



Fifth-Year Report

Prepared for
New England Association of Schools and Colleges
February 2006

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I. Statement of Report Preparation

On March 10, 2005, an organizational meeting was convened for the purpose of beginning the response for the NEASC Fifth-Year- Document. With this meeting, the Vice President for Academic Affairs, Dr. Diane Lapkin, initiated the institutional process for reviewing and writing the Fifth-Year Report. The organizational meeting gathered together to create a Task Force composed of administrators, faculty, and students, to prepare the Fifth-Year Report. The Task Force members reflected a wide cross-section of participants in the community. Dr. Neal DeChillo, Dean of the Schools of Human Services, and Dr. Marc Glasser, Dean of the Graduate School, were designated as Co-Chairs. The NEASC Steering Committee consisted of the following members with specific responsibilities for the responses to the revised Standards of NEASC:

Diane Lapkin, Vice President for Academic Affairs
Stanley Cahill, Vice President for Student Life
Janyce Napora, Vice President for Administration and Finance
Cynthia McGurren, Vice President for Institutional Advancement
Robert Paterson, Chief Information Officer
Anita Shea, Dean of the School of Arts and Sciences
Douglas Larson, Acting Dean of the School of Business
Arlene Greenstein, Dean of Continuing Education and Non-Traditional Programs
Susan Cirillo, Dean of the Library, Instructional and Learning Support
James Stoll, Dean of Students
Donald Cote, Assistant to the Academic Vice President
Joseph Donovan, Executive Director and Treasurer
Christopher Fauske, Assistant Dean of the School of Arts and Sciences
Mary Miller, Director of Human Resources and Equal Opportunity
Karen Sayles, Director of Institutional Research and Assessment
Stephen Keyes, Director of Facilities
Bette Bailey, Professor, Sport, Fitness, and Leisure Studies
A. Thomas Billings, Professor, Education
Thomas Healy, Professor, Theatre and Speech Communications
Robert Rosenberg, Professor, Chemistry and Physics
Dorothy Siden, Professor, Economics
Michael Prochilo, Faculty Emeritus, Editor

In conjunction with the instituting of the Steering Committee, the President of the College, Dr. Nancy Harrington, informed the community-at-large of the review underway; further information has been posted on the College website: www.salemstate.edu/NEASC.

The Steering Committee oversaw the creation of the working teams responsible for addressing and writing to each revised standard. The teams met over the spring and summer of 2005 to collate and present data responding to the concerns of NEASC and the revised standards.

In addition to the Steering Committee, the following individuals contributed to the Report:

Margaret Andrews, Library Program Area Chair
Jeremy Bowling, Undergraduate Student
Lee Brossoit, Assistant Dean of Students
Elizabeth Dole, Acquisitions Librarian
Christopher Hudson, Professor, School of Social Work
Bruce Perry, Director, Campus Center
Gail Rankin, Director of Faculty Support Services
Stephanie Sirois, Graduate Student
Jeramie Silveira, Professor, Occupational Therapy
Susan Sturgeon, Serials Librarian

A period of content review for the Fifth-Year Report followed the initial presentation of the working draft to the Steering Committee. The draft, and later the finished product, was also available on the College website for further comment and response by the College community. Following this period of review, a final draft was presented to the President of the College, the Board of Trustees, and the College community before submission to NEASC in 2006.

II. Institutional Overview

Salem State College, a comprehensive public institution, is the largest institution of higher learning north of Boston. As a major education institution it serves a wide range of interests from student needs to the needs of the business and cultural communities. As a key regional institution, the College serves as an educational, intellectual, and creative center for the geographic North Shore and beyond. The student body is culturally and internationally diverse and reflects a wide spectrum of economic and geographic areas. The physical layout of the campus is expansive, having grown tremendously in the past several years. Its five major sites continue to be improved, especially the development of the GTE/Sylvania property into the new Central Campus, the recently dedicated new student residence hall, and the initial development plans for the Center for Creative and Performing Arts. In addition to major renovations and improvements throughout the campus at large, the Northeastern Massachusetts Aquaculture Center (NEMAC) continues to accomplish major research as Cat Cove, the Public Safety Building, recently completed, fulfills safety issues, laboratories are being updated, and the Library continues to explore new and creative ways to improve services to the College community.

Founded in 1854 as one of the first normal schools in Massachusetts, the institution's historical commitment to education has never wavered as it moved from a normal school to teachers college to a multipurpose institution of higher education. In both a continual state of change and renewal and intellectual growth and development, Salem State College has adapted to meet the needs of its student body, the changing culture and its demands, and the community at large. Even in the face of challenges and serious public funding cuts over the past few years, the institution has always managed to meet the needs of its constituents. There has been much change brought about since the previous NEASC Accreditation of 2001. Salem State College continues to be engaged in structural, programmatic, financial, and physical growth. The strength, the vigor, the resolve of the entire academic community continue to move the institution forward with its tradition of excellence.

