPPER Scholars Program and by pursuing and receiving competitive grants, such as the Davis Educational Foundation grant for Transforming Teaching through Faculty Learning Communities, and the two Massachusetts Community Compact VISTA grants for institutionalizing support for community service and service learning programs.

Faculty encourage student research and creative work and sponsor outstanding student projects in a number of venues including the Undergraduate and Graduate Research Days, creativity awards, recitals, and other performances.

All full-time students are assigned faculty advisors within their field of study (two advisors are assigned to student pursuing dual majors). Students must see their advisor(s) at least once per semester to discuss their schedules for the next semester. Faculty members must maintain three hours of weekly office hours, and are required to be available for 75 or more hours per semester. Freshmen and transfer students are assigned an advisor almost as soon as they arrive on campus and are encouraged to see their advisor whenever they need help. Some academic areas send additional letters to new students informing them of the advisor program and recommending they see their advisor early in each semester. Advising activities are supported by an Academic Advising Center. It is the mission of the center to provide the Salem State undergraduate community the foundation for informed academic decision-making by advocating, encouraging, assisting, and empowering students as they strive for successful academic outcomes.

The university has policies regarding academic and research integrity. Faculty hold themselves to the same high standards that they expect of their students.

To support the link between effective teaching and student learning outcomes, a Faculty Fellow for Assessment was created to coordinate assessment support. The Fellow assists departments in conducting program reviews, and establishes valid, consistent program review criteria tied to department and university-wide curricular goals. The Fellow reports to the provost and helps coordinate the assessment activities of the various offices and bodies in support of teaching.

FACULTY SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

Professional development funds are available through the Fund for Continuing Scholarship, described in Article XIV.G of the MSCA/BHE Agreement. Each year all faculty are informed about the amount that is available which is based on one percent of statewide faculty salaries. The amount for AY2010/2011 is

$670 per faculty member. Other sources of support can be available through department funds or deans for activities such as travel to present research at a conference.

The university has recently expanded the University Research Committee, formerly the Graduate Research Committee, which includes three administrators—the dean and assistant dean of the School of Graduate Studies, and a grants officer—and five faculty, drawn from several academic areas. A spring 2010 survey indicated that faculty felt they needed more time for research, preferably in the form of APRs, but they also sought university-funded grants and increased travel funds. In the Bertolon School, for example, endowment funds help support faculty research.

The committee sponsors three types of university-funded grants availabile to all faculty to support their scholarship: (1) *Summer Research and Creative Activities Grants* award $3,000 to two to four faculty members (depending on the budget for the year) each year for expenses related to research or creative activities that will result in publication, presentation at a major professional conference, performance, display, or government contract. (2) *Research and Creative Activities Mini-grants* provide amounts up to $1,000 to support research and creative activities. (3) *Seed Money Grants* of up to $3,000 support projects intended to result in proposals for outside funding and eventual publication, performance, or exhibition. In AY 2009/2010, the committee had $30,000 from the School of Graduate Studies budget to expend on these grants, and demand exceeded ability to meet it.

Graduate research assistants are available. Of the 48 graduate assistantships awarded in 2009-2010, 19 were awarded to support faculty in their scholarship, advance faculty research projects, and provide students with valuable professional development. [*see* 2010-2011, 2009-2010, and 2008-2009 Graduate Student Assistant Positions]. The remaining 29 graduate assistantships support administrative offices or programs.

The Research and Writing Initiative also supports faculty and librarians engaged in academic, scholarly, and creative work. The *Sextant,* an award-winning magazine edited entirely by university faculty and staff, showcases the scholarly and creative work of faculty and administrators. The *Faculty Research and Publications Handbook* lists faculty publications, presentations, grants, and research interests, and the annual Publication Celebration publicly recognizes faculty for their scholarly and creative activities. All faculty members are encouraged to present their current research at the annual Graduate Research Day.

The university maintains strict oversight of research involving human subjects. As our website stipulates, "by federal regulation, the Institutional Review Board (IRB) is charged with the responsibility of reviewing and monitoring human subjects research. Oversight ensures that the ethical principles and guidelines for the protection of human subjects in research, as outlined in the Belmont Report and 45 CFR 46 of the Code of Regulations, is adhered to."

Appraisal

Both students and faculty identify faculty teaching and faculty commitment to student success to be one of the major strengths of the university. When asked what they find most rewarding about teaching at Salem State, many faculty focus on students. One faculty member spoke for many others emphasizing that his primary focus was "mentoring the students, supporting the students, motivating and providing resources for the students." [*see* Faculty Focus Groups Summary]

The campus is discussing what the transition to university status means for the roles of students, faculty, staff, and administrators. We are experiencing a change in the kinds of expectations faculty have about their careers and specifically the role of scholarship. Increasingly, new faculty come to the institution with an expectation that research and scholarship is an expected part of their role. At the same time, the

economy has dramatically changed, and faculty are preparing students for different kinds of careers based more on knowledge, information, and creativity. In this context, the university is engaged in ongoing conversations about scholarship and how to support faculty in all their roles; these conversations have included comments from the provost, department chairs, faculty panels, and faculty surveys, among others. Surveys indicate faculty are concerned about the teaching load, which at four courses per semester poses a challenge for faculty who wish to maintain a consistent research agenda. At the same time, class sizes are relatively small (average, 17 students). As the college transitions to the university, the campus needs to intensify discussions about enhancing the faculty's ability to engage in a variety of scholarship, including the scholarship of teaching and learning, the encouragement of student research in partnership with faculty, and scholarly work that builds upon faculty engagement in the community.

Salem State now employs more part-time than full-time faculty, and is aware of concerns about the extensive use of part-time faculty. Fall 2010 seat reports in Academic Affairs indicate that part-time faculty teach slightly over one-third (34.7%) of three and four credit lectures (not including nursing clinical sections). In order to address this, those departments most heavily dependent upon adjuncts have had one or more tenure track hires I n the last three years. [*see* Actual and ProjectedTenure Track Hires 2009-2012, and Departments with Rate of Adjunct Faculty Greater Than 15% 2009-2012] The university provides opportunities for part-time faculty to participate in the same professional development workshops and training available to full-time faculty; in addition, some individual departments make an effort to integrate adjunct faculty into department professional life [*see* English department "Opportunities for Part-time Faculty Development"]. Nonetheless, the guarantees for professional development funds specified in the faculty contract are not applicable to part-time faculty. We are aware that part-time faculty have a profound impact on large numbers of our students. While there is much in place to support teaching, all of which is available to part-time faculty, it is often difficult for adjuncts to participate.

Faculty development programs are evaluated only for the satisfaction and perceived learning of participants at the time of the institutes. The effects of the program on student learning are not measured. Attendance at faculty development programming is completely voluntary and remains a concern with many workshops attracting fewer than seven faculty members. In many cases the interest is high, with 10-20 faculty members registering, but actual attendance is low. While new programs do attract faculty members who have not previously participated in formal faculty development, the majority of participants are returnees. Thus, while the university offers an array of programs to support faculty teaching, the general faculty has not taken advantage of these programs in the numbers we would wish. Further we have not assessed the effectiveness of the professional development opportunities. [*see* CTI annual reports]

There is much less formal support for research and scholarly activities than for teaching. While dollar amounts supporting teaching and research are roughly equivalent, support for research is localized to limited funds apportioned to individual faculty while support for teaching is institutionalized in on-going programs. Focus group results suggest that faculty perceive promotion and tenure increasingly to depend upon publications whereas in the past it was sufficient to keep current with their disciplines—with or without publication. [*see* focus groups] In addition, there is a perception that the limited resources of the university are distributed unevenly among the faculty, programs, and schools. As the role of the University Research Committee evolves, it may provide a mechanism for more transparent processes in the distribution of research support and greater advocacy for research support. As a new university, the institution will need to reconsider the existing initiatives to support faculty research and creative activities. Support for faculty research and creative activity is in its infancy compared with support for teaching. This has an impact on both undergraduate and graduate student research training and opportunities.

While most of the graduate assistantships support administrative functions, we do not assess their educational value. In the past, the university has not reflected on the role of graduate assistantships both for the students and the faculty. The provost and the dean of the School of Graduate Studies are currently reviewing this issue. They are moving to make more of these assistantships for research and expect to make more available in the next round of requests from faculty.

Advising is inequitably distributed across campus. Departments with large numbers of majors such as Nursing and Criminal Justice have heavier advising loads than their colleagues in other departments. The most recent faculty contract began to address this issue by permitting faculty with more than 30 advisees to include those numbers as part of their contribution to the institution in personnel actions. Some programs with large incoming cohorts, such as the Bertolon School and the School of Education, have given release time to faculty to advise students who have not chosen a major.

Projection

The university will develop ways to measure, report on, and adjust the support faculty receive, in the following categories:

- Develop a faculty research council analogous to the Council on Teaching and Learning and make a plan for providing resources for faculty scholarship in a more systematic way (University Research Committee, provost, dean of School of Graduate Studies, associate dean of academic affairs. Plan for developing a council to be completed spring 2011; plan for resource development to be completed AY 2011-2012.)

- Use the results of the academic planning process to assess faculty resources (full time and part-time) and develop a five-year plan for faculty hiring (provost, deans, on-going).

INSTITUTIONAL EFFECTIVENESS

Salem State University has procedures in place for ensuring the strength of its faculty. The MSCA contract outlines procedures for evaluating tenure-track, temporary, and part-time faculty. The contract also guarantees professional development monies to be used at the faculty member's discretion. Indicators of the institution's commitment to faculty include the numerous programs for faculty development, the Davis Educational Fund Grant for Learning Communities, and university participation in the Carnegie Foundation COPPER Scholars.

Data First Form Five

Standard Six: Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their programs as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

I grew up in Lawrence, Massachusetts. In my world, college was not even an option, and it didn't become one until a teacher led me to Salem State's Alternative Individual Development summer program. It is now my dream to become either a college professor or a politician, most likely a congressman. That's why I am majoring in history with double minors in secondary education and political science. I want to do something noble with my life.

Quin Gonnell '09

ADMISSIONS

Description

During the past decade, the number, diversity and quality of students enrolled in Salem State University has evolved. Between 2001 and 2009, undergraduate enrollment increased steadily with a smaller but marked increase in the number of matriculated students enrolled in the university's School of Continuing and Professional Studies. As may be seen in figure 6.1, growth in the undergraduate student body came primarily through an increase in degree-seeking full-time students between 2005 and 2010. The figure also reveals a steady increase in the percentage of non-white students over the same period from 15.2% in 2005 to approximately 20% currently.

Figure 6.1 Undergraduate Headcount by Attendance Status and Percent Non-White
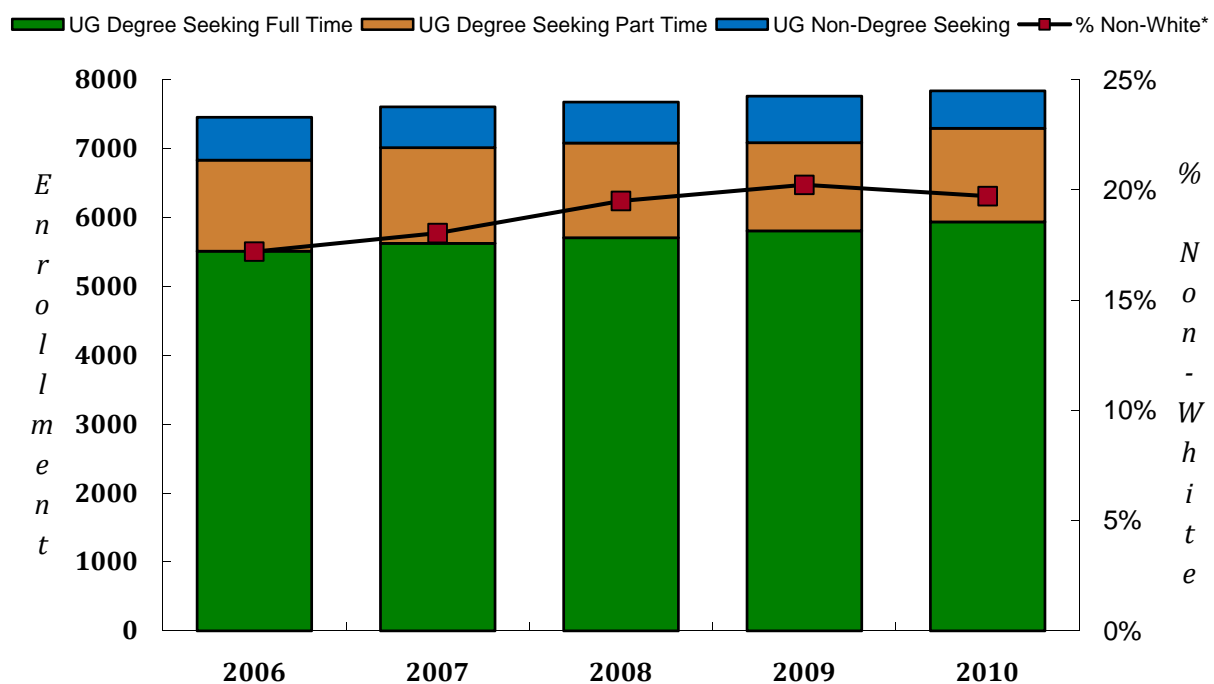
Salem State University enrolls a student body consistent with its mission. Undergraduates are primarily Massachusetts residents at the time of acceptance (92.8 % of all Fall 2010 undergraduate admissions). Slightly under one-third (29.7%) of these admissions were drawn from communities within Essex County. In addition to in-state students, the university enrolls undergraduates from 28 states and from 65 foreign countries. The national trend toward a growing predominance of female enrollment is reflected at Salem State where despite increasing numbers of male students women are 61 percent of matriculated undergraduates. Racial and ethnic diversity among undergraduates is indicated by degree-seeking undergraduate enrollment figures for African-, Latino(a)-, Asian-, and Native American students—15.2% 2005 in and 20.1% in 2010—which represents the largest percentage of students of color in the state university system.

Significant growth of the undergraduate student body is attributable to transfer enrollments. Salem State receives more transfer applications than any other state university in Massachusetts. However, while the number of transfer students has increased, the number of entering full-time first-time first-year students has decreased. This drop reflects both lower rates of acceptance and a lower yield of freshmen applicants. In Fall 2010, the acceptance rate for freshmen was 57.3% compared 89.5% in 2005. In Fall 2010, the yield for full-time first-time first-year applicants increased slightly: 30.5% in 2010 up from 28.4% in 2005.

As figure 6.2 illustrates the university's standards for admission support institutional objectives. The grade point average of entering full-time, first-time students and of transfer students has steadily risen. The high school GPA of entering full-time first-time students rose from 2.84 in 2005 to 2.94 in Fall 2010. The combined SAT scores have also risen from 948 in 2005 to 995 in fall 2010.

Figure 6.2 GPA & SAT of Enrolled Freshman
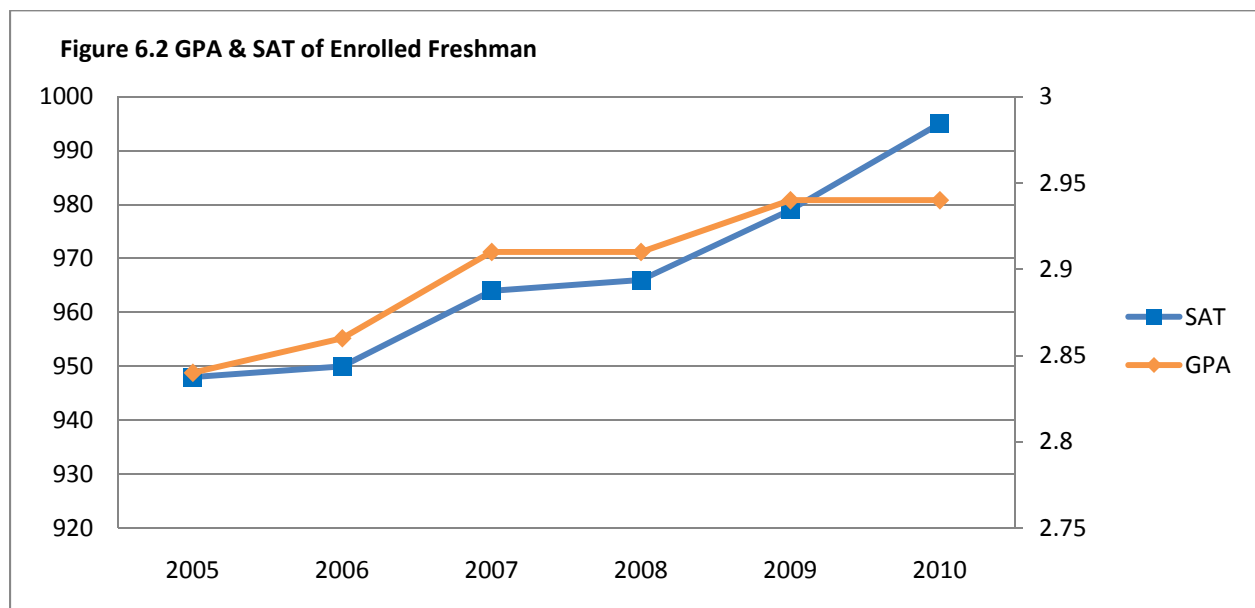
All Massachusetts public institutions are required by the Department of Higher Education's Common Assessment Policy to use Accuplacer exams to evaluate basic student skill levels in reading and mathematics. An timed writing sample, evaluated by English department faculty, is used to evaluate student skill levels in writing. Salem State uses these results to determine course placement, including appropriate remedial coursework in reading, mathematics, and/or writing.

Through a U.S. Department of Eduction TRIO grant program Student Academic Support Services (SASS) offers alternative admissions opportunities for students who show evidence of having academic deficiencies during their time in high school. The pre-college transition program includes first generation and economically disadvantaged students and students who have not fulfilled the admissions requirements for entrance into the university. The program provides summer classes and support services for college-level writing, information literacy, and algebra. During the academic year, students are enrolled in pre-selected traditional first-year courses and are mentored by SASS staff. These programs assist students by supplementing and strengthening their academic skills and personal growth and development, all with the goal of insuring their success at the university. A Reading Center addresses skill deficiencies, enhances comprehension levels, and fortifies content area study skills as well as test-taking abilities. SASS also offers early awareness programs for high school freshmen, sophomores and juniors through an Upward Bound program in Lawrence and an EARLY program in Salem. We also participate in the Success Boston Initiative/2010, a program to support Boston public school graduates to improve their retention and graduation from higher education institutions.

Figure 6.3 illustrates the decrease in graduate enrollments from 2006 through 2010. Although the total number of graduate students has declined 16.1% from 2005-2010, the number of degree-seeking students is increasing. Graduate student enrollment decreased from 2567 in Fall 2005 to 2154 in Fall 2010. Over the same period the number of degree-seeking graduate students rose from 1316 to 1452, an increase of 10%. This decline is attributable to a number of factors including the economy, competition from other institutions and the non-renewal of an off-campus program because of concerns about program quality. Currently there is limited financial aid for graduate students and no on-campus housing. Availability of housing options would especially assist in the recruitment of international students. The vast majority of degree-seeking graduate students continue to participate part time (80.1% in 2005 and 78.4% in fall 2010). While students may participate full time in any program, the Master of Social Work is the only full time graduate program at the university.