As reported in the recent NEASC Progress Report, the implementation of the College's mission is organized around the following schools: the School of Arts and Sciences, the Bertolon School of Business, the Schools of Human Services, and the Graduate School. Augmenting these schools is the Division of Continuing Education and Non-Traditional Programs. The College offers degrees in 36 undergraduate majors and masters degrees in 35 programs with a total enrollment that approaches 10,000 students. Enriched by advanced technology and a wide range of pedagogical approaches and innovations, the curriculum is designed to maximize student learning, enrich the individual, and provide a multidisciplinary learning experience. The College's programs demand scholarship combined with an awareness of a global perspective and the provision of opportunities for service to the region.

Salem State College is dedicated to providing its students with as many social, intellectual, and developmental opportunities as possible for personal growth. In recognition of the College's urban environment, Salem State has a broad-based mission statement and a continually evolving plan to implement its mission of quality instruction supported by research and scholarship. All programs have as part of their foundation a strong commitment to lifelong learning and development. The mission statement commits the institution to fulfilling the tradition of the

liberal arts and sciences for its students, the undergraduate academic programs have as their foundation a strong core curriculum for its majors. Additionally, the mission statement commits the institution to fulfilling social and developmental needs of the students. The College's undergraduate academic programs are built upon a strong core curriculum, to enhance critical and analytical skills, computer competency, scientific reasoning, and ethical decision-making.

The College continues to build a community that reflects and include all ages, races, and socio-economic backgrounds. To meet student needs, the institution offers a wide range of baccalaureate and graduate degrees responsive not only to the goals of students but also to the Commonwealth of Massachusetts. Programs of instruction are continually offered during the day, evening, weekends, and intersessions. As a major cultural, educational, and artistic center, the College environment provides for diverse experiences; further, it serves the wider community through educational outreach programs, research endeavors, the Business Enterprise Center, and non-credit programs.

The College is the second largest employer in the city of Salem and is the source of millions in annual spending in the local economy. Students, employees and the thousands who visit the campus annually have a major role in the economic vitality of the greater North Shore.

Residents of the North Shore enjoy convenient access to Salem State's award-winning theatre productions, concerts, dance performances and art exhibits, as well as internationally prominent speakers at the Salem State College Series. The Explorers Lifelong Learning Institute at SSC has provided educational and social opportunities for over 1,000 senior citizens in the area since 1992. Salem State competes in the Massachusetts State College Athletic Conference and the NCAA Division III. The athletic facilities are available for community use.

Working together, all segments of the academic community strive to: (1) provide a growing sense of accomplishment in program studies and of knowledge working with electronic communications, (2) strengthen core academic values, and (3) ensure a deep sense of community and dedication to the mission, purpose, and goals of the institution.

III. Response to Areas Identified for Special Emphasis

When Salem State College was evaluated for reaccreditation in 2001, the NEASC Visiting Committee identified three areas of special emphasis to be addressed by the College and further documented in the Fifth-Year Report. The three areas of concern, referencing Standards 2, 7 and 9, cited by the Visiting Team following its visit and cited in recent communication from NEASC were: (1) developing and implementing a systematic, integrated planning process, (2) enhancing library and information resources to support the academic programs and (3) providing evidence of the College's improving financial stability. This section of the Fifth-Year Report addresses these three areas of emphasis.

Developing and Implementing a Systematic and Integrated Planning Process

Based on the recommendations of September 21, 2001, Salem State College immediately began to address the issues concerning Standard 2: Planning and Evaluation. The Strategic Planning Council (SPC) addressed the specific recommendations. After extensive committee review and deliberation, the SPC submitted the Blueprint for Success: A Strategic Planning Process for Salem State College, dated June 2003. This plan was accepted and implemented. The overall strategic plan set forth by SPC identified specific goals for planning and evaluation. More specifically, the NEASC Progress Report August 5, 2003 documented specific continuing steps taken to ensure compliance with Standard 2 in greater depth. The August 5, 2003 Report addressed several important issues, thereby initiating a review and implementation of a revised strategic planning process on campus. From this review, a broad comprehensive task was undertaken by the Strategic Planning Council to consolidate college-wide planning and to test and evaluate the goals of this new plan against the College's goals and mission. The President, the Board of Trustees, and the Strategic Planning Council set out the principles upon which a comprehensive college plan was created to broaden participation in that process and to ensure that, as stated, the new planning process would guarantee that any planning-- departmental, area, or college wide—would be consistent with the goals of the College's overall vision. Furthermore, planning would be consistently cognizant of the budgetary process and its realities. The College community would now have direct involvement with priorities. Additionally, there would be evaluation of each effort, and the community-at-large would be apprised of the status and success of each planning effort. These principles have been in process since the 2003 response and have come to fruition with the newest Strategic Plan 2005-2008, dated March 22, 2005. (See Appendix 1)

This document, the Fifth-Year Report, addresses 2.1 and 2.2 of the revised Standard 2 in detail. It clearly reflects the revised Standards for accreditation. Item 2.3 is on-going in its review and accountability. Specific changes in the Standards for accreditation include the following: separate headings for planning and evaluation, an expectation that shows institutional implementation, a policy of institutional effectiveness, and expectations of program and policy reviews.

Enhancing Library and Information Resources to Support Academic Programs

In the NEASC Progress Report of August 5, 2003, the institution addressed the eight items noted in Suggestions/Recommendations. These recommendations concerned the general services and the centrality of the Library to the College community and its vast array of programs.

Specific citations concerned the need for: additional financial resources, adaptive technology, Library input regarding courses and programs, the establishment of a collection development policy, evaluation of operations and services, and cooperation with Information Technology. Additionally, the report called attention to the need for facilities improvement and additional staffing. The August 5, 2003 Report details specific responses to each of the concerns in a nine-page response to this specific area.

The centrality and importance of the Library to this or any academic institution is of paramount concern and importance: hence, the response to the issues of concern from the Visiting Team for Reaccreditation have not only been fully addressed in the August 5, 2003 Report but also have been foremost in the concern for continual development, review, and renewal of the Library and its multiple and crucial components. Since that report, a permanent Dean of the Library, Instructional and Learning Support was appointed in January 2005. The current dean is undertaking the above review's recommendations and is implementing these issues through college and Library committee meetings that in addition address the new accreditation standards. The importance of addressing these issues not only is on-going but also of special concern as the institution moves forward toward the next step in its broader development towards university status. The response in Standard 7 of this Fifth-Year Report updates responses to the concerns and issues previously addressed. In preparing for this report, the Library response reviewed 7.1 – 7.12 of the revised Standards closely. The response here continues to address previous concerns, demonstrates instituted changes, and aligns the Library's responses with the Salem State College Strategic Plan referenced above. There is an increase in archival materials, closer alignment with IT and an increase in the FY06 budget for continued growth of print, media, and electronic resources.

Evidence of the College's Improving Financial Stability

As noted in Standard Nine of this report, the financial outlook of the institution has improved dramatically since the Visiting Team's Report of 2001. There has been a significant increase in the College's operating expenses, an increase in the College's net assets, and a continual pattern of improving financial stability (standards 9.2 – 9.6).

A review of financial activity since 2001 can be summarized as follows:

- The College's total operating expenses have increased from \$78,374,231 in 2001 to \$89,821,576 in 2005.
- With changes in accounting standards for 2002, comparison on net assets of the institution is not applicable. However, in comparing net assets since 2002, the College's net assets increased from \$38,963,335 in 2002 to \$57,281,643 in 2005.
- In a continuing pattern of improving financial stability over the past few years, the College's contribution to net assets from operations has turned positive. In 2001 net transfers were (\$1,241,787); (\$1,912,165) in 2002; then turned around to a positive amount of \$1,037,454 in 2003; \$4,487,163 in 2004; and \$4,588,587 in 2005.

Since FY2001, the College's financial picture has been one of absorbing then recovering from reduced state support. In 2001, the state's appropriation to the College was \$33.0 Million or approximately 56 per cent of its total revenue compared to \$30.8 or 42 per cent in FY2005. Offsetting these reductions was an increase in enrollment in both the Day School and Graduate and Continuing Education areas. On the expense side, with the advent of continued decline in

state support, the College instituted various expense reductions and streamlined operational activities. Some of these measures included early retirement programs for faculty and staff, purchasing controls, equipment deferrals, and various program consolidations or reductions. Industry trends indicate that each year's budget cuts requires approximately 2-3 years to return to prior budget levels. Only in the last two budget cycles have some of these budgetary economies been reversed and positive reinstatement of such funds enacted.

IV. Narrative

Standard 1: Mission and Purposes

Salem State College is one of the largest regional state colleges in the Commonwealth of Massachusetts' system of state colleges. The College's mission is in essence to be "a community of learners which, in light of its commitment to teaching, research, and scholarship, fosters the intellectual, aesthetic and personal development of its members. In the service to the citizens of the Commonwealth and members of the larger global community, Salem State is committed to the discovery and transmission of knowledge." The complete mission statement appears in Appendix 2. The College's mission and purposes are appropriate to higher education, consistent with its operating authority, and implemented in compliance with the Standards of the Commission on Institutions of Higher Education. The mission provides guiding direction to the College's activities and serves as a basis for the assessment and enhancement of the institution's effectiveness.

Salem State College's mission, to promote the development of a "community of learners," is perfectly consistent with its role as an institution that serves the Commonwealth of Massachusetts by welcoming a significant number of first-generation college-goers as well as others by bringing them together in a community of students, faculty, and staff as learners and facilitators of learning who are committed to scholarship, teaching, and research. The mission further fosters growth in the intellectual, aesthetic, and professional development of all its members. The significant endeavors undertaken at the College are consistent with and supportive of that mission. Priorities of the College are ones that advance the goals of the mission, and plans for future significant endeavors are evaluated as to their appropriateness in the fulfillment of the mission. The mission statement is the core document that guides the College's planning and assessment practices. Each iteration of the College's strategic plan establishes concrete and measurable goals to assess the overall achievement of the mission.

The mission statement has been formally approved by the College's Board of Trustees and appears in appropriate college publications. The College takes as its primary service area the communities that comprise the North Shore region of Massachusetts; however, the College also welcomes students from the larger global community who give the student body diverse and multicultural perspectives. The mission has been refined through more than one-hundred-and-fifty years of tradition, growth, and adaptation.