Figure 6.3 Graduate Headcount by Attendance Status and Percent Non-White
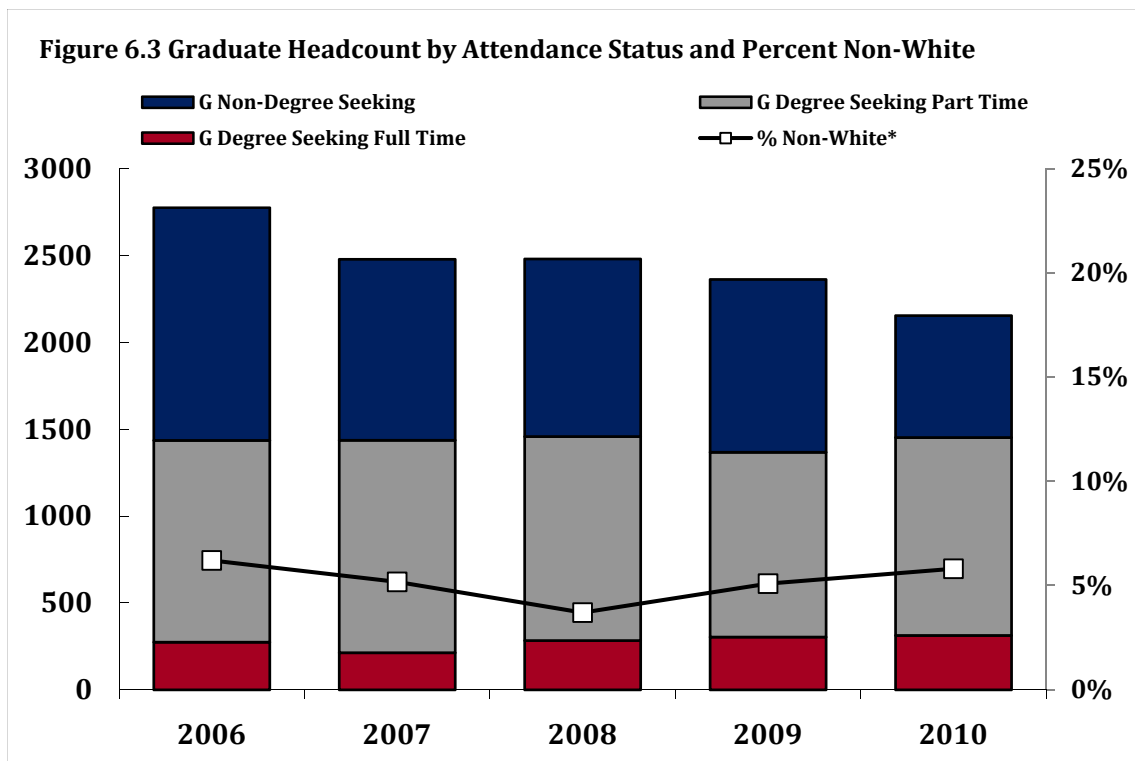
Appraisal

The significant decrease in the acceptance rate for first time, first year students in 2010 is an extension of a trend beginning in 2007 which saw a 50 percent increase in applications.

In summer 2008 the first associate vice president for enrollment management was appointed; subsequently, admissions, advising, financial aid, and the registrar were consolidated under that office. Since then admissions conducted a significant external and internal audit, resulting in changes to the organization, the facility and the operational systems. As a result, personnel and resources are used more effectively and efficiently.

Following the recommendations of an external consultant's organizational and operational review of admissions, the office took action to improve the processing of applications. In addition, undergraduate and transfer admissions were combined and graduate admissions were centralized. Staff from other areas of the university were reassigned to the newly created graduate admissions office, with the charge of developing and implementing a graduate school recruiting strategic plan. A paperless review process has been implemented and an online application for graduate admissions has been deployed. As can be expected, however, changes of this magnitude have created some challenges in terms of staff morale, training, and the perception that the office is not well organized or responsive. These are issues that are being addressed and in some cases will simply take time to resolve.

Automated admissions systems now track admission inquiries, application requests, completed applications, admitted students, deposits, and new enrollees. For undergraduate admission, 90 percent of applications are now online. A new online transfer equivalency database is in its testing phase. For graduate school admissions, a new online application process is being rolled out this year. These systemic changes ensure timely and complete responses to queries, consistent follow up communications, and automatic checking of application components. The admissions staff is constantly seeking to improve communication with applicants, accepted and incoming students.

Student ambassadors lead over ten tours weekly. They participate in a comprehensive training program about the university, our programs and resources, as well as public presentation skills. Student ambassadors also contribute actively to Open House and Accepted Students Day events. This past spring, ambassadors collaborated with several academic departments in a pilot initiative telephoning accepted students to congratulate them on their achievement and to welcome them to the Salem State community.

With these recent structural and technological changes, the processing of applications has improved significantly. Attention has now turned to focusing on recruiting students who are more likely to succeed at this institution. Although their scores are rising, our freshmen have some of the lowest GPA and SAT scores among the state universities. The institution remains committed to providing access to students from disadvantaged backgrounds, but is actively seeking to balance that commitment with the resources we have available to help those students once they are enrolled. This strategy has resulted in a reduction in the number of students being admitted who do not meet the state's minimum admissions standards. We have experienced slight increases in overall enrollment due to improved retention, which we believe is due to improved administrative processes and academic supports. In addition, the admissions office continues to work on attracting students with higher academic quality indicators through traditional admissions channels, including high school visits, partnerships with academically based after-school programs, campus tours, and on-campus events.

Enrollments in the Pre-College Transition Program have been purposefully reduced to ensure that we are able to provide all of the supports that the at-risk population requires to be successful. A prior institutional

emphasis on more open access has been modified to a focus on ensuring that every student who enrolls at Salem State has a reasonable opportunity to graduate.

An existing veterans' support position located in the registrar's office has been upgraded and relocated to the division of enrollment management. To support the special needs of veterans, Salem State has joined with North Shore Community College in an effort to recruit veterans and to provide services to facilitate their adjustment to university life. These efforts have been successful, resulting in the award of congressional earmarked funds that will support a new full time admissions position focused on recruiting veterans.

The university has increased its recruitment and marketing activities. In the past year, the number of admissions events has increased, with high school visits alone up 40 percent. To attract potential students, the office for marketing and communications is developing attractive, branded material. Staffing in graduate admissions also has improved, with dedicated admission officers hired to recruit students. Steps also have been taken to enhance campus admissions visits. In the summer of 2009, a Welcome Center opened at Central Campus, providing visitors with an attractive accessible facility with convenient parking, a media room and ready access to residence halls and key campus buildings.

Graduate enrollments have declined partly as a result of the university's decision to pull back from its participation in the Northeast Consortium when it found that it could not maintain sufficient oversight of offsite programs. Additionally, local school districts have fewer resources to support professional development for K-12 teachers.

In 2010 the School of Graduate Studies reorganized; a new dean was hired and recruitment and admissions were moved to the newly created office of graduate admissions under the division of enrollment management.

The graduate school has had no long range planning until the present; however, the academic planning process the university in currently undergoing will inform future directions for the school. The new organizational structure will ensure greater attention to graduate school recruiting and admissions needs.

Projection

- Stabilize admissions operations (application processing and imaging), continuing to debug imaging workflow, finalizing import protocols for graduate applications, and continuing staff training and development. (Admissions operations, fall 2011)

- Fully implement the self-service transfer credit evaluation tool for prospective students. (Registrar's office and information technology services fall 2011)

- Continue efforts to grow undergraduate applications through traditional recruitment methods, including the development of a formal multicultural recruitment plan.(Undergraduate admissions by fall 2011)

- Following the completion of the academic planning process, develop a comprehensive strategic enrollment management plan, with appropriate university community involvement. (Enrollment management spring 2012)

RETENTION AND GRADUATION

Description

Retention data for the first year/full time (FYFT) students into the second and third year are presented in Figure 6.4 and reveal a generally consistent positive pattern. The retention rates have steadily increased over the past five years. For all students first to second year rates hovered just above 70 percent for the 2005 – 2007 cohorts, and increased to 81.3 % for the 2009 cohort. Second to third year rates evidence a similar increase over the five year period, with a high of 63.5 % for the 2008 cohort. Retention rates for male students are a few percentage points below those of female students.

As may be also be seen in Figure 6.4 retention rates for students of color closely parallel those of other students at the university. For the 2005-2007 cohorts the rates for students of color were slightly below that of other students, but in recent years have exceeded them. Specifically, the first to second year retention for students of color is 0.5% higher than all students, and the second to third year rate is 1.5% higher.

Figure 6.4 Retention Rates First to Second and Second to Third Year
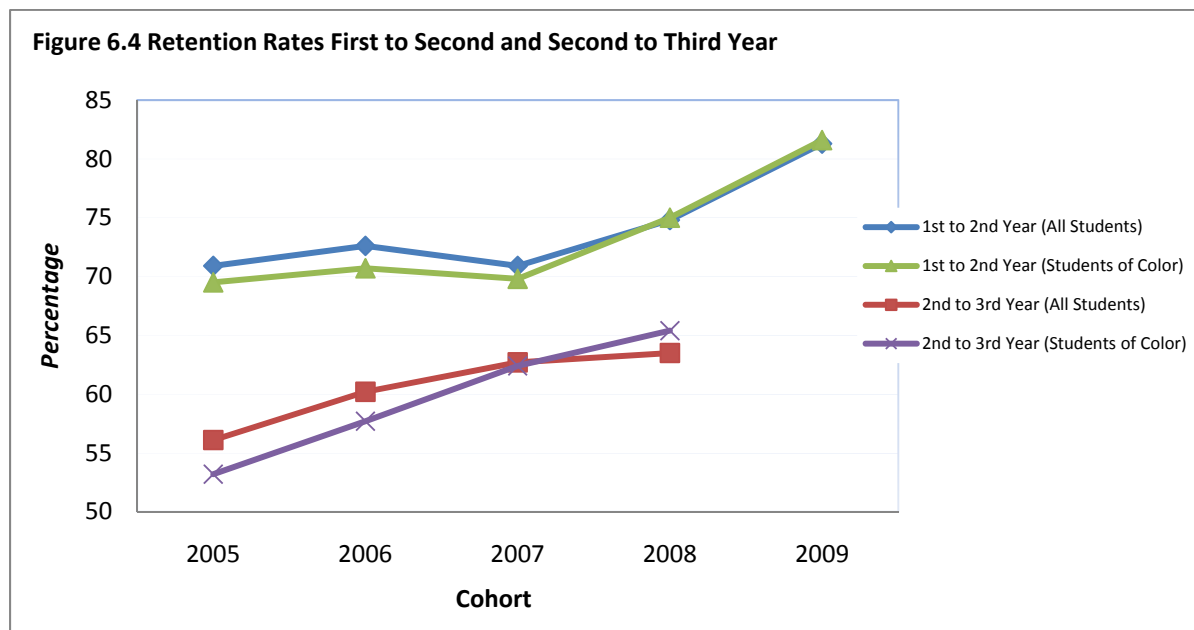
Figure 6.5 illustrates that the university's 6-year graduation rates have improved for FYFT students admitted in 2004 compared to those admitted in earlier years. Overall, there has been an increase in the 6-year graduation rate from 37.0 % for the 2001 cohort to a rate of 42.3% for the 2004 cohort. The 2004 cohort does show a decrease from the high of 43.5 % for the 2002 cohort. The graduation rate for female students is higher than that for males, with differences between 4.1% and 10.3 % over the period.

Figure 6.5 Six-Year Graduation Rates
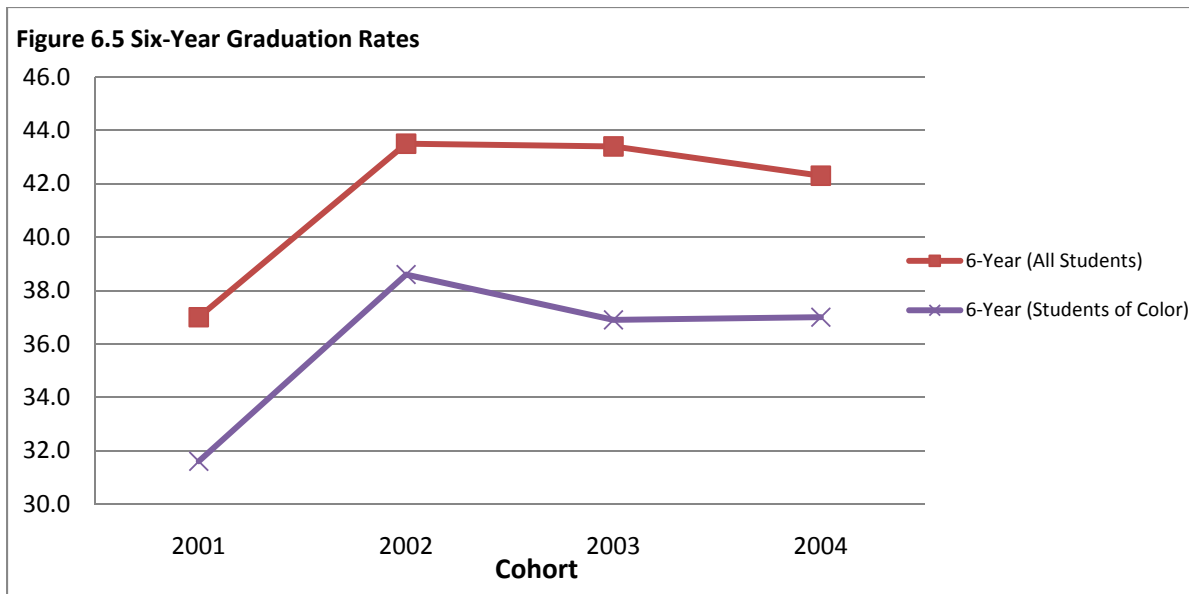
The 6-year graduation rate for students of color for the 2001 – 2004 cohorts is between 4.6 % and 8.0 % lower than that for white students. Further examination of these data reveal that in recent years the graduation rate for black students has shown an increase more closely approximating that of white students, but that the rates for other groups (American Indian/Alaskan Native, Asian Pacific Islander and Hispanic) lag significantly behind the others. These data must be viewed cautiously as sample sizes for students of color are small; therefore small numeric changes result in large changes in rates. For example, the 2001 cohort of students of color included only 38 students; of those there were only 12 black students. Though the numbers of students of color is small when considering graduation rates, it must be remembered that many students of color transfer to Salem State and are not included in these calculations.

The School of Graduate Studies has also been graduating increasing numbers of students over the past five years from 458 in 2005 to 556 in 2010 indicating a 20.4% increase.

In 2009, the university redesigned its required orientation programs for newly admitted students and their parents, combining testing, content delivery and community-building into a one-time visit to campus, replacing the previous two-visit procedure. Orientation programs are also provided for transfer and graduate students. Also in 2009, the university created a transfer services area in the registrar's office to facilitate the successful integration of transfer students.

In March of 2010, the university launched a website designed as a first point of reference for students, parents, and faculty and staff with specific questions about the first-year experience or about services offered. The first-year residential experience program places live-in student academic mentors in the residence halls to work with students and, through its cornerstone project, invites faculty members for informal conversations and focused advising programs in the residence halls.

Student Academic Support Services (SASS) provides academic support to all currently enrolled students, including peer tutoring and collaborating with other departments to insure that students have the academic support services that they will need to be successful. One special program administered through SASS is the Supplemental Instruction (SI) initiative. SI sessions are peer-led review sessions that target historically difficult courses that show a high rate of D, F, and W's. The sessions are organized to allow students the opportunity to interact as they construct knowledge. More specifically, SI sessions provide a chance for students to get together with classmates to compare notes, discuss important concepts, and develop strategies for studying the subject. The sessions are facilitated by a trained SI leader, a student

who has taken the course and earned a high grade. The leader shares with the students what he or she has learned about how to study effectively for the course. The leader attends lecture every day, taking notes and listening closely to the professor. The leader helps the students become independent learners by planning activities that encourage students to work together and process material themselves.

A U.S. Department of Education TRIO grant program, Student Support Services, offers 325 students individualized academic planning, advising and general financial aid assistance. The program also provides a comprehensive counseling program tailored to students' individual needs. Students served include part-time and full-time matriculated students from low-income families whose parents did not graduate from college and those with learning or physical disabilities. The primary program mission is the retention of participants and their successful progress toward graduation.

The writing center works with students, alumni, faculty and staff to provide feedback on writing from trained and supportive readers. The math lab provides a tutoring area where students can meet to work on assignments individually or in groups, supervised by a full-time staff member of the Mathematics Department. In addition, there is a tutoring staff of undergraduate and graduate students with a special interest in mathematics who are competent in the introductory undergraduate mathematics courses. The lab also contains computers equipped with a variety of mathematical and office software for student use. This section is supervised by a staff member of both the Mathematics and Computer Science Departments.

Disability services assists in creating an environment for accessible education by coordinating services and accommodations for students with a variety of documented disabilities. The goal is to provide support services that encourage students with disabilities to become actively involved in the accommodation process. Salem State is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access all programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Disability Services provides academic support to students with all types of disabilities, including, but not limited to learning disabilities, ADHD, mobility impairments, medical disabilities, autism spectrum, blindness, visual impairments, deafness, hard of hearing, traumatic brain injuries, and psychiatric disabilities.

The Center for International Education supports the university's international student population as well as coordinating study-abroad opportunities and international programming on campus.

Salem State University is a founding member and fully accredited institution of the Massachusetts Commonwealth Honors Council. The university's honors program has grown from 135 students in 2003 to 187 in 2010. Invitations to students to join the Phi Kappa Phi national honor society numbered 420 in 2010 (243 undergraduate and 177 graduates). Salem State students are eligible for membership in more than a dozen discipline-specific honor societies.

The Undergraduate Research symposium has been showcasing undergraduate work since 1998. Participation increased steadily from 1998, with 95 students participating, to 232 students in 2008. Participation decreased in 2009 (206 students) and 2010 (164 students). This decline occurred when faculty who consistently sponsored students took sabbaticals or retired. Graduate Research Day showcases presentations from more than 200 graduate students each year.

The School of Graduate Studies has historically paid little attention to retention and graduation rates. Several exit surveys and other collections of data in the graduate school have not yet been consistently mined for useful longitudinal information. The advent of iStrategy and the development of a graduate-level degree audit should address these problems. The graduate school has systematically collected data from graduating students using survey monkey. The most recent data (2008, 2009) found similar results

each year. Seventy-two percent of graduates report being employed prior to admission in their field. The survey also indicated that the top reasons students pursued a graduate degree at Salem State were personal development, followed by intellectual development, and broadening skills. These surveys indicate that graduate students rate their overall graduate experience favorably: 26 percent indicate "Excellent;" 43 percent "very good;" 20 percent "good; 10 percent fair;" Only 2 percent report a "poor" experience. About 80 percent note that they would recommend their program highly. The majority of graduate students finance their education through personal funds, and there are limited financial aid opportunities. The primary financial supports available to graduate students are loans and graduate assistantships. Nonetheless, the majority of students report leaving graduate school with $5000 or less in debt. Most students report being employed upon graduation.

One retention initiative for graduate students is a tuition payment plan. Until recently, graduate students were required to pay the full amount due at the time of registration. Those without the full amount would typically take a semester's leave. In addition, the university has recently added a financial aid officer who specializes in graduate student financial aid issues. Both initiatives should improve progress-to-degree for graduate students.

In the past, the graduate school had a reasonably strong set of programs and activities in place for on-going support of students. There was a student handbook (*The Navigator*), a biannual student newsletter (*The Graduate Student Voice*), professional development workshops on writing or career changing. Personnel changes, reassignment of responsibilities, and reduction in staff have atrophied this programming.

The rigorous course *Critical Thinking and Analytical Writing* offers students from all disciplines with a model for high level critical thinking and transferable research and analysis skills. Graduate students are also welcome to use the Writing Center.

Academic and research support programs for graduate students have grown. Recognition of students' achievements include the Fall Honors Program, which recognizes those students who have taken 18 or more graduate credits with a GPA of 3.85 or higher. The Spring Honors Program celebrates graduating students who have either maintained a 3.95 GPA or who are in the top 10% of their program. The Flibbert Graduate Student Award papers recognize outstanding student writing from all the graduate programs; the McGlynn award honors an outstanding history graduate student.

Graduate Research Day provides an opportunity for graduate students from all programs to come together and present their capstone research projects or other research project. This event provides an opportunity for professional development, an entry on the student's resume, and an opportunity to be part of an intellectual community. Faculty panels are included, as faculty provide role models—and have the opportunity to learn about each other's work.

The Graduate Student Assistantship program provides our top graduate students with an opportunity to gain professional development and resume-building experience while assisting a faculty member in his or her research. The assistantship provides a tuition waiver and modest stipend.

Appraisal

We have made significant progress in retaining students in recent years, with the first to second year rate increasing by more than 10 percent over the past five years (2005-2009) and the second to third year rate by more than seven percent over four years (2005-2008). While the positive trends are clearly established, there is some concern that the figures for the most recent cohorts may be slightly inflated because of changes in academic policies that have allowed some students to remain on probation rather than be

dismissed from the university. These statistics will be carefully watched as we move into the next academic year.

There has been over a five percent increase in the six year graduation rate from the 2001 cohort (37.0%) to the 2004 cohort (42.3%). While the increase is impressive, we still lag behind peer institutions and the lower rates for male students and for some students of color is of concern. Given that approximately half the university's students transfer into the institution and that these students are not included in current graduation rates, the university is examining mechanisms to assess graduation rates for transfer students and thus make available rates that more accurately represent its entire student body.

The university has lagged behind in using technology to implement its academic policies and record keeping. One area that has been adversely affected has been tracking student progress. Without the appropriate technology all records have been maintained by hand, leading to errors that have in some cases delayed graduation. However, the university instituted an online catalog in summer 2010 and is is working toward automating student records. We will be piloting the use of automated degree audit in March with a group of approximately 100 faculty advisors, and anticipate an institution-wide launch in the Fall of 2011.