The mission, as succinctly described above, is well understood by the faculty and staff members, and it is made manifest to students through the academic enterprise, through social interactions, and through participation in the life of the college community. The core concept of a community of learners is enacted at Salem State College. A community, like a family, pulls together during trying financial times, has spirited and frank disagreements without descending into being disagreeable, and delights in the achievements of all its members. The College's new central campus with its state-of-the-art Bertolon School of Business and Music Department with Recital Hall, its splendid new residence hall, its entrepreneurial Enterprise Center and the planned Center for the Creative and Performing Arts is the most recent and dramatic manifestation of the mission statement's commitment to creating a community of learners intent on pursuing scholarship, research, and teaching. Within Standard Six, there is a description of the increasingly effective collaboration between the Divisions of Student Life and Academic Affairs which is enhancing the community of learners on campus.

Standard 2: Evaluation and Planning

Since the fall 2003 Progress Report, strategic planning at the College has been extensively reviewed and reorganized in response to a rapidly changing academic environment, a growing resident student population, an expanded physical plant, and an adjustment of services and programs to meet the needs of a variety of learners. The vision for the future of the College is comprehensive and ambitious, the strategic directions challenging and the core values fundamental to the College's success. We are grounded in the mission of teaching and to the subsequent development of well-rounded citizens who will contribute their knowledge and skills to the Commonwealth of Massachusetts.

The current Strategic Planning Council has written the Strategic Plan 2005-2008 which sets forth a series of six strategic directions:

1. Recruit and retain well-qualified and diverse students, faculty and staff who exemplify the College's identity as a leading New England institution of public higher education.
2. Provide a challenging learning environment and quality academic programs to encourage student success and to meet or exceed appropriate external accreditation and program review standards.
3. Enhance the College's reputation by maximizing its educational, economic and cultural impact.
4. Identify mechanisms to address, to create and to maintain an infrastructure and learning environment that supports excellence in student learning, teaching, research and administration.
5. Seek and secure revenue and financial support that will enable the College to solidify its core educational mission while ensuring continued and sustainable growth and evolution as a leading educational institution.
6. Advance the College toward university status.

Each of the above strategic directions includes specific initiatives and associated outcome measures. Some of the strategic direction initiatives will take their final shape through planning at the unit level while others will be implemented at the administrative level with support from the entire College community.

To ensure successful implementation and to align with the College's budgetary process, the Strategic Planning Council will evaluate the progress of the plan and review progress toward meeting the strategic directions, assess action items included in individual unit strategic plans, ensure that there is direct input from the college community in recommending the prioritization of action items, and develop budgetary recommendations and resource/revenue strategies to support the implementation of the Strategic Plan, and advocate at Resource Allocation Committee meetings for recommended action items. A planning process is not complete without a mechanism for including serendipitous opportunities. Representation on the Strategic Planning Council includes a wide cross-section of the campus community so that such events will receive a quick review and appropriate action when necessary.

The Strategic Planning Council is also responsible for the ongoing evaluation of the planning process to ensure that all initiatives remain consistent with the overall goals of the Strategic Plan, that there is a direct link between the planning process and the College's budget process and resource development efforts and, that there is reporting and accountability for the success of each effort. A report will be provided for the President, Vice Presidents, Board of Trustees, and the College community as a whole on the progress toward satisfying or exceeding the directions identified in the Strategic Plan.

In terms of financial planning (Standard 9), the realities of today's state funding require that we constantly reassess and reconceptualize the financial stakeholders since only 42 per cent of the budget comes from the Commonwealth. This process enabled us to recently develop an \$80M Central Campus project during a period of exceedingly difficult financial circumstances. Funding has now been identified for 85 per cent of the project. State funding has contributed about 20 per cent, including \$4.5M to purchase the property and monies to modernize and facilitate the adaptive reuse of an abandoned factory office building to classroom space. Residential rental income contributes about 42 per cent, paying off \$32M in tax-exempt debt on the new residence hall. A Federal Grant for "Smart Campus" Technology accounting for five per cent of spending provided for significant instructional quality improvements. A critical last ten per cent came from donors, business rentals and entrepreneurial activities.

Institutional Advancement is currently implementing a plan to raise \$6M as part of a 3-year capital campaign. To date, \$5.8M has been realized. The goal of this campaign is to build a Center for the Creative and Performing Arts with funds provided by the College and the Commonwealth of Massachusetts. Monies will also be set aside to create an endowment fund for the Library.

Over the past two years, the Office of Information Technology, in collaboration with other offices and departments on campus, has begun implementation of a campus technology network infrastructure plan to enhance the academic learning environment as well as administrative services at the College (i.e., wireless campus, upgrade to PeopleSoft 8 with web access, increased "smart classrooms," etc.).

The College is about to implement a revised undergraduate core curriculum that is the result of a two-year comprehensive review and evaluation process that involved the input of numerous committees as well as the campus community at large. The proposal was approved by the appropriate governance groups as well as by the President and will be implemented for freshmen, transfer and re-admitted students beginning fall 2006.