Regarding the recent reorganization of the university's first-year experience, survey results from the Foundations of Excellence® self-study of 600 students showed some positive and some problematic elements. Roughly three-fourths of students responded favorably regarding their understanding of how to obtain assistance with course work (tutoring, academic support, etc.). Three-fourths of the students also rated themselves "moderate, high, or very high" in their awareness of academic support on campus. However, students were less aware of resources for help with non-academic support in areas such as money management or family matters, 90 students(14.9%) credited their level of awareness as "not at all," while 159 students (26.3%) selected "slight" as their response. Roughly one-third of students lacked awareness of how to become involved in institution-sponsored events.

The university has established a transfer services office within enrollment management. Work is underway on improving the timely evaluation of transfer credits. This includes increasing the number of articulation agreements with community colleges which assist in such evaluations; but much remains to be done in aligning SSC core curriculum courses with the credits incoming transfer bring with them.

A high-priority need identified by the university is to make academic support services available to all students. A full time staff member responsible for supplemental instruction, training tutors, and providing faculty development for advising was added to SASS in fall 2010. Academic mentoring is currently provided through live-in mentors in the first-year and sophomore residences, and in the fall of 2010 student learning communities were launched. We also offer online tutoring through the Connecticut Distance Learning Consortium.

The university has been inconsistent in providing academic support services to its students. Until 2009 there was no central referral office for students seeking assistance except for those in special programs. The creation of Student Academic Support Services (SASS) expanded and unified these efforts. Tutoring services were expanded and marketed to the full campus community. SASS now offers a university-wide tutoring program in all subject areas to all full and part-time students. The objective is to increase student academic success by providing tutors to help students become independent and self-confident learners. In fall 2009, SASS bolstered the tutoring program focusing its efforts on marketing, recruiting, and training. SASS worked with faculty to identify students who excelled academically and had the acumen to be effective tutors. Faculty and staff were also encouraged to refer students who they believed could benefit from additional academic support. A mandatory training program was developed and conducted by staff with extensive experience in the areas of peer-tutoring, mentoring, and leadership. SASS also worked

with information technology services to develop a streamlined tutor application. After one-year, the results of these new initiatives saw a 66% increase in the number of tutors, a 44% increase in the number of students who received tutoring, and a 34% increase in the number of courses available for tutoring.

The Supplemental Instruction program has adapted a measurement tool designed by the University of Missouri at Kansas City, where the program was developed. Evaluation of the SI program is twofold: (1) to determine how well the SI program is doing and (2) to provide rationale for continued institutional financial support for the program. The evaluation is completed at the end of the semester after final exams and final grades have been determined. All the evaluation is based on attendance of the SI sessions. Each week, the SI leader must pass out a sign-in sheet to all students who attend the session, which is then filed in my office weekly. At the end of the semester, the data is calculated using the final grades from each course that offered SI. The final grade for the students who attended SI vis measured against those that did not attend. The mean final course grade for the SI participants is compared to non-participants. The outcome of the data generally suggests that those who attend regularly benefit more from SI than those who do not. The data also suggests that the students who attend SI have a lower DFW rate than those who do not.

The recent decline in the number of students participating in Undergraduate Research Day suggests that we need to engage more faculty in this endeavor.

While the graduate school has been successful overall in retaining and graduating graduate students at an appropriate rate, both data collection and thoughtful strategizing have been missing from the mix, resulting in some missed opportunities to both serve current students as well as we might and to build a solid foundation for supporting future students.

Although every student is assigned an email address, students tend not to check their university account on a regular basis. Strides have been made in areas of the university to supplement the e-mail system with social media tools. During the summer of 2010, students were transitioned to a new system, which will provide an e-mail for life. The university is encouraging faculty to require the use of the university e-mail as the institution transitions to conducting much of its business on-line.

Projection

- Streamline the transfer credit evaluation process through discussion with faculty. Continue to encourage prospective students to take advantage of the provisions of the statewide transfer agreement, MassTransfer. (Registrar's office/transfer services spring 2012)
- Fully implement PeopleSoft's degree audit module, providing students with timely degree completion information and freeing advising time for both faculty and administrative advisors to assist student without other important issues. (Registrar's office, advising, and faculty fall 2011)

STUDENT SERVICES

Overview

Consistent with the university's mission to provide a "high-quality, student-centered education that prepares a diverse community of learners to contribute to a global society," the student life division expresses a genuine concern that the intellectual development and moral, spiritual and physical welfare of the student be interwoven. As outlined in the division's annual *Mission Statement & Goals and Objectives* this assumption is in concert with the belief that co-curricular experiences play an integral part in the student's attitudes, aspirations, life goals and other areas of achievement that are nurtured both in and out of the classroom. The division is committed to providing opportunities for the iconic "teachable

moments" throughout the collegiate experience. To this end, the university offers a broad range of student life programs that provide learning opportunities and promote the development of citizenship, leadership, ethics and interpersonal competence. In addition, the division is engaged in regularly assessing its programs and services in order to be more effective and to have the greatest impact on student development.

The division is under the general leadership of the executive vice president of the university, who also supervises several large areas outside student life. The associate vice president and dean of students supervises career services, residence life, diversity and multicultural affairs, campus center programs and services, counseling and health services, disability services, ROTC, liaison for GLBT, student conduct and mediation, Center for Diversity and Cultural Enrichment, and campus ministries. Several major collaborations exist with other divisions such as the Foundations of Excellence® program and the faculty-in-residence programs with Academic Affairs, civic engagement and community service programs with external affairs and academic affairs, and new student orientation with enrollment management.

Salem State has had as part of its vision and mission a long-standing commitment to serve a diverse population of student learners. Our success in this goal is demonstrated by the fact that in 2010 one-fifth (20.1%) of our undergraduates were students of color. In addition, 3.7% are international degree-seeking students from over 65 nations, while other large populations on campus include adult learners, students with disabilities and a significant GLBT community. Many of our students come from the urban neighborhoods in Boston, Lawrence and Lowell as well as neighboring North Shore communities. Seventy percent of freshmen entering fall 2010 live in residence halls. And while two-thirds of our total undergraduate population commutes to the university, many reside in neighborhoods close to the campus. Over 70 percent of our students receive financial aid, and the university has a designation as a Title III school, reflecting the socio-economic status of our students. Also of significance, approximately 45 percent of our undergraduate student population are transfer students, the largest percentage coming from community colleges.

Description

Student services are spread among student life, enrollment management, academic affairs, the School of Continuing and Professional Studies and the School of Graduate Studies. Significant efforts have been made to ensure that the staff of all service offices are familiar with each other's functions so that student can be referred to the appropriate office when necessary. In addition, the dean of student's office maintains a "student hotline" through a widely posted phone number and email address. Within academic affairs, there is an array of academic support services mainly under the umbrella of SASS. Within the School of Continuing and Professional Studies, the Center for International Education serves the needs of the entire graduate and undergraduate international student population as well as coordinates study-abroad opportunities and international programming on campus. It should also be noted that within Continuing Studies, there are over 1,800 matriculated undergraduate students who utilize various student services across the campus.

The residence life program has grown both in size and quality. With the opening of Marsh Hall in the fall of 2010, the university housed 33% of its total full time undergraduate population. With new construction and the renovation of existing halls, we are paying particular attention to creating a developmentally age-appropriate living/learning community. For example, Marsh Hall was specifically designed for the sophomore student with pods or neighborhoods of 25 to 39 students sharing a common lounge and multiple bathrooms. This environment allows for special-interest-groups such as honors and learning communities to be developed and supported. The university intentionally designed these halls intending that these living/learning environments play a role in enhancing the overall self-esteem of its students. Several academic programs complement this plan: academic student mentors, faculty-in-residence,

intensive training for resident assistants and front desk staff and a highly developed Residence Hall Association which has been recognized both regionally and nationally.

In 2006 the National Association of College and University Residence Halls named the Salem State chapter as a "Building Block Chapter" to serve as a national model for expansion, growth, leadership development, and service. In 2007 the North East Affiliate of the National Association of College and University Residence Halls recognized the residence life staff with its Commitment to Diversity award. In 2010, residence life staff garnered many awards: the Residence Hall Association Executive Director was named "President of the Year" by the National Association of College and University Residence Halls, the Residence Hall Association National Communication Coordinator named National First Year Experience Award Recipient by the National Association of College and University Residence Halls. Also among the multiple recognitions received by students, the National Association of College and University Residence Halls awarded two national awards to Salem State University residence hall student leaders, named the "RHA Day of Service" as the National Community Service Program of the Month for September, and the Omega Zeta Epsilon chapter of the National Residence Hall Honorary at Salem State University took home the National "Spotlight of the Month Award" for the Atlantic Hall desk receptionist staff.

Our Faculty-in-Residence program initiated in 2004 to promote a visible collaboration between Academic Affairs and Student Life is unique among the state universities in Massachusetts. The faculty facilitate, promote, and encourage student intellectual and social development, and provide assistance to students seeking academic support and guidance. Two professors currently live in Atlantic Hall, and two more in Marsh Hall. The relatively rapid growth in our resident population has made the student life staff sensitive to the burgeoning issues associated with this development including the need to balance the needs of the commuter students with those of the residential population. While five graduate students live in the residence halls as a result of their work for the office of residence life, accommodation for graduate students is a concern and is under review as we develop more residential options.

Salem State has a rich history as a Division III athletic program which takes seriously the concept of the "student-athlete." The athletic department has eight NCAA level men's teams and seven women's teams representing a wide variety of sports, and routinely participates in post-season tournaments. The university eliminated men's and women's indoor and outdoor track due to facilities constraints, low participation and overall budget concerns. However, men's lacrosse moved to intercollegiate status in 2008-09. Women's lacrosse will move from club status to intercollegiate status in 2011-2012. Women's ice hockey is currently a club team, but will move to intercollegiate status when numbers increase. In addition to these formal sports programs, over 2000 students participate in the intramural activities, and the university is expanding these offerings as the institution moves to a more residential campus. The department received a NCAA Champs/LifeSkill grant, which focuses on the life skill development of student-athletes and the university plans to incorporate the program into its regular operations when the grant funding ends. It should be noted that many students who are non-athletes are attracted to the university because of its athletic achievements and are eager to become active "SuperFans." Recent facilities enhancements have included a "rubber in-fill" multipurpose field, softball diamond and state-of-the-art baseball and tennis facilities on Central Campus. Our facilities are also used by area communities, supporting our active town/gown relationships. Included in this effort, the university guarantees 25 scholarships to Salem youth to attend one of its summer sports camps. Last year, Salem State provided 60 scholarships to children on the North Shore.

Counseling and health services has recently been clustered with disability services under the leadership of an assistant dean of students, a realignment intended to reflect the increased collaboration necessary to deal with a growing population of both graduate and undergraduate students presenting mental health concerns. Counseling and health services provides triage and primary care services for students. Health

services is staffed by nurse practitioners and a registered nurse, under the supervision of the university physician. The clinic also provides on-going health-education programs, coordinates the university's preparedness for health-related emergencies such as H1N1 and monitors compliance with the state-mandated immunization requirements. The university is currently implementing an electronic medical records system, an upgrade that will greatly enhance patient care as well as immunization compliance. Counseling services, staffed by licensed mental health professionals and graduate interns, provides individual counseling, short-term focused groups, and developmentally-based outreach programs. Individual counseling is limited primarily to crisis intervention and triage. Health education outreach on managing stress, depression awareness, and other topics takes place through an active guest-lecture program in classrooms and residence halls. Health education on drugs and alcohol is coordinated through Counseling and health services, which provides services related to alcohol and drug education, prevention and training. Disability services arranges accommodations and coordinates services for students with disabilities of all kinds. The broadened scope of disability categories has resulted in rapidly increasing numbers of students registering for services and an increased demand for consultation from the faculty.

Career services has evolved and become imbedded in the fabric of the academic community. Now housed in the Ellison Campus Center, career services provides services to students and alumni, assisting in the choice of major, internships, the graduate school applications, and job searches. The office collaborates with academic departments, conducting career-related classroom presentations. In addition, the office runs sessions on the transition to the working world. The department has moved to an on-line career management system (CSO/Career Services Online) that provides users with 24/7 access to jobs, internships and a calendar of upcoming on-campus interview opportunities, workshops and events. In addition, this system has allowed the office to create a resume repository and a centralized employer database. The office website supports occupational and job search/graduate school research while increasing the visibility of the office for students, faculty, alumni and employers. The university annually mounts a job fair open to the community as well as students and alumni.

Campus center programs and services is responsible for initiating and providing oversight for student activities programming and student-involvement opportunities. The university offers undergraduate students hundreds of volunteer, elected, appointed and selected positions by which they can gain valuable experience in developing leadership skills and actively participate in the university governance process. Among the forty or more organizations available to students are the Student Government Association, Program Council, Multicultural Council, student newspaper: *The Salem State Log,* and the radio station: WMWM. Each year, many thousands of students are entertained and educated through the social, educational, recreational and community service events planned by student organizations and the Campus Center.

Wide-ranging and multi-faceted student leadership initiatives are infused throughout undergraduate students' co-curricular experience. Programming efforts include the following:

- coordinating the Leadership Institute, (a series of credit-bearing seminars for emerging and current leaders),
- presenting bi-monthly training sessions for interest groups and clubs,
- developing leadership conferences for women and students of color,
- teaching peer educators on social issues,
- advising organizational and inter-organizational leadership retreats,
- supporting student participation in regional and/or national conferences,
- offering individualized consulting for student group officers, and

- sponsoring recognition activities for outstanding seniors, students of color, student leaders, and student organizations.

Interdisciplinary studies coordinates the Intercultural Leadership Program (ILP) as a first year learning community for culturally diverse students. In addition, the campus center monitors the academic progress of all student organization leaders, supporting their academic and co-curricular accomplishments.

The Ellison Campus Center plays a pivotal role in coordinating and supporting student community service. Traditional activities include alternative Spring Break trips to build homes in impoverished communities, partnerships with local agencies to meet a variety of community needs on the North Shore, and sustaining student organizations in their local service activities. Collectively, these efforts support goal number four of the university's strategic plan.

Although the university offers a regular bus service during peak hours, a new feature offered to our students as of fall 2010 is the implementation of a student-run shuttle service for off-peak hours. Originally proposed by the Student Government Association, the shuttle operates every evening throughout the week and during the day and evenings on the weekends. Two energy efficient 12-passenger vans transport students around campus and to and from our new satellite parking areas, and to off campus locations such as the North Shore Mall and shopping locations in Salem and surrounding communities. We believe the shuttle, which is almost entirely student operated, will be more cost effective than adding hours to our regular bus schedule, and will allow quicker service and provide additional safety for our students.

New undergraduate student orientation is a collaborative program of student life and the enrollment management division, coordinated by the campus center. The university provides a two-day orientation program for its new first-year students and a half-day program for transfer students. Parents and family members attend a half-day session. The first-year student program addresses students' academic, adjustment, social and emotional needs. Students participate in placement testing, register for classes and learn about key administrative offices. They also meet in small groups with faculty, peers and upper class student orientation staff. Family orientation programs focus on recognizing transitional issues for students and how family members can support students in the adjustment to university. Transfer orientation is more concrete, addressing the immediate academic needs of incoming students. Satisfaction surveys indicate that all three types of orientation programs are highly regarded. In August 2010, the graduate school held its first school-wide orientation program.

Judicial affairs, diversity and multicultural affairs and the Center for Diversity and Cultural Enrichment all fall under the supervision of an assistant dean of students. The role of judicial affairs is outlined in the university's *Student Conduct Code*. In the *Code*, students are recognized as being both citizens in the larger community and members of an academic community. In their roles as citizens, students are free to exercise their fundamental constitutional rights. These rights and responsibilities under local, state and national laws are neither abridged nor extended by status as a student at Salem State University. However, as members of the academic community, students are expected to fulfill those behavioral responsibilities stated in such university publications as *The Compass*, *Student Conduct Code,* and *The Guide to Living on Campus*. Policy violations committed by students are handled through the university judicial process, established to resolve complaints of student misconduct while protecting due process rights and to reach decisions that are in the best interest of both the students and the university. At present, judicial affairs is managed overall by the assistant dean of students with support from several others. For example, resident directors, who are full time professionals, help to adjudicate disciplinary matters for residential students. The assistant dean of students works with the associate vice president and dean of students to manage commuter conflicts and general student concerns as they arise. This area was recently awarded a grant to purchase software to aid in the management of cases. Currently, the Student Conduct Code has been

revised to include all students, including graduate and continuing education, and is under review through the faculty governance process.

The office of student conduct and mediation takes an increasingly educational approach to addressing inappropriate student behavior. Students have opportunities to learn how their behavior has impacted others through the use of specially designed programs and initiatives. In January 2010, nine professional staff members volunteered to be trained as mediators, a 36 hour course. They are all now certified mediators in the Commonwealth of Massachusetts, trained by North Shore Community Mediation Center, one of the few educational centers authorized to conduct such training in this state. The university chose to incorporate mediation into its programs because it is an effective method of resolving disputes, based on principles of communication, negotiation and joint problem-solving. Its emphasis is on flexibility, confidentiality, and self-determination, with increased understanding between parties as its ultimate goal.

The office of diversity and multicultural affairs, a primary resource for multicultural and diversity programs and services, assists in retaining and graduating underrepresented students. It is committed to encouraging intellectual freedom and inclusion, fostering an environment that is welcoming to all faculty, staff and students. The office promotes education and awareness on campus regarding the broader aspects of diversity which includes, but are not limited to, sexual orientation, ability, race, age, gender and spirituality. Diversity and multicultural affairs also advises such groups and clubs as the Multicultural Students Association, the Asian Students Association, the International Students Association, the African Student Union and the Hispanic American Society. Combined, they make up the Multicultural Council; their efforts contribute to the rich fabric and culture that makes Salem State University what it is. The Center for Diversity & Cultural Enrichment opened in January 2010 as resource space for the office of diversity and multicultural affairs to enhance the educational growth, retention, and matriculation of students from diverse backgrounds. It also attempts to foster appreciation for diversity among all members of the campus community. The physical space consists of a diversity library, conference room, and electronic resource stations. Technology is available for teaching and learning. It is currently staffed by part-time work study students and graduate assistants.

The safety of the community has always been a high priority at the university and as such the campus police are an integral part of community life. The department has a commitment to a community policing philosophy at all levels from student activities and residence life to campus emergency preparedness. The staff are academy-trained, fully-licensed, armed police officers in the Commonwealth of Massachusetts. Campus police provide a full range of security services to the Salem State community. The staff includes three dispatchers and 23 officers with full powers, authority and responsibilities as municipal police officers in the Commonwealth of Massachusetts. Officers attend the Massachusetts Police Training Council Academy and the Massachusetts Bay Transit Police Academy. Beyond basic training, all officers undergo in-service training on an annual basis. All have been trained in emergency medical procedures, first aid and cardiopulmonary resuscitation (CPR) and serve as the first responders for medical emergencies. Four officers are EMT certified. Patrols are conducted 24 hours a day, 365 days a year on foot, bicycles, T-3, and in five patrol cars. The department also has a mobile emergency vehicle.The department also has a long history of offering such community education activities as RAD (rape aggression defense) training, theft protection, sexual assault, harassment and emergency protocols. The Public Safety staff is also responsible for security of all major campus programs and such events as concerts, dances, Speaker Series, athletic events and commencement. The infrastructure of the campus includes blue lights, emergency phones in every classroom, a shuttle bus service, a large array of security cameras, squad car, bike, foot, and T-3 patrols, student escort service and an immediate notification system (Connect Ed).

The Threat Assessment Team is under the direction of the Associate Vice President and Dean of Students and is made up of academic deans, department directors and a faculty member. The team coordinates the

university's response to violent, threatening, or significantly disruptive students utilizing options under academic regulations, the *Student Code of Conduct*, the policy on *Standards and Procedures for Involuntary Administrative Action or Withdrawal of Students for Medical or Psychiatric Reasons*, and general medical safety standards and protocols. Team members consult with other campus departments and faculty to determine whether concerns about the student have been raised elsewhere on campus and to assess the appropriate level of concern and urgency of response. The Team also responds to concerns about employees following our personnel policies. The Team meets on a monthly basis or as needed. In addition, a smaller subgroup meets weekly to discuss students and events of concern which have come to the attention of the campus police. The Threat Assessment Team continues to monitor situations through review and reassessment.

Financial aid is housed within the newly created enrollment management division. As may be seen in Figure 6.6 the institution has almost doubled its commitment to need-based grant funding from FY09 to FY11. The number of students receiving such aid remains relatively stable (1546 in FY 09 and 1479 in FY 11); there has been a similar increase in the average individual student grant. Financial aid options are limited for graduate students; graduate assistantships and loans are the primary mechanism for providing aid.

Figure 6.6 SSU Need-based Grant Funding FY09-11
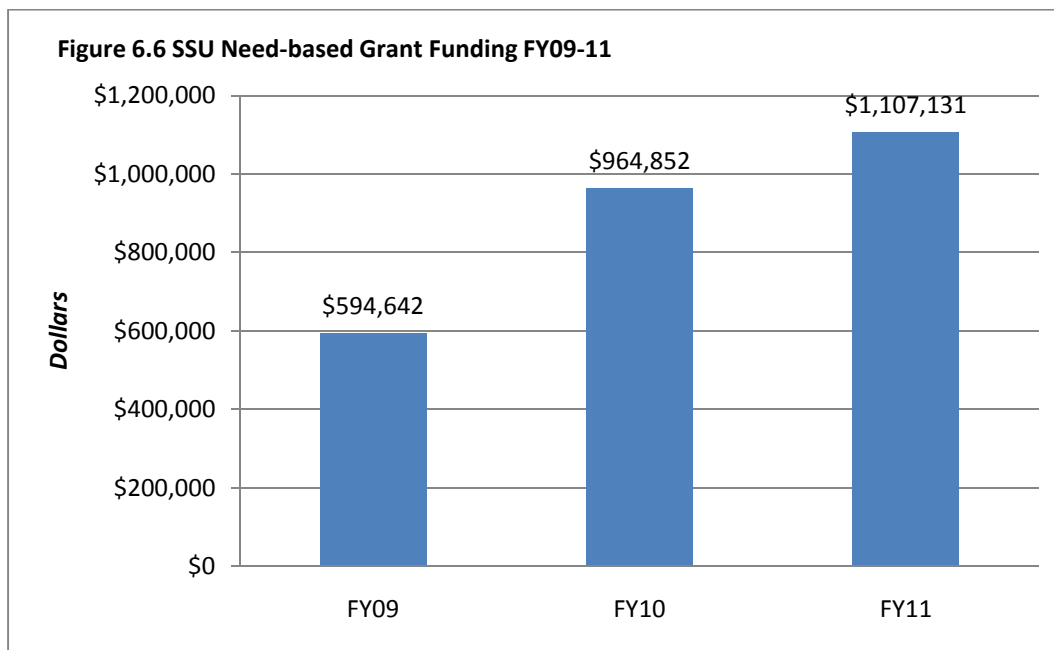
The Salem State University academic scholarship was created with a merit component of SAT scores and high school GPA as well as need. The remainder of institutional funding was put into the SSU Grant, which is solely need-based. Federal stimulus money also helped replace financial aid funding cuts by the state. In 2009-2010, 12,370 students listed Salem State to receive their FAFSA. To date (January 18, 2011) in 2010-2011, we have 13,142 students listing Salem State. Of those applications, 8748 were loaded into our active files and 8176 have been awarded with 182 additional late applications to be reviewed, an increase of 398 awards over 2009-2010. The Federal Pell Grant has increased by 1.257 million over 2009-2010. Because of the unstable financial markets during the last few years, in 2010-2011 the university moved from the Stafford Loan program, which many banks are abandoning, to the Federal Direct Student Loan program.

The staff of the Academic Advising Center assists undergraduate students to develop feasible educational plans, to complete their degree requirements in a timely manner, and to interpret academic requirements.

In addition to helping students to make informed decisions about academic issues, the center provides assistance for faculty involved in academic advising.

In 2004 the university instituted a laptop initiative requiring computers of all entering freshmen. Information technology services (ITS) continues to expand its student laptop support programs. A new, larger student support space opened in the Central Campus academic building in 2009. Wireless access continues to be improved across campus. In addition, ITS issues a university email address to every enrolled student. In preparation for conducting all official university business electronically, ITS has moved student email to a more robust and user-friendly system. Doing so will also enable the student to have email for life, an outcome with positive implications for the Alumni Association and the university's development activities.

The student life division is committed to best practices and as such, the staff is active in professional development activities and organizations. Recent professional development activities have included sessions such as "Asperger's Syndrome in Higher Education: Strategies to Promote Inclusion and Success," "Wow! Customer Service," and "Residence Life and the Transgendered Student." Members of the various departments are regularly asked by faculty and administration to present relevant student development topics.

Appraisal

The large array of services and co-curricular programs at the university are intentionally focused on promoting personal development: examples include undergraduates in Program Council managing the logistics related to a large-scale concert, students participating on an athletic team, or individual students volunteering at a Boys and Girls Club. These services and programs are also designed to deepen the academic experience and provide a solid core for a student-centered community. Most of the programs and services to date have focused on the traditional undergraduate student.

The offerings within the division of student life are organized around developmental learning such as health and safety, citizenship, leadership, culture and interpersonal competence, and career aspirations. Departmental efforts focus on creating a strong campus experience for students. Limited staffing and ever-decreasing budgets have predisposed individual units to focus on the student demand for more programs and services within their area rather than on the larger picture. As a result, the division has acknowledged the need to assess priorities based on the university's current strategic plan. With these new priorities in hand, the departments of the division can determine collectively what programs and services are of most importance to student development and realign resources to ensure a strong experience outside the classroom.

In recent years the university has constructed two state-of-the-art residence halls housing approximately 1000 undergraduate students while major renovation projects have upgraded the older residence halls. Counseling & health services, career services and disability services have all moved into renovated spaces in highly visible student pathways. In addition, the university has added new soccer, softball and baseball fields. Limited renovation projects in the campus center and the O'Keefe Center athletic facility have been less successful. The campus center has limited meeting space for student groups and clubs as well as inadequate programming, lounge and recreational space. This situation was exacerbated by the sudden closing of the library in 2007 resulting in some of its functions moving into the Campus Center, displacing student space. The O'Keefe Center is an aging, cavernous building with considerable deferred maintenance. The constraints of the current facility limit the university's ability to address the needs of its students. As an example, the current fitness center is located on a former balcony to the pool, which limits its size and use.

The campus center facility strains to address the current demands of the university community for meeting and programming space. The problem of finding space will likely grow more acute in the immediate future, given the increase in the residence hall population. Although Marsh Hall adds more smart conference rooms and offers flexible dining spaces, the additional residents will likely create a greater need for campus recreational and social spaces.

Despite efforts by academic advising, the extent and quality of the advising experience for the student varies depending on the academic department and individual faculty member. To alleviate this problem, some academic departments and schools have developed handbooks for advisors. In the Bertolon School, freshman advising is handled by three designated advisors who coordinate their efforts effectively. In addition, prior to the registration period academic advising offers training to all faculty.

Parking and movement within the multiple campus sites continues to be a major frustration for our campus community as indicated on recent surveys of all constituents. The university has made numerous attempts to alleviate this situation by prohibiting cars for first-year students who live on campus, by renting satellite parking lots, by allocating spaces for particular cohorts, by encouraging the use of public transportation, by contracting with ZipCar® by experimenting with a "Vikings Go Biking" program for students and by encouraging pedestrian movement between campus. Despite these efforts, parking remains the number one service concern mentioned by students, faculty and staff; moreover, the university lacks a comprehensive pedestrian wayfinding system which could encourage and simplify easier walking patterns.

Annual budget reductions have caused programs and services to be reduced in scope. Staffing within student service departments remains below guidelines set by the [Council for the Advancement of Standards in Higher Education](#) (CAS) guidelines and other department-affiliated professional organizations ([International Association of Counseling Services](#)). The International Association of Counseling Services accreditation standards recommends a minimum staffing ratio in the range of one (1) FTE professional staff member for every 1,000-1500 students **;** the university has one (1) FTE staff member for every 3,300 students. These insufficiencies are of particular concern as the university moves toward becoming a more residential campus.

Another area of concern is that our student body has historically blended attendance at the university with its on-going work obligations. For example, our senior class students work on average 16 to 20 hours a week off campus, with 28 percent working more than 30 hours per week (NSSE). The majority of graduate students are part-time, employed, and approximately 50% are married. While there are myriad reasons why our students feel the to need work, doing so clearly has an impact on their learning experience. As a way to address this issue for our first-year students, the university has intentionally created policies and programs that encourage entering students to live on campus in designated halls. As such 70 percent of our entering class has an initial residential experience and the class as a whole participates in first-year programs such as the [First Year Reading Experience](#). These programs are designed to immerse the student in the collegiate experience and reinforce the university's academic expectations.

The university has some academic support programs in place for graduate students; however, there has been little effort to develop scholarships, which offer important financial support while conferring recognition for student achievement. While many of the campus student services are open to graduate students such as the counseling center and career services, they have been designed to address the needs of undergraduates. Either in focus, hours, emphasis, or climate they may not be welcoming to graduate students. Without additional staff dedicated to support graduate students, these support services will continue to be limited.

Projection

- In support of the goal to be a 50 percent residential campus, conduct a market demand study for new residence halls and develop feasibility studies in coordination with the Massachusetts State College Building Authority. (President, Associate Vice President for Student Life, Vice President for Finance and Facilities, Director of Residence Life, FY11 and FY12)

- Following a Fall 2010 charrette focused on the current state of Student Life facilities, immediate and long-term needs were determined including a new or renovated Campus Center, an expanded Wellness/Fitness Center, student group meeting and programming spaces, lounge spaces and a variety of dining options. As a result, a student survey is planned to develop priorities, discussions will be held with students regarding potential targeted student fees, and relevant feasibility studies will conducted in collaboration with the Massachusetts State College Building Authority and the Department of Capital Asset Management. (President, Executive Vice President, Associate Vice President for Student Life, Vice President for Finance and Facilities, FY11 and FY12)

- With the goal to expand the graduate student population, assess the current levels and appropriateness of student support services including Financial Aid, Career Services, Counseling & Health Services, academic support labs, student groups and socialization spaces. This assessment will include services, staffing patterns and dedicated spaces. (Vice President and Provost, Dean of the School of Graduate Studies, Associate Vice President for Student Life, Vice President for Finance and Facilities, FY11 and FY12)

- In support of the Strategic Plan, build and maintain relationships with employers to increase awareness about university academic programs, part-time and full-time internships and promote the market quality of our students. Assess the current staffing and related outreach strategies. (Associate Vice President for Student Life, Director of Career Services, FY11 and FY12)

INSTITUTIONAL EFFECTIVENESS

The university utilizes a number of university-wide assessments to gain feedback on the student experience. In addition, individual divisions and departments regularly administer a variety of program evaluations and surveys to assess effectiveness and student satisfaction. Results of university-wide assessment initiatives (including NSSE & CIRP) are available to the university community through the institutional effectiveness and planning website and available to the university community through the institution's website. In 2007-2008, the university participated in an extensive self-study of the first-year experience in collaboration with the Foundations of Excellence®.

Departments, divisions and the university use the information gained through these assessments to improve student services, to revise and develop programs, and to address student's ever-changing needs. It is clear, however, that the university could do a better job of publicizing what instruments are administered, simplifying access to the results, and using the findings systematically to improve our programs.

Data First Form Six

Standard Seven: Library and Other Information Resources

**The institution demonstrates sufficient and appropriate information resources and services and
instructional and information technology and utilizes them to support the fulfillment of its mission.**

*Despite the closing of the library building, the library itself—most notably its employees and department—never
really closed. There was never any hesitation in continuing to provide services to the students of SSC. With grace
and determination, they modeled for groups & clubs—as well as the community in general—that regardless of how
large an obstacle we might face, we can still find a way to carry out our purpose and mission.*

<div align="right">

Student Government Association Leadership Council
Office of Year Award, Spring 2008

</div>

THE INFORMATION ENVIRONMENT

Library and information resources for Salem State faculty and students are provided by the library and by
information technology services. The library is administered by the dean of library, instructional and learning
support, who reports directly to the provost. Information technology services is administered by the chief
information officer, who reports to the executive vice president. While separately administered and organized,
these two areas work collaboratively to provide information and technology facilities, services, and support**.**
The Library Media Development Committee provides a formal mechanism for input from faculty, staff, and
students on library and instructional media services. The Academic Computing Committee, the Academic
Technology Group, and the Administrative Systems Advisory Group (ASAG) provide formal input to
information technology services.

LIBRARY

Description

The university library serves as a gateway to global information, enabling direct and remote access to
resources in a variety of formats. The library is a dynamic partner in the educational experience, evolving
to meet the changing needs of its diverse community of learners, while advancing institutional mission,
values, and vision. The library creates and implements programs and services that promote successful
lifelong learning strategies. In accordance with this mission, the library operates under six broad goals for
library collections, services, personnel, facilities, communications, and assessment as a framework for
short- and long-term planning. Daily library operations are conducted in accordance with library policies
that are reviewed and updated regularly and published on the library website.

The library is organized on an academic model with the library program area functioning analogously to a
department. The president appoints a chair who coordinates personnel actions and policy matters in
compliance with the MSCA bargaining agreement. Librarians are entitled to full participation in
university governance, serving on university-wide committees. They also have opportunity for
promotion, tenure, sabbatical leave, access to release time, and funding for research. The library is
currently staffed by twelve librarians, one professional staff assistant, and 13.5 paraprofessionals. All
professional 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. The
administrative office includes the dean of library, instructional and learning support, one professional
staff assistant, and one paraprofessional assistant. Over the past five years, library staff duties and
schedules were reallocated to provide more robust coverage of core services during evening and weekend
hours. The transition to a subject specialist model of service also began in 2005 with reassignments and

reallocation of vacant librarian positions. Since January 2008, all academic departments are covered by a librarian who provides instruction, research assistance, collection development, and other liaison support.

In January 2009, in response to the fiscal situation the library restructured by shifting several job responsibilities. Management of the print periodicals collection was moved to circulation to be supervised by the evening staff. Reference librarians implemented a new service model expanding the use of paraprofessionals and cross-training all the circulation staff. A review of the statistics for reference questions, instruction sessions, and research consultations from 2008-2009 revealed a shift in the reference librarians' work distribution. Reference questions were reduced significantly, while instruction sessions and research consultations rose considerably. Professional librarians are now focusing more on the latter two activities while training paraprofessional staff to answer directional and ready-reference questions at the information desk. In-depth questions are referred to the appropriate librarian.

Library staff are involved in a broad range of campus committees and professional organizations. Professional librarians are eligible for contractual professional development funds, supplemented by targeted support for library initiatives from the dean. In an effort to encourage continuous enrichment of library staff, a staff development survey was conducted in the fall semester of 2009. The results from this survey have been used to plan in-house programs, including several Web and audio conferences.

Librarians at Salem State have traditionally taught library instruction sessions for classes at the invitation of teaching faculty. The number and variety of instruction sessions has risen dramatically over the past several years. In FY07, before the library closing, only 228 classes were held. That number increased significantly, as faculty recognized the need for information literacy when the facility was closed. In FY10, 357 classes and workshops were supplemented by 461 individual research consultations. Subject specialist librarians participated in the Student Academic Support Service's pre-college transition program for the first time in the summer of 2010. Librarians taught weekly information literacy sessions to 145 students over a five-week period.

This increase in librarian-taught instruction sessions coincides with the adoption of a subject specialist model of reference and instruction. As subject specialists became increasingly visible by conducting more instruction sessions, students began requesting more individual research consultations. Librarians now routinely consult with students on individual research projects in their offices, in the consultation room adjacent to the reference desk, and at the reference desk.

Librarians often initiate workshops for students and faculty. Examples include sessions on RefWorks and OverDrive; Free Stuff Fridays, a brown bag lecture series highlighting free online resources; library orientations; faculty workshops on copyright and using library resources; sessions on library resources as part of the week-long Laptop Bootcamp for faculty; workshops for faculty on social media; and locating resources in specific disciplines.

The librarians use a variety of technologies to facilitate classroom instruction. The library has a presence on Facebook and Twitter, allowing interaction between librarians, faculty, and students on various social media platforms. Facebook and Twitter are currently being used in the classroom to incorporate interactive information sharing. The business librarian uses a blog in class to share resources, tips, and tools. Additionally, librarians routinely use presentation tools such as PowerPoint, Slide Rocket, and Prezi to present materials at student orientations and during instructional sessions. Librarians have also been using Captivate screen capturing software to enhance eLearning experiences. Captivate is used in conjunction with [LibGuides](#) and provides additional tutorials for students and faculty to view online. 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. Most recently, librarians are testing various e-book readers to determine the most effective options for lending readers to students.

The subject specialist librarians use instructional classrooms both in and out of the library for sessions requested by faculty on library resources, including how to access, select, and navigate the library's website and specific online databases. Librarians regularly use the Smart Board to incorporate technology as part of the active learning process. Librarians also often use Blackboard in collaboration with professors and their classes, posting information and resources before and after instruction sessions. Through the library webpage, a wide variety of information resources is available to the Salem State community.

Figure 7.1 shows the growth of library holdings from 2006 to 2010. The growth in collections is primarily attributable to the shift to electronic journals and books. As of June 30, 2010, the library held 256,248 books, 41,641 bound periodical volumes, 248,722 electronic books, 9,043 maps and 10,931 media resources. Journal holdings included 437 print and 57,642 electronic titles, plus 584,195 microform units.

Figure 7.1 Library Holdings 2006-10
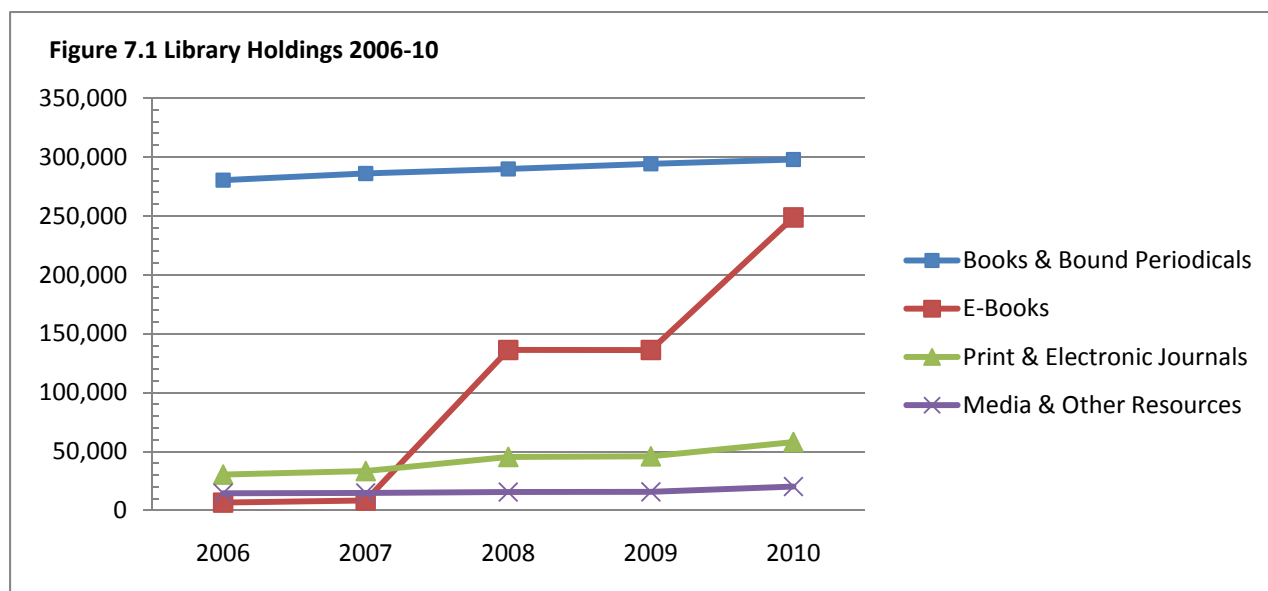
These collections are supplemented by strong relationships with other libraries. The Salem State library homepage provides a link to listings of more than 3 million items in the NOBLE (North of Boston Library Exchange) online catalog, as well as to regional and worldwide libraries. Students and faculty have walk-in borrowing privileges at the 27 public and academic libraries in NOBLE, as well as the 29 MCCLPHEI (Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions) libraries. A special arrangement for UPS overnight delivery of books from UMass Boston's Healey Library, established when the library closed, has been continued as a significant benefit to our students and faculty.

The library's efforts to provide an efficient, comfortable, accessible, and safe environment have been a long-standing concern. As stated in the Commission's letter of October 25, 2001, ". . . the aging library facility is seriously compromised, both by space constraints and by a compelling need for major renovations: This has been a recurrent theme in communications from the Commission to the university in recent years, and, though we understand the degree to which the institution is hampered by limitations on state allocations for capital projects, we remain concerned about the situation. . . ."