The College is currently engaged in the process of a five-year cycle of program review for all of its academic programs. These reviews will be conducted either by accreditation visits or by external evaluators. The primary goal of the program review process is to improve teaching and learning in degree-granting programs, including DGCE offerings. Program reviews also provide faculty and administrators the opportunity periodically to examine: (1) the extent to which programs are meeting their objectives and the relationship between program and College mission, (2) dimensions of program quality, and (3) the effective and efficient use of College resources. During this cycle, which began in 2003, a number of programs are reviewed each academic year. See Standard 4 for additional evidence of outcomes resulting from program reviews.

The Office of Institutional Research became a part of the Academic Affairs area in 2004 and is now integral to the planning and evaluating process of all academic programs and services. Institutional Research collaborates with other departments such as Admissions, the Registrar's Office, Financial Aid, the Academic Deans and other departments. This office collects, maintains, analyzes and disseminates information to all appropriate internal and external constituencies (i.e., BHE, Federal Government/IPEDS, etc.). In addition, sufficient longitudinal data are disseminated to key decision-makers, including the Board of Trustees, for planning purposes.

Every two years, the College administers to its entering class the Cooperative Institutional Research Program (CIRP). This survey of entering college first-year students covers an array of demographic, experiential, attitudinal issues, degree aspirations, major and career plans, and expectations about college. In 2005 we administered the College Student Survey (HERI/UCLA) to graduating seniors. Results of this survey are designed to assess the students' overall experience at the College to complement the traditional unit-level, end user evaluations. In addition, one-third of the questions in this survey are companions to questions in the CIRP thus allowing us to note changes in students' profiles.

Standard 3: Organization and Governance

Salem State College is one of the 29 institutions that comprise the public higher education system in Massachusetts. The Board of Higher Education (BHE), established under Chapter 15A of the General Laws of the Commonwealth, is responsible for coordinating the system of public higher education in the Commonwealth. The BHE consists of 11 voting members, including the Commissioner of Education (ex-officio) and the Commissioner of Early Education and Care (ex-officio) and six members appointed by the Governor (including one student representative) and three members representing each segment of public higher education. Members appointed by the Governor serve five-year terms, except the student representative, whose membership rotates annually among the three segments. The Board's principal responsibilities are to set tuition, approve degree programs, develop long-range plans, coordinate the budget submission to the governor and legislature, and establish policies regarding admission standards, assessment, student transfer between the two- and four-year institutions, fiscal and capital expenditures, and chief executive selection and compensation. The Board of Higher Education is also the employer of record with respect to collective bargaining. A permanent staff, headed by the Chancellor, is responsible for the implementation of board policy, as well as day-to-day operations of the board.

The College's Board of Trustees, also established under Chapter 15A of the General Laws, is charged with establishing policies which are required for the academic and administrative management of the College. The membership of the local board is prescribed by Chapter 15A and consists of 11 members, nine of whom are appointed by the Governor for five-year terms, one who is selected by the Alumni Association for a five-year term, and one who is a current student elected annually by vote of the student body. The Board of Trustees meets every two months to consider policies, personnel actions, fiscal, and other matters brought to it by the President. Matters are first reviewed and acted upon by one of six standing committees – Executive, Finance and Facilities, Academic and Student Life, Development, Executive Evaluation, and Nomination – and then acted upon by the full board. (An Executive Committee of the Board of Trustees meets during the intervening months to discuss College matters.) Meetings of the Board of Trustees are open to the public and frequently members of the College community are provided opportunities to address it. The Board of Trustees, consistent with Chapter 15A, has delegated to the President the authority to approve the vast majority of personnel actions. However, it has retained final authority over those actions considered most critical to the future of the College, including the promotion and tenure of faculty and librarians, and the appointment, promotion, and compensation of senior administrators. Since the Board of Higher Education serves as the “employer” for purposes of collective bargaining, the local board's role in that process is limited to providing advice, often at a distance, to the Board of Higher Education.

The President is the Chief Executive Officer of the College and is responsible for providing leadership to the institution and for implementing the policies of the Board of Higher Education and the College's Board of Trustees. The President oversees all academic and administrative operations of the college. Five senior administrators report directly to the President: the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance, the Vice President for External Affairs and Development, and the Chief Information Officer. The President meets on a regular basis with these senior administrators as a group to discuss policy issues and to coordinate operational activities. The President also convenes a bi-weekly meeting with a larger group known as the President's

Cabinet that, in addition to the previously listed senior administrators, includes the Deans of the Undergraduate Schools, Dean of the Graduate School, Dean of Continuing Education and Non-Traditional Programs, Dean of Library, Instructional, and Learning Support, Associate Dean of the Learning Center/Minority Affairs, Director of Human Resources, Director of Public Relations, and Assistant to the President.

The President has also created a number of cross-divisional policy and steering committees that deal with issues having major impact on the College. These include the Resource Allocation Committee, Enrollment Management Team, President's Advisory Committee on Diversity/Minority Issues, Marketing Committee, Internal Control Committee and the Coordinating Committee.

Academic governance and policy development occurs through two complementary forms. The faculty collective bargaining agreement establishes a formal governance structure of committees to consider and develop recommendations for presidential action. All governance issues are brought to the All College Committee (ACC), comprised of eight members of the faculty and librarian bargaining unit, three students, and three administrators, all of whom are selected by their respective constituencies. Any member of the College community may bring a proposal to the ACC. Most often proposals come from the academic departments in the form of curriculum proposals or modifications to policy.

There are contractually-stipulated standing committees of the ACC that consider matters within the scope outlined by the collective bargaining agreement, and forward recommendations to the ACC for consideration. These are the Curriculum Committee, Academic Policies Committee, and Student Affairs Committee. The Curriculum Committee consists of 16 members of the faculty and librarian bargaining unit, three administrators, and three students. The Academic Policies Committee consists of 16 members of the faculty and librarian bargaining unit (one of whom must be a librarian), three administrators, and three students. The Student Affairs Committee consists of five members of the faculty and librarian bargaining unit, five administrators, and nine students.

In addition to ACC and its standing committees, a contractually stipulated Graduate Education Council is also a requirement of any state college offering a graduate education program and therefore of Salem State College. It consists of five members of the graduate faculty, three administrators, and a graduate student of the College enrolled in two or more graduate courses. This committee operates outside the ACC, reporting to the President through the Vice President for Academic Affairs. The Graduate Education Council has functioned throughout the past several years acting on academic issues related to graduate education. The Agreement also provides for the establishment by the ACC and the President of special or ad hoc committees to consider matters not the responsibility of one of the standing committees. It is important to note that because governance is a creation of collective bargaining, the faculty association is typically influential in the selection of its members and therefore its deliberations. At Salem State College, the faculty association has regularly conducted at-large general elections as its means of exercising its selection prerogative.

The Agreement recognizes the academic department as fundamental to campus governance. Each of the twenty-eight academic departments is led by a department chair who is responsible for exercising professional leadership, facilitating curriculum development, conducting the administrative operations of the department, and serving an important role in faculty evaluation.

The chairs as a group meet regularly with their respective Deans and the Vice President for Academic Affairs, and other academic administrators to provide advice and counsel. The influence of this group on decision-making, although not formally provided by the Agreement, is in fact considerable, as the Vice President for Academic Affairs, its leader, is attentive to its input.

Each department is contractually obliged to establish a Departmental Curriculum Committee, which includes student representation, to generate recommendations that are transmitted to the Vice President for Academic Affairs and to the ACC. Additionally, Departmental Peer Review Committees have been established to evaluate the performance of colleagues and to develop recommendations as part of the reappointment, promotion, and tenure processes.

The primary institutional voice of students is the Student Government Association (SGA), which includes representatives from each of the classes as well as at-large delegates. The SGA is an extremely active and effective organization, acting on behalf of student clubs and organizations: it is organizationally positioned so as to communicate directly with both the Vice President for Student Affairs and the President. It meets weekly to consider issues and to allocate funds to student organizations and activities. The SGA through its component committees and organizations is an influential advocate for student concerns, especially in matters pertaining to student life. The faculty's collective bargaining agreement also provides for student participation in the formal academic governance of the college.

The Visiting Team in 2001 mentioned three suggestions for improvement. The College examines its budget planning process to find ways to increase campus involvement in and understanding of the process, especially for faculty. The College establishes an enrollment planning group consisting of key administrators from Admissions, Academic Affairs, Student Financial Aid, Student Life, and Finance to monitor and plan for enrollment for the near and long term. The group should meet monthly and make frequent reports to the President and other key administrators. The College reviews staff and administrative positions for currency of job descriptions and appropriate scope of responsibility for the position and appropriate salary.

Since the team's visit in 2001 the College has taken a number of actions to incorporate the team's suggestions. The President has reformed the College Budget Committee into the College Resource Allocation Committee. The new committee now includes members of the faculty (appointed by the faculty union), members of the Professional Administrators Association, and the Staff Association, broadening the level of participation and increasing communication with the various segments of the Salem State College community. Also, each of the senior level area heads and appropriate staff are included in the make up of the new committee. The Resource Allocation Committee has also become more closely aligned with the College Strategic Planning Council and as a result has received significant input into the budget planning process from faculty and staff assigned to the Strategic Planning Council. As a result of the new make up of the Resource Allocation Committee and its alignment with the Strategic Planning Council the budgeting process is more open and inclusive of the various segments of the Salem State College community.

In the fall semester of 2003, President Nancy D. Harrington appointed the members of the Enrollment Services Team. The Enrollment Services Team works in collaborative cross-functional fashion designed to serve students, support the academic mission of Salem State College, and attain optimal enrollments. The goals of the Enrollment Services Team are

threefold: (1) to minimize the effect that decreasing resources and increasing student enrollments has on current student service levels, (2) to identify the factors, systems, programs and individuals necessary to recruit the optimum number of students and set in place a comprehensive and long range plan to ensure the success of the students, and (3) to improve the College's ability to manage enrollment through enhanced admissions planning, reviewing the ability to increase the effectiveness of scholarships and assistantships for recruiting; improving student success and retention by developing proactive interventions for students at risk, and optimizing course scheduling/classroom space utilization. The work of the Enrollment Services Team has, in a very short period of time, translated into increased retention for the College, increased academic support for students at risk, and increased cross-functional training of key staff in high student traffic offices.