Over the next six years, significant improvements were made to the safety, security, and accessibility of the library building. In 2006 we began refurbishing and reconfiguring the library's public spaces. Salem State then began a planning process, part of which was to determine whether to renovate the existing library or construct a new facility. As detailed in the president's Institutional Overview, engineers assessing the building eventually determined it to be unsafe, and both the personnel and the services housed in the building were dispersed across campus. The Massachusetts Division of Capital Asset Management (DCAM) constructed an interim library in unused space in the Central Campus classroom building and arranged to build a new library/learning commons on North Campus.

The interim library facility on Central Campus has been open since September 2008. The facility space was carefully planned and configured to make the most efficient use of the approximately 22,000 square feet to provide the core collections and services most needed by students. The Central Campus Library includes the following:

- A combined circulation, reserve, interlibrary loan, and reference desk where students and faculty can check out and return library materials, request resources from other libraries throughout the world, and get one-on-one research assistance from professional librarians.

- A core collection of over 125,000 high-quality scholarly books, periodicals, and media, with access to nearly 170,000 volumes in a nearby storage facility.

- A fully-equipped high-tech classroom where librarians provide orientation to the Library's resources and services, sessions on how to locate and use print and digital information, and subject-specific upper-division and graduate-level research instruction.

- Approximately 180 study seats, in a variety of forms–including collaborative workstations, lounge seating, study carrels, laptop tables, individual and group study tables, and two group study rooms where students can collaborate on class projects, gather in study groups, and meet for scholarly purposes.

- Sixty-three computer workstations in a fully-networked and wireless environment, including adaptive technology workstations near the reference desk and in a specialized study room on the lower level.

As part of the interim library, we continue to manage satellite study spaces in the Heritage Room of the Ellison Campus Center, at the South Campus lounge in the Academic Building, and on the second floor of the Central Campus facility–on the mezzanine and in the hallways. These satellite facilities include 95 study seats and 36 computer workstations. The library is open 90 hours a week during the fall and spring semesters, approximately 73 hours a week during summer and break periods, and extended, overnight hours during peak exam periods.

The library systems office is located in the Central Campus facility, near the library. Technical services and archives are housed in a storefront approximately one block from the interim library. Most of the archival collection has been sent to a remote storage facility. The office of the dean of library, instructional and learning support is located in the Enterprise Center, across the parking lot from the interim library.

The long-term planning process for the future library and learning commons was initiated in September 2008. The new library will include a centralized service desk, a variety of study seating for 1,000 people, 12 group study rooms, three library instruction labs, and adequate space to double the existing circulating book collection. The learning commons will include a cluster of academic support services providing a centralized location to meet a variety of student needs. It will bring together student academic support services (SASS), academic advising, the writing center, the honors program, and disability services.

Appraisal

The library regularly utilizes quantitative and qualitative data to improve operations, to manage projects, and to initiate new programs. In Spring 2007, a few months before the library building closed, the librarians' survey of faculty garnered 220 responses. A second faculty survey, created by the NEASC Standard 7 Committee in Spring 2010, received 100 responses. Though the surveys covered similar ground, they were not identical, and therefore are not completely comparable. Those questions that most closely resemble each other focus on visits to the library, collections satisfaction, interlibrary loan, reference, and contact with subject specialists. The surveys show a rise in all of these areas over the three year period.

Despite the peripatetic nature of library collections and services in the past three years, and several comments from North Campus faculty about the inconvenience of the current location, the percentage of faculty claiming to visit the Library either daily, weekly, or monthly rose from 36.3% to 42.%. Faculty use of interlibrary loan increased from 51.5% to 63.7%. Table 7.1 indicates an overall increase in satisfaction with the collections from 2007 to 2010.

Table 7.1 Percentage of Faculty Satisfied With Collection

Media	2007 (n=220)	2010 (n=100)
Books	41.1	64.6
Journals	**57.8	NA
Print Journals	NA	**62.2
Electronic Journals	NA	**76.8
Databases	69.3	83.2
**Data for 2007 collapsed print and electronic journals		

In 2007, the library was still in the early stages of adopting the subject specialist model for its librarians; four new subject specialist positions were filled later that academic year. In the first survey 51.2% of respondents did not even know if their department had a subject specialist librarian—only 26.8% had made an appointment with a professional librarian. By 2010, 50 percent of faculty respondents had made an appointment with a subject specialist librarian, and 50 percent had telephoned or e-mailed one. The Library/Media Development Committee (LMDC) in 2008/2009 conducted two surveys of faculty. One, on the location of new library building, strongly influenced the decision of where the new library would be built. The other focused on issues related to storage of library materials for which there is currently no room at the interim library. In addition to these concerns, the LMDC also held two open meetings that year to discuss the library materials budget, library collections, and storage. The practice of the LMDC sponsoring open faculty meetings on library topics continued with two sessions in the fall of 2009 designed to discuss the types and formats of library resources faculty prefer using, and the projections of what they might want to use in the future.

A student survey conducted in spring semester 2010 generated 196 responses—90.2% of respondents were commuters. A total of 72.3% stated that they used the library at least several times per semester, and 83.4% were satisfied with the current library hours. Frequent online use of the library was reported by 64.6%, and 81.4% felt that information was easily accessed from the website. Students clearly rely most heavily on online databases (72%) and electronic journals (93.4%). While 63.5% of student respondents had received library instruction in their classes, only 16.1 percent had contacted a subject specialist librarian for assistance. When asked how important it is to learn to use library resources, however, 87.4% felt it was important.

Pre-tests administered in the SASS pre-college transition program in summer 2010 indicated students were comfortable using and navigating basic library information such as the library catalog. Of the 134 respondents, 69.4 percent had used a library within the past year. Ninety-three percent of students also identified feeling comfortable asking a librarian for assistance when an answer was not immediately evident. Questions that required more analytical comprehension of information revealed that many students had some trouble identifying the authority of websites. The pre-test revealed a lack of familiarity with database searching. Students' responses indicated difficulty in identifying scholarly journal articles and identifying appropriate means for locating scholarly journal articles. Only 33.6 % identified a library database as the best tool for finding a scholarly journal article; 20.1 % did not know the best tool for finding a scholarly journal article. Students also had some difficulty identifying and utilizing the information from a bibliographic citation.

The post-test suggests that the five-week information literacy summer transition program increased students' confidence and ability to identify, access and utilize the varied information resources and services in the library. Of the 117 post test respondents, 50.4 % felt very confident using the library, compared to 36.8 % on the pre-test. The post-test revealed an increase to 67.5 % in the number of respondents who identified a library database as the best tool for finding a scholarly journal article. Students demonstrated that they had learned why they should use a library database and what types of information they would find in them. The post-test also revealed that 76.8% of respondents reported that they knew how to locate most of the materials they might need in the library, compared to 52.6% on the pre-test. One area of concern is students' ability to read a bibliographic citation as there was relatively no change between the pre-and post-test results.

Library use data is regularly utilized to guide operational decisions. For example, significant increases in attendance during extended exam hours (24/7) resulted in a decision to continue the program despite budget cuts. Difficult decisions on book storage options were based on ten years of circulation data–any book that had circulated over a ten year period was moved to the interim library; all others were moved to the nearby storage facility. Librarians recently developed a new weeding policy, and circulation data will be used as one factor in a two-year weeding project in preparation for the move to the new library building.

The 2001 NEASC evaluator's report noted that funding for library collections was "not adequate to support the extensive array of undergraduate and graduate programs at Salem State." Internal reallocations within the university, active solicitation of external funding, and ongoing negotiations with vendors and publishers have enabled the library to maintain basic core collections in these difficult times. In the past ten years, significant increases in materials funding have targeted electronic collections while supporting continued conservative growth of quality print and media collections.

The library frequently uses benchmarking with comparable and aspirational institutions to assess programs, staffing, and collections. In 2007 and in 2010, our electronic resources were compared to Massachusetts public universities to determine the relative strength of our growing e-resources. Analysis of the data reveals that our collections, albeit unique to our program offerings, is the strongest within the state university system, and in some areas, on a par with the UMass libraries. Print and media collections, however, are significantly smaller than Bridgewater, our most comparable sister institution, and even further below the smaller of the UMass system libraries.

In January 2009, all departments were notified that the operating budget would be cut by at least 15 percent in FY10. The 15 percent cut in the materials budget was extremely difficult because 85 percent of the $1.2 million in materials allocation was subscription-based. Annual costs are not controllable, and inflation rates have hovered at 5 percent per year. A budget reduction in subscription-based materials results in cancellations and loss of all access. Subject specialists discussed the situation, met with the

faculty of their academic departments and offered preliminary strategies to the general faculty at an open forum in April 2009. Use statistics were a major factor in these decisions, particularly in cancellation of online subscriptions. The materials budget was cut by $188,486, from $1,256,575 to $1,101,359. Books were reduced by $38,725 (23%); media was cut by $12,900 (52%), periodicals was decreased by $37,351 (12%) and electronic resources was cut by $99,510 (13%). In an effort to maintain as many subscription-based materials as possible, the budget allocations for books and media were more severely impacted. In Fall 2009, $175,000 in ARRA funds was allocated to one-time purchase of library materials. These funds, coupled with a one-time transfer of $63,000 to the materials budget, enabled the purchase of several major electronic resources and ameliorated some of the cuts in book and media allocations. The FY11 library materials budget base was decreased by another 5 percent; an ARRA allocation of $125,000 was expended on major scholarly databases available as one-time expenditures.

Projection

- Continue to work with architects and DCAM on the Library and Learning Commons plans and prepare for a smooth transition to the new facility (Dean of Library, Instructional and Learning Support; FY11-FY13)

- Develop a process to include a library materials inflation factor for subscription-based resources in the annual budget allocation. (Dean of Library, Instructional and Learning Support, Provost; FY11-FY12)

- Investigate ways of more fully integrating information literacy into the academic program; reach out to various student populations with targeted information literacy initiatives; and explore opportunities for developing credit and non-credit courses in information literacy (Dean of Library, Instructional and Learning Support, librarians, Curriculum Committee; FY11-FY13)

INFORMATION TECHNOLOGY SERVICES

Description

Information technology services (ITS) is responsible for core information technology services and infrastructure. In FY10, information technology services was comprised of 42 staff. There were also 13 other university employees who provide information technology support to the academic or administrative units within which they work. These distributed technology support providers normally have a range of responsibilities and spend some portion of their time on technology support.

The total ITS budget for FY10 was $3,363,000. Reflecting the fiscal challenges within the commonwealth the ITS budget for FY11 is $ 3,194,000. During FY10 federal stimulus funds from the American Recovery and Reinvestment Act (ARRA) were used to advance technology in a variety of areas. Salem State was allocated $14,250,697 ARRA funds of which $4,770,000 have been designated for technology projects. ARRA funds cross fiscal years with expenditures occurring from August, 2009 through September, 2011. Technology investments identified include audio/visual equipment for classrooms, updated campus computing infrastructure, and department specific computing systems, PeopleSoft Student and PeopleSoft Finance upgrade, a new data center and a document imaging and workflow initiative. In summer and fall 2010 we migrated from physical servers to a virtual server environment to reduce power and cooling demands; we consolidated and expanded data storage capacity; we upgraded the wireless network, improving network speed and achieving 100% ubiquitous wireless coverage; we installed projectors in 29 classrooms without technology; we are constructing a new data center with a highly efficient and survivable cooling, power and computing capacity.

ITS is organized into six service sections: Applications, Technology, Network, Academic Support, Media, and Client. The department oversees several services at Salem State:

- PeopleSoft Finance, Budgeting, and Student Information System administrative information, iStrategy financial analysis and planning; iStrategy student enrollment, admissions, and student retention analysis and planning; Resource 25 campus classroom scheduling; Adirondack Housing and Judicial Officer system, TouchNet secure billing and credit card processing;

- Email, Web, database, networked desktop file service, and file system backup services; telephone, campus network, Internet (200 Mb/sec via survivable ring);

- Maintenance of information policies, electronic identity management, information security, and information security incident management, including responding to copyright infringement notices;

- Centrally-provided software contracts for critical client workstation software, such SAS, SPSS, and the Microsoft Campus Agreement for Windows and Office;

- Public instructional and service workstation labs (Windows and Mac);

- Service for desktop, laptop, and tablet computers.

ITS staff and facilities are located primarily on Central Campus with media services located in Meier Hall. The proliferation of decentralized servers has been greatly reduced as applications have migrated to the data center for increased security and improved maintenance.

Salem State has a somewhat decentralized information technology environment in the areas of the website and department computer classroom/lab support. This mix of centralized and decentralized service works well for the university since it brings support closer to those who need it while ensuring the reliability and security of centrally supported infrastructure. The university website is managed in a decentralized fashion with the various units responsible for content and Marketing & Communications responsible for approving that content. ITS is responsible for Web server infrastructure, Red Dot content management system support, backups and disaster recovery. Computer labs are similarly decentralized. There are 47 computer classroom/labs at Salem State with a total of 669 computers. Of these, 37 are department specific classroom labs with varying degrees of technical support provided by the controlling department; 10 are ITS "open labs" for student use. In some departments specialized staff members provide local support for faculty and staff, and manage specialized research and instructional systems such as GIS capabilities. Others are maintained by general ITS staff.

System security and electronic information security policies are managed by ITS. The CIO plays a significant role in ongoing initiatives to ensure the security of personal information in all its forms through policy development and the use of forensic tools such as Identity Finder. In addition, ITS works through other offices, such as dean of students, registrar and human resources, to ensure that new students, employees, and external consultants are aware of and agree to abide by university information security and privacy policies for electronic data.

Collaborative planning for PeopleSoft-based applications through the Applications Services Advisory Group led by the associate vice president for enrollment management ensures prioritization of system development to meet the business needs of the university and to support student success.

Academic technology support follows the centralized/distributed support model. The director for the Center for Teaching Innovation (CTI)—who reports to the associate dean, academic affairs—and the director of academic technology—who reports to the chief information officer—work collaboratively to introduce new technology to faculty and to seek their input and to provide ongoing support. This

collaboration works well for the faculty since it ensures an ongoing bridge between the academic administration and ITS as the provider of core technology services.

As the university becomes a more residential campus and as computer applications move out of the centralized lab to desk and laptops, the university tests and works with mobile applications and web-based applications to move services and support to where students study and learn. Examples are seen in the use of PDAs, wikis, online surveys and online technical support.

Training is provided to staff, faculty and students at orientations at the beginning of each year supplemented by workshops throughout the year. There is 24 hours support for the learning management systems and business support for the administrative core applications.

From fall 2008 through spring 2010 approximately 40 percent of courses utilized the Blackboard/WebCT Learning Management System (LMS), culminating with over 1500 for fall 2010. Feedback from the 2009 Faculty Technology Survey indicated a need for a more user-friendly learning management system. We are now in the second term of a multi-term pilot of Moodle. Combined spring and summer totals showed 115 faculty, 76 active courses and 1200 students during the summer and spring of 2010. Fall 2010 shows a 20% increase with 143 faculty, 73 active courses and 2007 students. Faculty also currently have another 84 test courses.

Appraisal

Information technology services conducted a customer survey in 2008 to establish a baseline regarding general customer view of ITS role, process, and core applications. The respondents (250) were equally split between faculty (49%) and administrators (51%). The survey indicated three areas for improvement in system reliability: (1) the reliability of the PeopleSoft Financial and Student systems, (2) the university network, and (3) response time from the helpdesk. ITS prioritized the PeopleSoft upgrades, finishing both by March 2009. In 2010, ITS began a major the upgrade of the wireless network. The new wireless network provides 100% saturation coverage and bandwidth that is increased by tenfold. The wireless network allows access to information and learning resources anywhere, anytime. ITS revamped the help desk processes and added students and a training program to improve performance. During the fall of 2010, ITS began implementing an expanded helpdesk connecting all ITS departments to improve internal communication.

The annual 2009 and 2010 Faculty Technology Surveys are used by all academic support offices under the Academic Technology Group to understand how faculty use technology in the classroom and identify other areas of interest. This data is the basis for workshops, pilots and projects. Example projects initiated in response to the surveys include the Classroom of the Future, Moodle, the faculty-resources wiki, and differentiated training. Over 50 percent of the faculty surveyed in 2009 commented on technology in the classroom—a result echoed in the 2010 survey. The Classroom of the Future initiative reviewed the campus learning spaces and provided a focused strategic plan for the future. The implementation began in summer of 2010 with the upgrade of 29 classrooms. Equivalent funds have been allocated to upgrade additional classrooms in summer 2010. The Academic Computing Committee and ITS are planning an Learning Management System survey of faculty reactions to Moodle for spring 2011. A student satisfaction survey of Moodle is also planned for spring 2011.

Another outcome from the survey is the faculty-resources wiki. Our survey revealed 70% of the respondents were unaware of the available technologies. The faculty resources wiki was created as a collaborative area built by academic technology support staff and faculty. The users and authors are faculty who, through institutes, share their ideas, plans and suggestions on how to implement technologies

in the classroom. In two years, it has expanded to hold teaching and learning guidelines, and tips as well as technology information and garners approximately 2000 hits per month.

The 2008 ITS Customer Survey, the 2009 and 2010 Faculty Technology Surveys revealed the need to provide more training in multiple formats and at multiple times. ITS added more staff training, and faculty and student training on weekends, evenings and daytime to meet this request. Week-long institutes, boot camps and departmental trainings have given way to newer formats like "one-a-day" topics, online workshops and self-paced training.

A fall 2009 survey of students in courses using Moodle revealed that sixty-nine percent of respondents indicated that they would take another course using Moodle. Students also said that they found Moodle easy (36.4%); only 29 percent preferred Blackboard. Twenty-nine percent also said they wanted access to Moodle to be the same as for Blackboard, which is has a link from Navigator. In response, ITS is creating one process for accessing elearning applications for Fall 2011. In the meantime, we are making it easier for students to find Moodle via a new web page.

As with Enterprise Resource Planning (ERP) implementations at other institutions, the PeopleSoft implementation at Salem State is sometimes at odds with existing business practice. As PeopleSoft upgrades are rolled out we work to improve business process while ensuring efficient use of the system and staff resources. Our goal is to minimize system customizations by adjusting business processes wherever it makes sense so as to control ongoing development costs incurred to keep customizations in place. Finance and enrollment management have benefited from this ongoing work.

Projection

- Expand and formalize faculty and staff training and professional development on new technologies. (Construction of classroom space, Chief Information Officer, Spring 2011, development of curriculum and courseware, Spring 2011, implementation Fall 2011, evaluation and adjustment ongoing by CIO and department heads.)

INSTITUTIONAL EFFECTIVENESS

The university library continually utilizes data to inform decision-making and strategic planning. Data from the integrated library system, electronic resource vendors and benchmarks with other libraries is used on a daily basis to make collection management and service decisions. This was particularly obvious when the library was closed and decisions on storing collections, adding online resources to provide continued access and collaborating with other libraries to supplement our resources. The recent restructuring of information services was also based on reference data and the experiences of other academic libraries in the commonwealth. Librarians participate in accreditation and program review processes throughout the university. Data is regularly collected on extended exam hours; policy changes are frequently considered in light of the policies of peer institutions; and regular surveys of faculty often provide direction. Student surveys, begun in spring 2010, will continue on a regular basis to ensure that student needs are recognized. Information technology services also uses data to continuously improve operations. Consultant reports, use data and survey data are all utilized to maintain and improve ITS operations.

Data First Form Seven

Standard Eight: Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

We speak to our students through the building ... we tell them whether they are important or not.

Richard M. Freeland, Commissioner,
Massachusetts Department of Higher Education,
at dedication of Marsh Hall, 2010

Description

Salem State's physical plant consists of 42 buildings containing approximately 1.6 million gross square feet of space situated in five locations, all within the city of Salem, Massachusetts. These include North, South, Central (including the Weir property), the O'Keefe Athletic Facility, which are all within a one mile radius in south Salem, and the Cat Cove Marine Lab located about two miles north on Salem Harbor. The Salem State College Assistance Corporation (a separate entity established by the Massachusetts legislature) owns Central Campus and the Weir property and is responsible for the development, management and operation of the Enterprise Center, a 59,000 square foot facility located on the Central Campus. The residence halls are managed by a separate state agency, the Massachusetts State College Building Authority (MSCBA). The oldest facility is the Sullivan Building, constructed in 1896 on North Campus, the newest is Marsh Hall, which was completed in fall 2010 and houses 525 sophomore level students.

- North Campus, the oldest section of the university, houses the freshmen residences, the College of Arts and Sciences, the School of Education, the major administrative offices (including Registrar and Financial Aid), the library (both new construction and the old building currently under demolition), and the Ellison Campus Center.