The College has yet to complete a comprehensive review of staff and administrative positions; however there has been a number of reorganizations and realignment of reporting structures. The responsibilities of Human Resources and Equal Opportunity have been combined into one single office reporting through the Director of Human Resources and Equal Opportunity to the President. The Office of Institutional Research and Budget has been divided with the budget responsibilities reporting to the Vice President for Administration and Finance. The Director of Institutional Research has now moved into the area of Academic Affairs reporting to the Vice President for Academic Affairs, providing more support for faculty, institutional reporting and the Enrollment Services Team. The Grants Office has moved into the Academic Affairs Division from the Office of External Affairs and Development, and the Office for Special Events and Conferences has moved into the Student Life Division from Institutional Advancement.

Standard 4: The Academic Program

Salem State College has continued vigilant oversight of all academic programs, paying close attention to how each supports the College Mission, striking an effective balance between strong general education and major requirements, and continuing to make steady progress toward a culture of assessment. It is heartening to note that all of the projections for the Academic Program expressed in the 2001 Self-Study have come into reality. General Education Core Components have been intensively reviewed and strengthened. Cross-disciplinary programming has made greater use of a variety of pedagogical and technology-based strategies. New major programs and concentrations have been judiciously introduced. Additionally, the institution has met the new, more demanding Massachusetts Board of Education standards for teacher preparation by requiring an Arts and Sciences major for students seeking initial teaching licensure. Since the opening of Central Campus in fall 2003, anticipated growth in the performing arts areas has exceeded expectations and increased the use of technology in programs housed in that very high-tech facility.

At the same time, the College has worked diligently to address the concerns and suggestions regarding the Academic Program noted in the 2001 visitors' report. We have increased support for professional development of faculty, particularly emphasizing training in articulation and achievement of student learning outcomes and have accomplished revision of the core curriculum, including the addition of a diversity requirement, through the active governance process. Implementation of a systematic program review process (now in its 3rd cycle) has allowed departments to identify program goals and outcomes; receive scrutiny from independent, external reviewers; and to discuss directly with the administration, based on the findings of the reviews, the improvements needed to enhance student-learning including the allocation of resources in response to the recommendations.

The Undergraduate Degree Program

All Undergraduate degree programs are now subject to cyclical program review through disciplinary accreditations or program approvals (e.g., NASAD, NLN, NAST, NCATE, ACS, ABET, etc.), through state mandated reviews (e.g., Computer Science, Criminal Justice, Education, etc.), or through the internal program review process. Each of these reviews requires attention to the improvement of teaching and learning in all degree granting programs. Program reviews also provide faculty and administration the opportunity to periodically examine: (1) the relationships between program objectives and School and College goals, (2) the extent to which programs are meeting their objectives, (3) dimensions of program quality, and (4) the effective and efficient use of College resources.

Since 2004, eight departments have completed internal program reviews which included the following: (1) departmental identification of program goals, learning objectives and assessment tools, (2) preparation of a department self-study, (3) site visit and report by an external reviewer with particular attention to learning outcomes, (4) meetings of each department with administration to determine appropriate follow-up activities and to make decisions about support for the program.

The impact of instituting internal program review for programs not already subject to externally required review is noticeable. The preparation of the self-study, the site visit, and, most importantly, the visitor's report and follow-up discussions between the College administration and department all play a part in the department's understanding of itself and of its

position in the eyes of its peers and the College. All departments that have so far completed program review now have a Departmental Outcomes Assessment Committee and have identified an individual faculty member to be responsible for communication assessment results with the Dean's Office.

Other changes in oversight of the undergraduate degree programs include the development of a formal process for determining the resources needed for new programs at the time of program approval, initiating a mechanism for deleting from printed college documents courses which have not been offered recently, and the introduction of, in fall 2005, the requirement that all incoming students purchase a laptop computer so that faculty (who also are provided new computers on a regular basis) can depend on student access to computers. The laptop requirement allows more frequent and appropriate introduction of computer-based pedagogies into ordinary class work and increased attention to computer and information literacy in the curriculum.

General Education

In November of 2003 the President established a committee to review the Core Curriculum. The core was reviewed and revised during 2004, approved by the President in February of 2005, and will be in effect in the fall of 2006. The revised core requirements for each undergraduate major continue a tradition of providing depth and breadth in the subject and methodologies of the arts and humanities, the sciences, including mathematics and the social sciences. The revised core ensures that students completing the undergraduate program have a clearly demonstrated competence in written and oral communication in English, the ability for scientific and quantitative reasoning, critical analysis and logical thinking, and the capability for continuing learning. The students will also have had exposure to knowledge and appreciation of the aesthetic, ethical and diverse dimensions of humankind.