- Central Campus includes the library, the two newest and largest residences, the Bertolon School of Business, the music department, campus police, the Enterprise Center (including the bookstore and admissions), tennis courts and the baseball field. The Weir property directly across from Central Campus houses information technology services, facilities, music practice rooms and rehearsal space, shipping and receiving, and mail service.

- South Campus houses a residence complex, the College of Health and Human Services (excepting Education), institutional advancement, marketing and communications, the Center for International Education, and the pre-school.

- The O'Keefe Center houses sport management science, athletics and the remaining athletic facilities.

- Cat Cove houses the marine laboratory.

While under the purview of the Massachusetts State College Building Authority (MSCBA), the five residence halls on three different campuses are maintained by the university. The university has added 1,000 additional beds since 2001, almost doubling space available for residential students. The university's oldest dormitories are situated on North Campus; Bowditch and Peabody Halls together house 610 freshmen. Bates Complex, an array of townhouses on South Campus, opened in 1990 and houses 354 upper classmen. In 2004 Atlantic Residence Hall opened on Central Campus housing 450 upper-class students. The facility was named the second best designed residence hall in the nation the year that it opened and was designed in accordance with LEED sustainability standards. The newest residence, Marsh Hall, opened in 2010 housing 525 students; it was designed in "pods" specifically for

sophomore students in order to bridge the experience of living in the traditional corridor/group-bathroom design found in the freshman dorms to the apartment style offered to juniors and seniors.

There are a total of 114 classrooms of which 93 are general purpose. All general purpose classrooms have televisions, DVD/VHS and transparency projectors. Of the general purpose classrooms, 78 (84%) have some additional technology ranging from ceiling-mounted data projectors to full smart classroom status. Labs for science courses are housed in Meier Hall. Labs for nursing and occupational therapy courses are housed on South Campus where the departments are located. A computer lab for sport and movement science has recently been added to the O'Keefe Center.

Facilities management, a division of finance and facilities, is tasked with managing the university's properties, both owned and leased, with the exception of residence halls, which are managed by MSCBA. Facilities management is responsible for facilities planning, acquisition, design, construction, project management, maintenance, repair, operations, and regulatory compliance. The office coordinates facilities issues such as fire prevention/inspection, water and sewer and other public works-related projects with the city of Salem, utility issues with electric and gas companies, and the larger, state-funded projects with the Massachusetts Division of Capital Asset Management (DCAM).

Facilities management is comprised of three operational areas, each providing specific services to the campus community in support of the overall mission of the university. The combined goal of these areas is to provide a safe, healthy and sustainable environment for students, employees and visitors by providing maintenance, scheduled hazardous waste removal, planned renovation and facility renewal and daily custodial services:

- Capital project management and planning coordinates architectural and engineering design services, campus infrastructure planning, project management, and construction oversight for all capital projects on campus. Coordination may occur with DCAM and the MSCBA.

- Environmental health and safety ensures the university complies with air, water and hazardous waste regulations, indoor air quality, asbestos, lead abatement, and fire safety.

- Facilities services provides preventive maintenance, housekeeping service, grounds maintenance, electrical, carpentry, painting, locksmith, plumbing, and heating ventilation and air conditioning services to the campus community.

The university enlists the services of Triumvirate Environmental to provide hazardous waste disposal services as well as technical compliance services. A contract environmental technician is available on campus every other week to perform inspections in laboratories, waste accumulation areas and mechanical rooms. In accordance with 29 CFR 1910.120 and 1910.1450 hard copies of Material Safety Data Sheets (MSDS) outlining the chemical and physical properties of chemicals as well as information about health hazards, toxicity, fire hazards, personal protection equipment, and spill control measures are available in facilities management. Those relevant to the science laboratories are also kept in the labs where those materials are used. Facilities management also maintains a deferred maintenance file. We submit our priorities to the Massachusetts Department of Higher Education (DHE) annually; an outside vendor evaluates one-third of our facility each year (VFA study). In years when state funding was available (prior to 2008) the VFA studies were used to develop priorities for campus projects submitted to DCAM.

The university's sustainability mission statement declares that we are "committed to developing and maintaining a sustainable manner of institutional operation within the framework of its educational mission and the financial limitations placed upon it as a publicly supported entity. The university commitment extends beyond reducing its negative environmental impacts to enhancing its positive impact by instilling sustainable ideals in the students, staff and faculty. The university is further committed to

position itself to act as an exemplar of sustainable development among state institutions of higher learning. Executive Order 438 requires that state agencies, including institutions of higher learning, submit a sustainability plan that indicates how those agencies would modify their operations to achieve certain environmental goals." Salem State has a climate action plan and has made a commitment to reduce its carbon footprint. We are a signatory to the American College and University Presidents' Campus Climate Commitment.

Additional sustainability efforts include the following:

- Cutting water consumption by systematically retrofitting restroom fixtures in older buildings. To date the O'Keefe Center and the Academic Building as well as the first floor of the Ellison Campus Center have been completed.

- Creating an energy enterprise management system whereby all energy meters will be connected via Internet to Web-hosted software that gives real-time data on energy use. This data will be useful in analyzing and reducing energy usage and expense.

- Engaging energy performance contracts which will provide an exhaustive study of the college utility use (water, gas, oil, electricity) and infrastructure as well as develop a plan to replace and repair infrastructure balancing cost with savings payback to finance projects. Our current contract is in phase one: study.

- Installing two solar photo-voltaic systems through grants and clean renewable energy bond totaling approximately 150 kw, depending on final design. This project is still undergoing structural analysis of roofs.

- Monitoring the tidal salt marsh. We have contracted with Salem Sound Coastwatch to monitor and improve health of Central Campus salt marsh.

- Plug in Hybrid Chrysler Pickup - we are partnered with Chrysler and Massachusetts Department of Energy Resources to pilot new Ram Pickup plug in as a vehicle in the university fleet. We anticipate delivery in February 2011.

- Recycling over 120 tons of paper, glass, plastic and metal in FY10.

- Reducing energy use 30 percent from lighting by retrofitting the Horace Mann School and O'Keefe.

The *Critical Incident Emergency Response Guide* directs departments, faculty, staff and students in preparing for building emergencies. The office of the executive vice president oversees emergency preparedness plans. The Emergency Evacuation and Operations Plan (EEOP), developed and approved by the Emergency Preparedness Committee, applies to all occupants of campus buildings regardless of their department or organization affiliation. The guide contains emergency instructions in the event of a critical incident that occurs on or affects the Salem State University community or its members. A separate procedure for training staff in residence halls is maintained by residence life.

The university makes accommodations for persons with disabilities. It has made significant improvements in ADA accessible facilities since the last NEASC report. In summer 2010 $20-$25K was spent on improving accessibility. The ADA/Section 504 Task Force is currently reviewing the status of the ADA recommendations. Modifications include improved elevator access and renumbering building interiors to facilitate access for the blind.

The university developed a Written Information Security Program (WISP) as required by 201 CMR 17, Massachusetts Data Privacy Regulations that identifies and protects key information assets. Information

technology services (ITS) developed and is planning implementation of a data classification system to assess risks and determine the appropriate level of protection for each data element. ITS also developed a risk mitigation plan which specifies technical, procedural and organizational tools to ensure appropriate protection against and detection of incidents. Ongoing automated and/or manual monitoring ensures that the security infrastructure is keeping current with changing technologies and the growing institution. The plan includes security policies and procedures, security awareness programs, business continuity and disaster recovery plans, and all legislative and governmental compliance issues.

Campus planning and development oversees preparation of studies and master plans and the implementation of construction projects. Samples of planning documents and studies prepared by architects, engineers and planners at the direction of campus planning and development and DCAM range from targeted studies for the Center for the Creative and Performing Arts to concept studies for potential development of the Central Campus and Weir properties to comprehensive campus master plan documents. Other studies have considered such things as space utilization, with focus on classrooms and laboratories. The office also records the condition of existing facilities annually. These documents support planning for deferred maintenance and major projects to assure that whatever investment is made in facilities will fit into a long-term plan to serve the university's needs.

The last comprehensive master plan was completed in 2007 in conjunction with DCAM and led to a projects list which DCAM, the governor and the legislature considered in developing the capital bonding bill approved in the summer of 2008. This largest-ever building program for all of public higher education in Massachusetts included funds for a new library/learning commons building. The university is currently determining how to consolidate previous studies into a comprehensive vision for campus development. While our previous studies have been project-based, we are now looking for a long-range vision of what university facilities will be many decades into the future. The purpose is to provide a framework for future planning efforts as needs and opportunities present themselves. Some recent examples of facilities planning include the development of space for the admissions office, classroom upgrades in summer 2010 and the development of the Weir property.

Participation in facilities planning occurs at several levels. Each year, the university spends an amount equal to approximately five percent (5%) of its general operations budget on deferred maintenance projects. The list of projects each year is compiled from proposals originating with departments and rising through the deans and vice presidents to be considered along with infrastructure projects identified by facilities. Also included are a series of small projects done according to the priorities of each dean. In 2008-2009, the president established a Space Committee comprised of staff, faculty and students to consider space allocation and management issues. This committee has also served as a sounding board for planning activities relating to campus construction projects.

Appraisal

Of the 350 responses to the NEASC faculty/staff survey, the top three areas of concern were parking–60 percent; classroom technology—49 percent; classroom environment—48 percent. The university does not plan to build additional parking facilities in the near future; instead our focus is on reducing the number of vehicles brought to campus and improving existing lots. In the summer of 2006, the storm water drainage issue in Harrington parking lot on South Campus was remedied so all parking spaces there are now always available. Several areas in the Weir property have been designated for student parking, allowing some alleviation to the university's parking issues. Opening the 525-bed Marsh Hall reduced the number of commuters and demand for parking spaces as students living in Central Campus residence halls must park in satellite lots. A student-initiated shuttle service supplements the bus service that circles the campus; two ZipCars® are available to the entire community.

While the university has endeavored to keep pace with technological and environmental needs in classrooms, a limited budget and an aging physical plant have made doing so difficult. Most recently the university addressed classroom environment and technology in summer 2010, upgrading 29 classrooms, but classroom environment remains a concern. A continuing problem are the science labs in Meier Hall which are outdated; beyond adding safety hoods, they have not been updated since they were installed in the 1960s.

Salem State continues its efforts to lessen energy use and improve the environment as part of its master plan. The Atlantic Residence Hall was first building designed to LEED sustainability standards and one of the first within the City of Salem demonstrating the university's commitment to energy efficient, sustainable technologies. Marsh Hall is on schedule to be designated as LEED certified. In addition we have retrofitted over 4,000 light fixtures with high efficiency models, replaced 40 percent of old heating and cooling controls, cleared the Central Campus tidal marsh channels, boosting salinity and water flow, and established a comprehesive recycling program. Cat Cove works on improving the marine environment through its soft shell clam propagation and reseeding efforts.

Allocating space for faculty offices is an ongoing problem for the institution which was exacerbated when the library building was closed in 2007. To alleviate the problem somewhat, the university created faculty offices in the building vacated when admissions moved to the Enterprise Center, and has added cubicles in Meier Hall. The former admissions space now houses nine full time and 24 part-time faculty, as well as two staff members for MTEL (Massachusetts Test of Educator Licensure) and one for the Collaborative Project for Math, Science and Interdisciplinary Studies. Renovated spaces in the classroom building on Central Campus and the Academic Building on South Campus provide more adequate faculty offices for departments located in those facilities. However, on North and South Campuses and in the O'Keefe Center, many faculty continue to share offices in aging and crowded spaces.

In 2006 the commonwealth's Division of Capital Asset Management (DCAM) commissioned Sasaki Associates to produce a master plan for Salem State [*see* Salem State College Master Plan]. The planning process was conducted in two phases. First we engaged in preliminary information gathering and analysis, including site visits to each of the schools and colleges and to the institution's seven facilities units (North, Central, upper South Campus, lower South Campus, O'Keefe, Cat Cove, and Weir). Second, we formulated a master plan and subsequently created an updated list of capital priorities for each facilities unit. The master plan designated several areas for improvements.

While the master plan was still being developed, the university discovered that the library building was structurally deficient and evacuated the facility on October 15, 2007. Since then, funds have been allocated and construction has begun on the new library/learning commons, sited directly behind the Ellison Campus Center. Although modernization of the library building was part of the original master plan, the discovery of its structural deficiencies forced a reevaluation of the new master plan even while it was being developed.

The university is moving to renovate the aging Mainstage Auditorium in the Administration Building and upgrade teaching and rehearsal space for the theatre department. Planned improvements in 2011 to basement level facilities in the Sullivan Building will provide the theatre program with additional improved teaching and rehearsal spaces, including a performance lab, and handicapped restrooms which will be readily accessible to audiences attending performances in the Callan Studio Theatre. The Sullivan Building is the university's oldest building. While much-needed roof repairs were completed in 2008, the building's mechanical systems are in need of repair as well as overall modernizations.

The university continues to address issues of traffic flow. The egress of the main thoroughfare through North Campus was redesigned to allow two lanes of traffic to flow out of the campus. Additionally the university coordinated with the city of Salem to reduce parking around the campus on public streets directly adjacent to the campus to two hours to allow for greater turnover of the parking spaces.

Salem State is in compliance with [Massachusetts Executive Order 510](#) centralizing the oversight of infrastructure.

Projection

- Design and construct new library/learning commons building (FY13), north campus central quadrangle (FY13), student residence facility (FY15) and science laboratory facility (FY16) and develop plans and financing mechanisms for redevelopment of the Weir property (FY15). (Vice President Finance & Facilities, Director of Campus Planning and Development)

- Improve instructional facilities to provide a better learning environment by completing the installation of technology in all general purpose classrooms (FY12), making improvements in HVAC systems where possible (FY12 and ongoing), constructing new science laboratory facilities (FY16) and improving existing instructional spaces for specific programs, such as Theatre (FY12 and FY13), Sport and Movement Science (FY12), Art+Design (FY13) and others (ongoing). (Vice President Finance & Facilities, Chief Information Officer, Director of Campus Planning and Development)

- Allocate funds annually for improvements to existing facilities to make them more accessible to all students, faculty, staff and guests to campus and to make them more sustainable (FY11 and ongoing). (Vice President Finance & Facilities, Director of Campus Planning and Development, ADA/Section 504 Task Force)

- Implement new procedures for the allocation and management of available space, including academic, faculty and administrative office, and other, to assure optimal utilization (FY12) and develop plans for the backfilling of spaces that become vacant through completion of new construction, such as the library/learning commons (FY13). (Director of Campus Planning and Development)

- Institutionalize a culture of data protection and information security while reengineering processes and documenting the university's best business practices. (Implement Data Classification Policy and Written Information Security Program, project planning, FY11, project initiation FY12, evaluation and adjustment FY12 and ongoing, CIO and department heads),

- Advance technology in general purpose classrooms to minimum Level 1 and beyond Level 1 as effective (planning and evaluation, CIO, AVP Enrollment, Provost FY12 , installation, FY13, CIO)

INSTITUTIONAL EFFECTIVENESS

Salem State's strategic plan articulates the university's commitment to maintaining its resources and planning to sustain and improve those resources. We regularly maintain records of the status of our facilities and our technology. Formal assessment procedures for technology are well established; however, they are not in place for facilities. The institution has engaged consultants to prepare plans for specific areas as well as create a long term comprehensive master plan.

Data First Form Eight

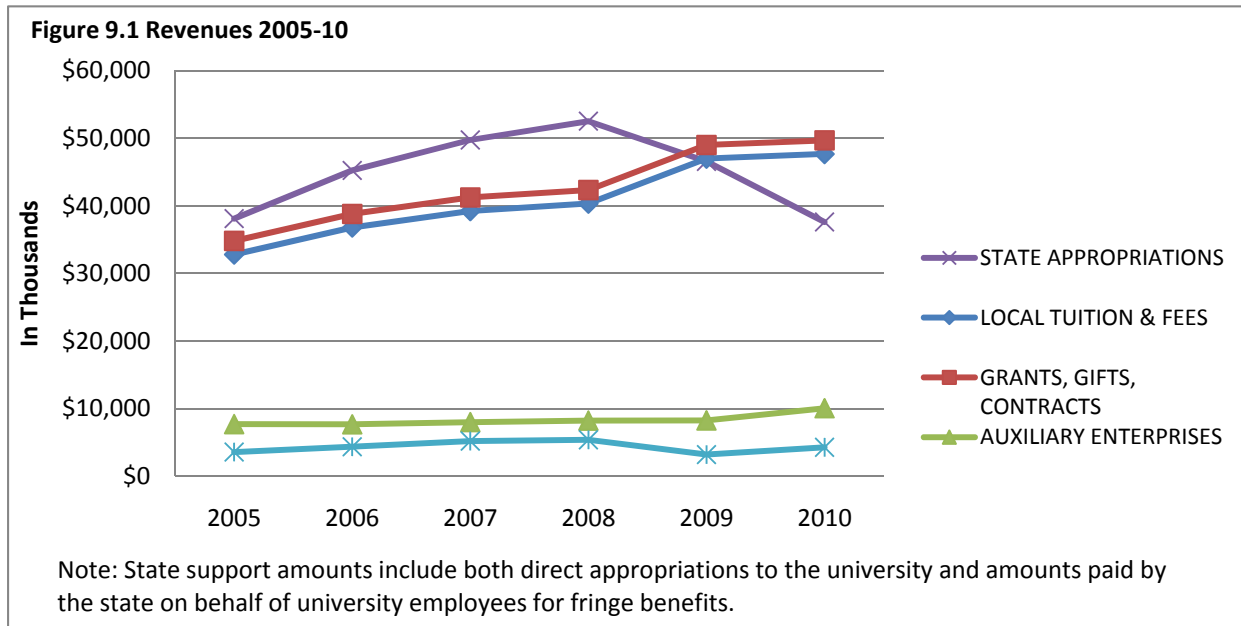# Standard Nine: Financial Resources

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

I would like to applaud the college officials for the amount of effort they are putting into solving the issues of the budget in order to keep Salem State running smoothly and continuing to provide a proper education for their students.

Shawn Mille '09

Overview

Despite the national economic downturn starting in fall 2008, Salem State University is financially stable. As represented in Figure 9.1, from FY05 to FY10 total revenues increased from $94.7 million to $121.3 million. [1] Although the largest increases were from tuition and fees, the average in-state fee increase over the past five years has been just under four percent (4%) a year. While state support increased from 2005 to 2008, it has decreased 28.4% since 2008: from $52.5 million in FY08 to $37.6 million in FY10. Revenues by major source since FY05 are summarized below (dollars shown in thousands):

Figure 9.1 Revenues 2005-10

Note: State support amounts include both direct appropriations to the university and amounts paid by the state on behalf of university employees for fringe benefits.

[1] State operating support comes to the university in three basic ways. The primary and largest source of state support is the direct appropriation of unrestricted funds for general operations. In addition to the direct appropriation, the state pays the cost of fringe benefits for university faculty and staff whose salaries are paid with state funds. These funds are not allocated to the university but are spent directly by the state on behalf of university faculty and staff. They are reflected, however, in the university's financial statements as if they had been expended by the university. Finally, the university sometimes receives ear-marked funds for its participation in specific state-level programs. Throughout this report, the term "state support" is a reference to the total of state funds provided to or spent on behalf of the university. This is what is shown in Figure 9.1. The term "direct state appropriation" reflects only the unrestricted funds appropriated by the state for the general operations of the university and are the funds allocated through the internal budget development process.

The university's total operating expenses have increased from $89.8 million in FY05 to $117.8 million in FY10. Figure 9.2 shows operating expenses by major category.

Figure 9.2 Operating Expenses 2005-10
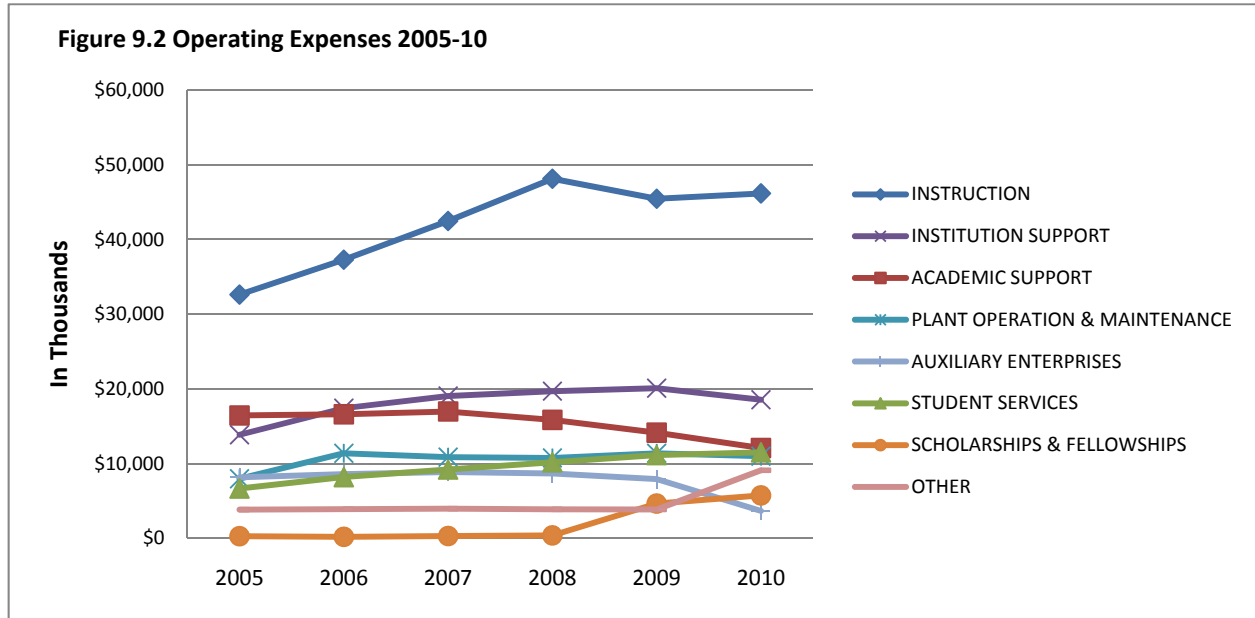
Since FY02 net assets have increased from $57.3 million to $70.2 million at the end of FY10. Since FY02, the university has realized positive margins from operations, thus demonstrating a continuing pattern of financial stability. Contributions to net assets increased from $1.9 million in FY02 to $3.1 million in FY06 and continued to record a positive return each year since, with the most recent margin of $3.5 million for FY10. Figure 9.3 below shows the university's history of net assets from FY05 through FY10.

Figure 9.3 Net Assets FY2005-FY2010
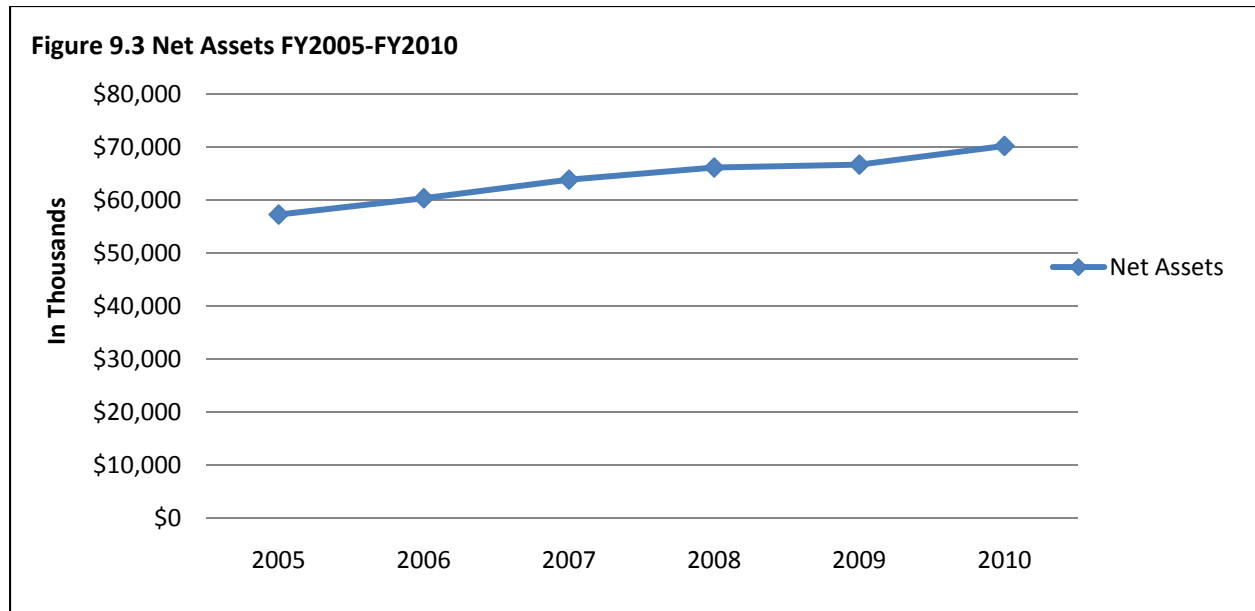
In accordance with Massachusetts Governmental Accounting Standards Board (GASB) requirements, Salem State's financial statements are consolidated with two other organizations with ties to the university: the Salem State College Assistance Corporation (Assistance Corp.) and the Salem State University Foundation (Foundation). The Assistance Corporation was formed in 1995 by action of the

state legislature and has as its purpose promoting orderly growth and development of the university. The Foundation is a separate 501(c)3 corporation whose sole purpose is to support the university. It serves as the primary recipient of endowment, alumni and other donations. These organizations have their own governance and administrative structures separate from the university, but GASB standards since FY04 require that their financial activity be reported in a consolidated fashion on the university's audited financial statements.

Description

The university's operating budget runs concurrently with the Commonwealth of Massachusett's fiscal year of July 1 to June 30. The university begins developing its budget in December-January with discussions at the vice presidential level using a trend analysis report that considers prior year actual spending year-to-date as a percent of total prior year spending compared with current year spending year-to-date as a percent of current year budget. Revenue projections and assumptions for the budget year are reviewed. Budget issues are discussed and evaluated in terms of their current impact as well as their long term effect on the budget. During this period, the Budget Committee, which includes a cross section of members of the campus community, is convened to discuss budget status, identify priorities to be considered and garner further input to be disseminated during budget deliberations. In the winter and spring months, the various areas hold meetings to identify budget issues and determine how to best allocate available resources to meet the university's mission and strategic plan. Budget targets are established for each area of the university based on projected revenues and institution-level priorities. Working with deans, chairs, directors and others, each area vice president prepares a budget proposal that balances to the area target and identifies any unfunded priorities. During this time the board of trustees also reviews budget issues as presented to them by the president and the vice president for finance and facilities.

The university's budget depends upon annual direct state appropriations voted upon by the state legislature in the spring and summer of each year. Since the fiscal year begins July 1 and the legislature frequently has not completed action on the state budget, the board of trustees approves a *pro forma* operating budget early in June that allows for continued university operations in the fiscal year that will begin on July 1. The board typically considers academic and other fee rates at its June meeting so they can be factored into the *pro forma* budget and so that students can be informed of the cost of attendance for the coming academic year. The board approves a final budget in the fall after the governor has signed the appropriation bill. At that point key administrators receive notice of final allocations for their areas and determine what changes, if any, need to be made in the distribution of funds within their areas. This process gives account managers some discretion in allocating funds available to them. The budget office regularly reviews expenditures against budget to insure that no serious problems are developing and works with department staff or management as necessary to address those problems that do appear.

The university follows state audit requirements to complete its audited financial statements based on GASB standards. The university has also developed and maintains an internal control plan and risk assessment, which is submitted to and approved by the Office of the State Comptroller. This plan identifies academic, financial, operational, and systemic functions the university performs; any inherent or financial risk related to inadequate controls; and the controls in place to mitigate such risks. An Internal Control Committee appointed by the president reviews procedures annually and submits recommendations for improving controls. In conjunction with the plan, a Policy and Procedure Manual has been developed and is continuously updated to specify procedures to implement university policies. The Risk Assessment & Internal Control Plan is published on the university's website.

In an effort to improve service to students and others, financial services has implemented several e-business processes. One example is electronic student account statements, which as of summer 2010

allow students to review their accounts online through the Navigator portal. The university sends students periodic e-mail notices alerting them of updates, payment due dates, and so forth. As part of this effort, the university also implemented electronic payment procedures allowing students to pay bills on-line from locations both on and off campus. The payment procedures increase convenience for students and bring the university in compliance with various statutes and regulations relating to payment card use and the security of personally identifying information.

With the decline in state support, the university has embarked on new initiatives as well as re-emphasized existing methods of generating resources. One method of raising funds is through auxiliary enterprise revenue. A look at growth of this type of revenue shows a trend of continued diversification of revenue sources. In FY05 auxiliary revenue totaled $7.7 million; this source stood at $10.0 million in FY10 before the new residence hall became operational. The major source of this increase since 2001 was the opening of the first residence hall at the Central Campus location, which brought in at that time over $3.0 million of auxiliary revenue. [*see* Figure 9.1]

Another method to generate new resources is fund-raising. Institutional advancement (IA) implemented a comprehensive tracking system as part of its on-going prospect management process within its Blackbaud Raiser's Edge database. This system produces a weekly call report detailing significant donor contacts, and monthly meetings are held with the president to track gifts. Additionally, IA initiated data screening and predictive modeling of 50,000 individual constituent records to identify new prospects and their likelihood and capacity for giving to the university. It also created and implemented an individualized stewardship plan for $1 million-plus donors.

Through IA the university organized and hosted three volunteer board retreats that focused on the important role of board members in the fundraising process. Additionally, members of the Salem State University Foundation and staff have focused on the investment and prudent distribution of contributions in accordance with donors' intent. Other significant emphases have included consistent audits without findings, a refinement of the spending and gift acceptance policies, a review of all signed terms with donors, the adoption of a conflict of interest policy, and a change in investment fund management.

A third source of enhanced revenues is grants and sponsored programs. Grants are handled through sponsored programs and research administration (SPRA), which assists faculty members and administrators across campus in finding public and private funding opportunities and also assists with preparing and submitting proposals. In addition, the office explores potential funding sources, including federal economic stimulus money, for new opportunities that fit the university's strategic plan, goals and mission. The office works with the special assistant to the president for external affairs to identify partnerships and funding opportunities at federal, state and municipal levels. Once a grant award has been received, grants office staff, working closely with grant accountants in the financial services office, assist in management of the budget and reporting activities. Many grants provide funds for collaborative programs or new initiatives, such as partnerships with local school or civic engagement projects.

As shown in Figure 9.4 the scope of the types of grants has broadened and the number of grants applied for and received has increased over the last four years.

Figure 9.4 Submitted & Funded Grant Applications 2007-10
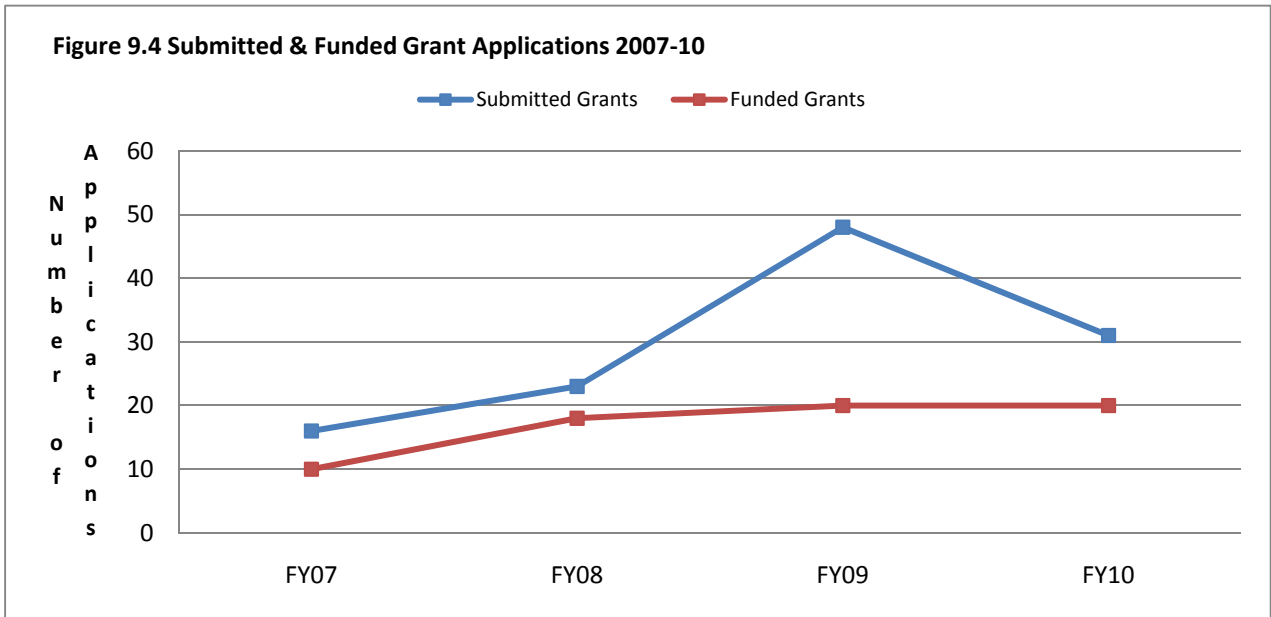
From FY07 to FY10 there has been an overall increase in grant submissions from 16 to 31 with a peak of 48 in 09. Over the same period there has also been an increase in the number of grants funded, with 10 in FY07 and 20 in both FY09 and FY10. In addition to increasing submissions and funding, we have applied for broader types of funding.

Figure 9.5 represents the grant amounts requested and funded since FY07. Award amounts decreased from $3.0 million in 2007 to $2.4 million in FY09 and $1.3 million in FY10. Formerly, we reported the full amount of grants in the first year of the award. Since that skewed the figures year-to-year, we now report grant amounts as annual distributions. For example, Nobell Secondary is a five-year, $1.5 million grant which shows in the total for 2007 awards. We now report this as a continuing grant of $300K per year. In 2008 we applied for a $5 million National Science Foundation grant that was not awarded. We subsequently received a planning grant in the same program area for $300K which now puts us in a good position to reapply for next round of multi-year, multi-million dollar implementation grants. This explains the large discrepancy between the amounts for the grants submitted and those awarded in that year.

Figure 9.5 Grant Amounts Requested & Funded 2007-10
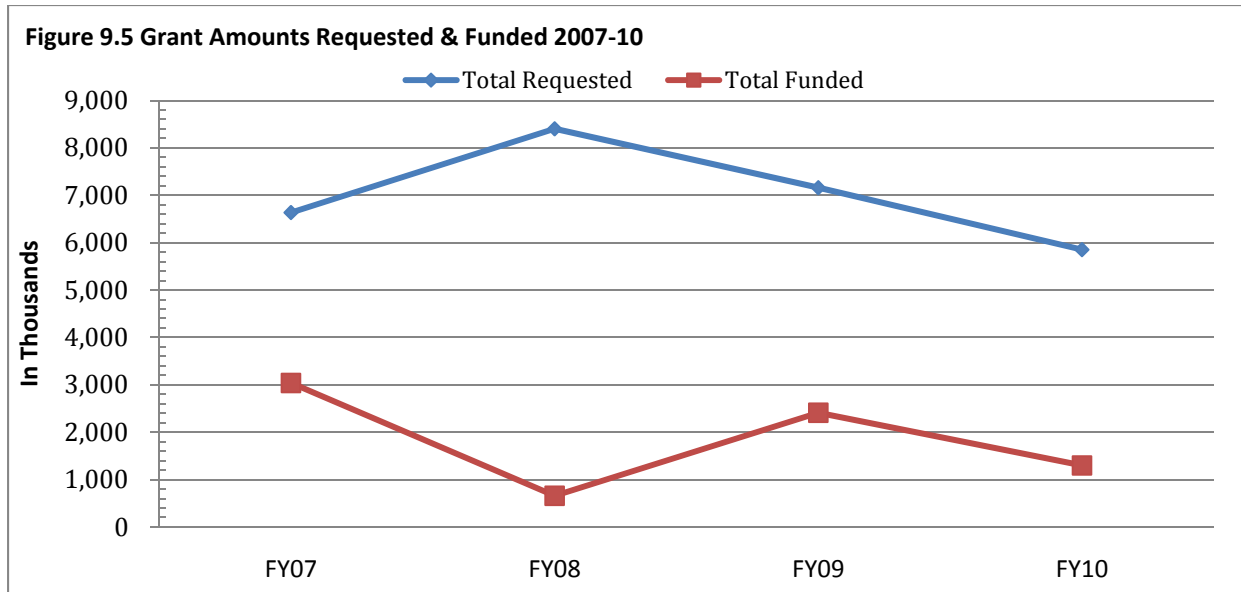
The Salem State University Foundation (Foundation) and the Salem State College Assistance Corporation (Assistance Corp), although operating independently of one another, exist solely to support the university. The efforts of each are coordinated by the president and the board of trustees. The Foundation was incorporated in 1977 as a 501(c)3 private, nonprofit organization. Its mission is to help Salem State meet its needs and goals by soliciting, accepting, investing and distributing restricted and unrestricted private contributions for the benefit of the institution. The Assistance Corp, formed in 1995 by the state legislature, promotes the orderly growth and development of the institution. Created in 1999, The Enterprise Center, which is owned and operated by the Assistance Corp, is a small business incubator and growth center helping small businesses and local entrepreneurs through a variety of programs, services and advocacy. Located in the Agganis Building on the site of former GTE Sylvania property, the center leases space and provides a wide range of workshops and other support to small businesses. The Small Business Development Center (SBDC), a federally funded program, is supported by the Bertolon School.

Appraisal

Since 2006, the university has experienced a number of events that challenged its financial and operating situation but provided evidence of our ability to respond to crisis situations and implement contingency planning. In October 2007, the university in concert with the Division of Capital Asset Management (DCAM) made a crucial decision to close and ultimately decommission the university's main library building located on its North Campus. The closure of the 127,867 gross square foot building resulted in the relocation of multiple functions and operations. In September 2008, a temporary library facility opened on the Central Campus utilizing space previously left vacant for future use. Construction of a new library/learning commons has begun on North Campus. Although the state has covered the cost of developing the interim and new libraries, the disruption and relocation of multiple departments and offices created unexpected expenses for the university (leases for 57 Loring Avenue and in the Enterprise Center, moving costs, new equipment and infrastructure). The university accommodated these expenses within its budget, and the library provided full services with only a few days interruption.

Over the past two fiscal years, the university, along with other public higher education institutions in Massachusetts, experienced the effects of the declining national economy. Between FY08 and FY09, direct state appropriations to the university decreased by $1.1 million, from $38.7 million in FY08 to $37.6 million in FY09. For FY10, direct state appropriations decreased another $6.9 million to a level of

$30.7 million. While the university enjoyed a very modest increase in state support during FY11, it expects level funding for FY12.

In the face of these reductions in direct state appropriations, the university turned to cost-saving efficiencies, fee increases and increasingly diverse sources of revenues to maintain a positive margin from operations to support future university endeavors. The next section identifies those areas where the university has attempted to solidify and diversify some of its revenue sources in a strategic direction to minimize its reliance on direct state appropriations and student fee increases in the future.

In recent years, the financial services department has been working to improve planning by updating the systems that support financial transactions and reporting. During the 2008-09 fiscal year, the university moved to the latest version of the PeopleSoft® financial system. We have implemented iStrategy®, a data warehousing and reporting tool intended to make financial data more accessible to people across campus to support the improved management of resources. This effort has involved staff from financial services, enrollment management, information technology services and other parts of the organization to assure that data can be accessed in ways that will be most useful to end users, especially budget data.

Over the past two years, the budget office has worked to involve more people in the budget development process in response to the substantial reductions in state support between October 2008 and the present. In the winter and spring of 2009, the office presented several budget workshops to different segments of the campus, reaching over 1,000 students, faculty and staff. Presentations outlined the sources and uses of university funds in an effort to heighten understanding of the fiscal challenge facing the university at that time. The presentations were published on the university website and mechanisms were put in place to allow people to make suggestions for the allocation or reallocation of resources. Several hundred suggestions were received and posted on the website for public review. These suggestions, considered in the context of the university's recently approved strategic plan, guided development of the budget for the 2009-10 fiscal year.

Most grants provide only minimal funding (< 8%), if any, for indirect/overhead costs. The funds that are recovered are distributed across the university in accordance with an approved distribution policy to encourage further pursuit of additional grants and contracts. We do not rely on either grants or indirect cost recoveries to support routine operations.

Financial gains are expected to be realized through enrollment planning that ensures that the appropriate course sections are being offered to support student degree progress and to manage the university's limited financial resources. This includes such actions as targeted recruitment to grow programs with capacity and demand, improvements in retention and graduation rates to reduce costs incurred for recruitment and student orientation, and coordinated communication and operational activities with other divisions at the institution.

Historically the financial aid office has not thought of financial aid resources—especially institutional resources—as a way to help the institution achieve its strategic goals. The 2009-2010 year was the first year that financial aid awarding plans called for the strategic use of aid to help attract better prepared students to the institution. Evaluation of that plan is currently underway. Additionally, in January 2010, the university received a report on financial aid operations from the firm Scannell & Kurz recommending improving the efficiency of the financial aid office by improving the use of technology and by adjusting staffing patterns.

Since January 2006 institutional advancement (IA), in conjunction with its associated boards, has steadily maintained its annual fund giving levels. [*see* Std 09 Fundraising Charts]. In FY06 and FY07, we received extraordinary, transformative gifts of $2.5 million to name the Bertolon School of Business (not

a building, but the academic entity) and of $2 million to support the Center for Creative and Performing Arts.

At that time, the $2.5 million was the largest single gift to a state college in Massachusetts. In the years since, the rate of annual giving has stayed almost level at nearly $1.9 million – which in itself is notable given the economic environment over the past three years. Another factor in the decrease of dollars, although of lesser impact, is the fact that in FY06 and FY07 the numbers included fees–which was the way in which the accounting and reporting were done at the time. Since then, we have adjusted our accounting and reporting to reflect gifts only. (Gifts are defined as tax deductible dollars.) The impact of this adjustment accounts for approximately $25,000-30,000.

At the beginning of the decade, the university entered into a campaign to raise $5 million toward the construction of a new Center for Creative and Performing Arts (CCPA) facility. By June 2006 the $5 million goal was attained. These funds were to be supplemented by state appropriations to support the development of facilities for the CCPA. However, given other pressing facilities needs and the economic downturn, the commonwealth has not been, and will not be, able to supplement the private donations in order to build the center. The university and the Foundation have communicated this information to donors and are committed to meeting the original intent of the donations through renovations of the Mainstage theatre rather than new construction. Several aspects of facilities called for in the CCPA plan have already been addressed through other projects funded with institutional funds, state funds or federal stimulus funds.

In 2005 the board of trustees voted to proceed with a campaign to raise $7.5 million for the Bertolon School of Business in support of its goal to attain AACSB accreditation. Since then, the university has committed substantial efforts to this campaign. As of June 30, 2010, $6.3 million had been raised towards the goal, including a $2.5 million gift to name the Bertolon School of Business, a $1 million gift to fund the Jack Welch Scholars Program, a second $1 million gift for the establishment of the Gassett-Schiller Endowed Chair in Accounting & Finance, and the naming of dozens of spaces within the building. We expect to fold the $1.2 million gap into a comprehensive campaign, the silent phase of which is currently scheduled for 2012, pending board approval, appropriate staffing and identification of other resources.

In support of the university's development efforts, the IA area continues its history of producing and utilizing major events that have a significant impact on fundraising efforts. Some examples include the Salem State University Speaker's Series, which completed its twenty-eighth year in 2010, the annual golf tournament that supports the Commonwealth Honors Program and the reception at the Massachusetts State House to meet the $700,000 challenge grant from the Lynch Foundation that established the Peter and Carolyn Lynch Nursing and Occupational Therapy Laboratory. Each of these ongoing and special events is a key component in our efforts to identify, cultivate, solicit and steward new donors.

The momentum created by our fund-raising efforts was slowed by the loss in FY11 of two major gift officers to other institutions—the assistant director of alumni affairs and the assistant vice president of development and alumni affairs—along with state-wide reductions in budgets have slowed the momentum that was created in our fundraising efforts. However, understanding that private philanthropy will need to play a stronger role in meeting the needs of the institution, the university and the Foundation sought outside professional counsel to assist in assessing the effectiveness of and best practices used in our advancement efforts and to conduct a feasibility study for a future campaign. The foundation retained CCS, a national fundraising management firm with extensive experience in higher education, to conduct this exercise. During 2010, CCS sought opinions and advice from campus leadership, staff and select volunteers/donors to identify areas of opportunity in the university's development efforts, explore opportunities for campus-wide partnerships going forward, and gather information that will be helpful to us as we consider a potential comprehensive campaign as called for in the university's strategic plan.

Projection

- Implement recommendations of the Scannell & Kurz report as appropriate as it further refines a plan for the strategic use of limited financial aid resources. (Associate Vice President Enrollment Management, FY11)

- Establish a culture of philanthropy throughout the university community by providing basic-through-advanced training in the various aspects of fundraising. (Outside counsel and senior advancement staff, Spring/Fall 2011)

- Build a compelling case statement for a comprehensive campaign by soliciting input from key campus leaders in the areas of academic affairs and student life. (Outside counsel and senior advancement staff, FY11)

- Develop and revise as needed a detailed plan to meet a comprehensive campaign goal of $25 million over five years. (Outside counsel and senior advancement staff, FY11-FY15)

- Create a multi-year budget model that ties to strategic, capital, and enrollment plans; that institutes enrollment and revenue projections for tuition and fees; that employs zero-based budget procedures for key operating areas; that includes cost analysis of new initiatives, programs or projects to assess full implementation costs, long-term operating costs, efficiencies and financial viability; that develops alternative revenue sources to diversify revenues and reduce dependency on student fees and unpredictable state support; and that expands input from various campus constituencies by communicating budget information and issues in formal meetings and through other means. (President's Cabinet, Vice President Finance & Facilities, Associate Vice President for Finance, FY12 and ongoing)

- Expand financial reporting technology to increase knowledge of financial and budget matters and to assist staff in departments across the institution in developing, managing and reporting their financial activities and needs. (Associate Vice President Finance, FY11)

- Increase the number of submitted and awarded proposals by 15% over the next three years. (Sponsored Programs and Research Administration, FY14)

INSTITUTIONAL EFFECTIVENESS

Salem State University has appropriate procedures in place to evaluate its fiscal viability and the management of its resources. These include both internal and state-mandated mechanisms to generate data which are reviewed and used to implement improvements as appropriate

Data First Form Nine
.

Standard Ten: Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

Expand the awareness and visibility of Salem State University to key constituents for the purpose of student recruitment, retention, fundraising, advocacy and collaboration.

Goal Five, 2009-2014 Salem State University Strategic Plan

Description

As a public institution, Salem State seeks to provide comprehensive, accessible, accurate, timely and transparent information. The university must present materials efficiently, enabling matriculating and prospective students to find the information they need to determine their academic path. It must also effectively inform all stakeholder groups, including faculty, staff, alumni, regional and statewide decision makers, governing boards, and the general community in keeping with the university's status as a public institution.

Over the past several years, the dissemination of information has transitioned from print to digital providing readily accessible information for prospective students, current students, and our general community. The website, which was completely revised in 2009, and our portal, Navigator, provide us the opportunity to deliver information that is continually updated.

Through the various primary pages of the website, the broader community, including our prospective and current students can access information regarding mission and purpose of the university, strategic plan, student success, cost of attendance, and a range of critical information. The presentation of our academic departments provides details on the accreditation status of our programs, curricular requirements for achievement of the degree, and the full qualifications of our faculty. Currently, many of what were traditional print publications (catalogs, alumni magazines, arts calendars) are being revised and posted online.

The launch of the academic catalog management system (ACALOG) in May 2010 provides information about all program and course offerings, and we continue to provide a format for print purposes on an as needed basis. This e-catalog is fully integrated into our website and serves as the main repository of information on academic programs and policies.

To ensure that our information remains current and consistent, whenever possible our web pages are linked to have one point of entry for new information which is entered by the individuals who have primary responsibility for that particular aspect of content. A group of Web editors meet monthly to provide input on related issues, to determine standards and to provide solutions to ensure content accuracy and consistency. Approximately 150 individuals have been trained on the content management system and as authors, can create and update content. A Web steering committee is charged with policy decisions regarding the site such as page template revisions, adding sections or features and site organization and navigation. The university's marketing advisory committee periodically reviews the site from a usability standpoint. Their recommendations on content and navigation have resulted in several enhancements and will continue on an ongoing basis.

Our print materials are held to the same high standards of accuracy and consistency. The Board of Trustees voted in 2007 to centralize the marketing efforts of the institution in the marketing and

communications area. To assist in this effort, the university retained the services of Selbert Perkins Design to assist in the development of a Communications Master Plan and the development of a Graphic Standards Manual. An initial communication materials audit and analysis highlighted the need for a unified image in our printed materials. Currently, approximately 85% of communication pieces, both printed and electronic, are utilizing new standards.

In addition to revamping its traditional means of distributing information, Salem State has also embraced the latest technological trends in communications. We have expanded the use of email technology to reach out to potential students, current students and alumni. Social networking increased with Facebook, Twitter, MySpace, LinkedIn, YouTube, and other similar accounts currently connected to the university.

Salem State's website contains and links to information on the institution's mission, objectives, educational outcomes, policies, procedures, and accreditation. The institutional effectiveness and planning site contains, among other sources, information on retention and completion, university resources and standardized reporting, National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE).

Appraisal

The university is committed to providing easy access to information regarding the university offerings and the achievements of our students. During the transition to a new website, some members of the university community believe that the revamped website is not intuitive and is difficult to navigate and have cited difficulty in locating specific information.

For the internal audience, the lack of a useful intranet has been identified as a partial cause for excessive layers of information that have impeded navigation. For example, information intended for an internal audience (policies, forms, announcements) which has been posted to the site is difficult to locate for those that need it while being inadvertently accessible to the general public. Additionally, much material that is considered archival in nature (research, information on past events, etc.) is stored on the website, making the site feel dated and cumbersome. The intra-campus community finds the website difficult to navigate for everyday functions. Complaints indicate that it is difficult to navigate, that the fonts are difficult to read and that links are counter-intuitive. [*see* Comment Card Summary]

Projection

- Solicit input from prospective members of our community – prospective students in particular – about the accessibility and completeness of information we provide for these individuals to make informed decisions about Salem State University. (Enrollment Management, Marketing & Communications, FY12)

- Evaluate the need for the development of an intranet or blend of on-line access that meets the informational needs of the future and current members of our community. (President's Cabinet, FY12)

INSTITUTIONAL EFFECTIVENESS

Salem State is committed to transparency and is in the transition from print to digital communication of information. Most information is readily accessible on the website yet some information remain difficult to locate due to the logical of its location,

Data First Form Ten

Standard Eleven: Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

We will educate our multicultural student population in a moral and ethical framework which will prepare them for a global society.

—Nancy Harrington, President Emerita 1990-2007, 150th Anniversary Celebration

Overview

Salem State University has an ongoing commitment to act responsibly and with integrity in all that we do. We expect the highest ethical standards from all our constituent parts—our students, our faculty and our staff. We promote this commitment through policies and procedures documented in the various collective bargaining agreements—MSCA, APA and AFSCME—and in widely disseminated catalogs and handbooks, including the undergraduate and graduate catalogs, *Department Chairs Handbook*, *Employee Handbook*, *Residence Life Guid*e, and *The Compass: Student Handbook*.

We are also committed to diversity and openness and strive to make our communications honest, clear and inclusive. The strategic plan is the result of wide representation from the university community; from its approval in September 2008 it has become the clear guide for the university's actions. The plan calls for a conscious effort to increase the diversity of its faculty and staff to better reflect its diverse student body. Our commitment to diversity is evidenced by the recently revised Hiring Policy and Procedure and the new Center for Diversity and Cultural Enrichment. Signing the Commonwealth Compact—a project of over 175 institutions to make Massachusetts a uniquely inclusive, honest and supportive community of and for diverse people—is another indicator of our efforts toward inclusivity. Recognition of our efforts came in 2007 when the the the North East Affiliate of the National Association of College and University Residence Halls bestowed its Commitment to Diversity Award on Salem State.

Description

The university has all the formal and necessary authority to grant degrees and perform its activities. The institution's organizational structure sets out the chain of accountability proceeding up to the Board of Trustees. Reporting mechanisms ensure that each unit has proper oversight up to the board. The board itself has clearly defined responsibilities. Along with the institution's organizational chain of responsibility, there is a defined set of university contract and university committees for oversight and consultation; these have articulated responsibilities and reporting obligations. The composition of the committees is designed to guarantee that the various interested, knowledgeable and invested constituencies on campus are participating in university decision-making and are informed of what is happening.

The president plays a key role in reporting to the board and carrying out its initiatives. One example of her role in bringing the campus together is the open process of creating the university's strategic plan. Thus the community could take responsibility for its planning and actions. The president has also presided over regular open meetings in which she reports to the entire university community and responds to questions. The faculty/staff Survey indicates that these meetings are well attended; the highlights are posted on Navigator in the section available only to faculty and staff. In addition, the survey indicates that the president's newsletters are widely read.

Truthfulness and clarity characterize the institution's communication with internal and external constituencies. There is periodic and complete reporting from the university to numerous external institutions and bodies, as in the case of accreditation procedures. The university also participates in nationally recognized forms of surveying and reporting, such as NCES, FSSE and NSSE which are made public. The university's graduate and undergraduate catalogs along with additional facts and information are readily available through the website. Salem State has policies and procedures that address academic integrity, intellectual property rights, conflict of interest, privacy rights, fairness, and the handling of grievances. The university oversees and monitors all research involving human subjects. The university's Institutional Review Board (IRB) provides training on the protection of human research participants to all investigators who submit protocols for review. The IRB has also created special training modules for students interested in research.

New faculty, staff and administrators learn of the university's commitment to integrity through orientation programs, the Employee Handbook, the collective bargaining agreements, and the ethics statement for non-unit administrators. All employees must successfully complete an online state ethics test in order to obtain an ethics certificate. The conduct of all employees is governed by therules 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) which protects the privacy of educational records, all Salem State employees are required to complete a training tutorial. The university addresses student cheating and plagiarism through its academic integrity policies, significantly revised in 2007. Salem State is a member institution of the Center for Academic Integrity, an international forum housed at Clemson University, whose mission is to identify, affirm and promote the values of academic integrity among students, faculty, teachers and administrators.

Enshrined in our faculty contract is the right to academic freedom and the responsibility that freedom entails. The 2009–2012 MSCA Contract Article V, Part A 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. Article V, Part B determines the obligations of faculty members and librarians that accompany their rights. Article XI addresses grievance procedures. 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 transparent grievance procedure set out in Article XI enables individuals to report perceived violations of academic freedom. Also, students are free, within academic standards, to pursue the fields and research of their choice.

The university has non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. The policies and practices are clearly outlined in the various union contracts and in a number of publications disseminated by the university. The strategic plan establishes the objective of recruiting and retaining faculty and administrators who mirror the changing demographics of the student population. A number of offices and committees oversee these policies and practices, especially academic affairs, equal opportunity and affirmative action, student life, the multicultural affairs office, and disability services. Student life also oversees a number of diversity-related student groups, such as the Alliance, the Multicultural Student Organization and the Hispanic-American Society. The key university committees on these matters include the President's Advisory Committee on Diversity, Equity and Social Justice and the ADA/Section 504 Task Force. The academic advising office has a staff member assigned to focus on GLBT students and issues.

The university has policies, practices and proper oversight for its academic, research, service programs and operational endeavors as well as for its dealings with students. All activities performed under the

auspices of the university are administered within the institution's organizational structures; they further the university's mission and are overseen within the chain of responsibility. In its relationships with the Commission on Institutions of Higher Education, Salem State demonstrates honesty and integrity, and it complies with the commission's standards, policies, requirements of affiliation, and requests.

The university has a fully functional online catalog as of summer 2010. This catalog is readily accessible and is designed to facilitate navigation and searches. With this new catalog, all members of the Salem State community and anyone else accessing the Salem State website can quickly and easily access all academic policies, including those related to issues of ethics and integrity, student rights, and sexual harassment. The student-run campus paper, The *Salem State Log*, an important source of news and opinion from across the Salem State community, has recently added a sophisticated online version.

Appraisal

At present, the university does not have an ongoing professional development program focused on updating employees of policy changes, new developments within the various areas of university business, and general management training. During the 2008-2009 academic year, a pilot program was launched and approximately twenty, mid-level managers participated in a comprehensive management training program. While very successful, financial resources were not available to continue the program. As of March 2011, a part-time employee will be assigned to develop a series of professional development programs that will be available to the broad campus community.

Salem State University has a comprehensive list of policies regarding integrity that are located in various places such as the website, student handbooks, faculty handbooks, union contracts, and university-wide policies. Data is collected regarding demographics and other important variables and key information is available on the institutional effectiveness and planning website. The university updates policies and makes every effort to ensure that integrity, in all its forms, is protected. However, there is no central location where these policies are gathered under a single heading.

Having identified a concern with the systematic review of policies and procedures, the university compiled a comprehensive list of all existing policies and compared them to an aspirational institution's inventory. Vice presidents identified gaps in our policies compared to the other institutions and are evaluating the need to create new ones. Existing policies are currently under review to determine when they were created, when they were last updated, if they need revising, and which office is responsible for implementation. Vice Presidents are also charged with developing new policies where needed. Using this information, the president's office in collaboration with marketing and communications and ITS will develop a webpage that will include all policies. This work will be completed over the summer of 2011. For the policies that are in critical need of review, the review and revisions will be completed by the end of this academic year. For all other policies, they will be placed on a review cycle, not to exceed five years. The systematic review will then commence in the fall of 2011.

Responses to the NEASC Faculty Staff Survey shows a number of positive elements: (1) faculty and staff receive policy change information from various sources, email especially (73%), which indicates that faculty and staff are likely to be informed of policy changes; (2) the high attendance rates at the president's community meetings (80%) and the high percentages of those viewing the president's newsletters (96%) and Salem State online (76%) indicate that faculty and staff are being informed of important matters regarding the university; and (3) union members know where to find their contracts and do consult them (AFSCME 90%, APA 79% and MSCA 70%), which means that they can easily find all the policies and procedures that concern integrity, non-discrimination and grievances, and for faculty and librarians, academic freedom. While a majority of respondents did not know where to find the minutes of

important campus committees, such as College and Curriculum, a majority of respondents did not consider meeting minutes useful or applicable information.

Salem State's commitment to integrity is reflected in its membership in the Center for Academic Integrity, which is dedicated to identifying, affirming and promoting the values of academic integrity among students, faculty, teachers and administrators. The Academic Policies Committee revised the policies regarding academic integrity, making them more explicit, complete and fair than their predecessors. The NEASC Faculty Staff survey provides a positive picture regarding student cheating and plagiarism. The vast majority of faculty indicate that they know the university policy on academic integrity and over 60% indicate that in a given semester (Fall 2009), they did not identify any instances of plagiarism and cheating in their students' work. While that leaves a significant minority of responders who did, the survey did not permit them to indicate their students' standing (freshmen, sophomore, etc.) nor the relative seriousness of the offenses. However, less than a quarter of those responders felt it necessary to report the offenses.

For employees of the university, issues of honesty, integrity and proper conduct can be complex; knowledge of these may require ongoing training and workshops. The new state ethics certification process may prove sufficient in fulfilling this role. The hours devoted to civic engagement by all university employees have been increasing due to the emphasis of the strategic plan on civic engagement, the president's initiatives on civic engagement and the work being done by the civic engagement committee. All this work exemplifies and reinforces the values set out by the university.

The university is creating a more open, accepting and respectful environment for persons of diverse characteristics and backgrounds. This work is taking place throughout the campus—from the classroom, to student life activities, to employment and work conditions, to various kinds of campus gatherings and events. The 2007 Commitment to Diversity Award bestowed by the North East Affliliate of College and University Residence Halls is recognition of some of these advances. When competing for the award, the university documented the wide range of diversity activities occurring on campus in the "One Voice" brochure. The university has joined the Commonwealth Compact, which is a project of over 175 Massachusetts institutions—nonprofit, profit, government, educational, health, among others—dedicated to making the Commonwealth of Massachusetts a uniquely inclusive, honest and supportive community of, and for, diverse persons.

The Center for Diversity and Cultural Enrichment, opened during the January 2010 Martin Luther King day celebration, provides further evidence of the university's mission to promote diversity on campus and to engage all members of the community in achieving cultural competence. In spring 2010, we ran a series of three interdisciplinary panels on "Diverse Persons, Diverse Families."

We have anecdotal evidence that we are doing a good job with integrity and with diversity; however, at present we have little real data to support our belief. In winter 2011, the university administered a campus climate survey, but the data have not yet been analyzed. We need more education about our integrity policies followed by appropriate measurements to see if our policies are in fact working as intended.

Projection

- Complete process of policy review and make all policies readily available to the community through the website. (Vice Presidents & President, Contract & University Committees, FY12)
- Implement a professional development program systematically offered to employees which provides information on managerial responsibilities and information on universities policies such as integrity, non-discrimination and harassment. (Human Resources and Affirmative Action, FY12)

- Continue efforts to diversify the campus community with particular attention to senior leadership and faculty. (President and Vice Presidents, FY12 and ongoing)

INSTITUTIONAL EFFECTIVENESS

The transparent, inclusive and deliberative process of creating the current strategic plan has been followed by a campus-wide effort to realize that plan. Routinely collected evidence regarding matters of integrity will continue to help the university community see how much we are holding to the values in our mission and strategic plan and to make adjustments in light of evidence to improve integrity.

Data First Form Eleven