The changes and innovations in undergraduate programs and courses of instruction are submitted by departments and occasionally individuals to the All College Committee which transfers proposals to the College Curriculum Committee for action as the first steps in the governance approval process. The charge of the Curriculum Committee is clearly delineated contractually. Its charge is to review and where appropriate approve any revisions of existing curricula or proposals for new courses and programs. The Curriculum Committee has been charged with implementing the revised Core Curriculum in conjunction with departments, faculty and administrative areas.

The revised core addresses the College Mission, as well as the NEASC Standards for the content of General Education. It also ameliorates the 2001 reported concern regarding a place to discuss diversity issues in course content. A component of the revised core is the inclusion of a diversity requirement for all undergraduate students. One of the most significant changes is a more specific time line and sequence for completion of the core.

Departments offering specific components of the core will be assessing these new requirements. The English Composition Assessment project has now instituted common goals and objectives for all English Composition classes. The department utilizes a well-tested assessment rubric to analyze the success of their students in achieving writing and learning outcomes. Likewise, faculty teaching the other core requirements are in the process of developing mechanisms for assessing student-learning outcomes for these core areas in conjunction with activity of the College Assessment Committee.

The Major

Since 2001 several new undergraduate majors were approved by the College governance structure that includes the Undergraduate Curriculum Committee, (composed largely of faculty) and ultimately by the President and the Board of Higher Education. In addition the College re-named two existing degree programs to accurately reflect academic content and current accreditation standards. These new majors include:

Department	Degree	Comment
Music	B.A. in Music	New Program
Geography	B.A. in Geography	New Program
Occupational Therapy	B.S. in Occupational Health Studies	Re-titled program
Bachelor of General Studies	Bachelor of Liberal Studies	Re-titled program

The Bachelor of Liberal Studies reflects the current direction of developing interdisciplinary liberal arts based majors. These interdisciplinary majors are becoming popular as the Arts and Sciences second major required of Education majors because they address the broader content base needed for success on the Massachusetts Teacher Education Licensure exams as well as providing more applicable foundation material for Elementary and Early Childhood level teachers.

Six departments adjusted their majors by creating or refining concentrations within the major. New concentrations within already approved majors include:

Department	Concentration	Degree
Political Science	Comparative Politics	B.S. in Political Science
Geological Sciences	Earth Policy GeoArchaeology GeoTechnology Marine Geology Earth Resources	B.S. in Geological Sciences
Biology	Cell and Molecular Biology	B.S. in Biology
Interdisciplinary Studies	Value and Inquiry Peace and Intercultural Relations American Studies	Bachelor of Liberal Studies
Geography	Natural Resource Management	B.S. in Geography
Sociology	Child Studies	B.S. in Sociology

A new minor, Information Technology in the Arts and Sciences, is exceedingly popular.

Programs receiving accreditation during the past five years include the Sport Management Concentration (Sport, Fitness, and Leisure Studies Major) by NASSM, Computer and Information Studies by CAC-ABET, Nursing by NLN and CCNE, Social Work by CSWE and Occupational Therapy by ACOTE. The Chemistry Major was restored to full approval by ACS following substantial improvements in its curricular and physical resource structure. Criminal Justice was approved by the Board of Higher Education to offer its program under the Police Career Incentive Pay Program (Quinn Bill).

Graduate Programs

During the last half decade, the College has actively pursued the development of its various graduate programs, initiating new ones in response to emergent needs, as well as enhancing the administrative and student supports for graduate study. The Dean along with his staff and the Graduate Education Council have assumed leadership in regularly reviewing existing programs, approving new courses and initiatives, and eliminating some courses that are no longer taught. However, during this time, it has not been necessary to discontinue any graduate programs, nor are any such decisions pending.

The Graduate School has continued to assess students' perceptions of their educational experiences and to develop appropriate support services. In addition to the routine student course and faculty evaluations, the Graduate School has also collected data through periodic meetings between the Graduate Dean and various cohorts of students. Each year, the Graduate School surveys students completing degree programs. Information obtained through these efforts has led to a wide range of enhanced supports, such as new email access, online registration, online library databases, Graduate School and graduate program web pages, online application materials, and a graduate research room in the library.

As indicated in the 2001 Self-Study, the Graduate School has actively supported the development of new interdisciplinary programs. The Graduate School has also worked closely with individual department's development of their existing programs, as well as new ones.

A complete listing of all new graduate degree, certificate, and licensure programs since the 2001 Self-Study follows:

Program	School
MAT in Art	School of Arts and Sciences
MA/MAT in English (Dual Degree Program)	School of Arts and Sciences
MAT in Spanish	School of Arts and Sciences
MAT in Middle School Mathematics	School of Arts and Sciences
Certificate in English as a Second Language Teaching	School of Arts and Sciences
Certificate in Geo-Information Science	School of Arts and Sciences
Graduate Certified Financial Planner Certificate	Bertolon School of Business
Master of Education in Student Affairs	Schools of Human Services
Master of Education for School Business Officers	Schools of Human Services
Early Childhood Education Licensure	Schools of Human Services
Elementary Education Licensure	Schools of Human Services
Middle School Education Licensure	Schools of Human Services
Reading Education Licensure	Schools of Human Services
Secondary Education Licensure	Schools of Human Services
Fast Track Science Licensure	Schools of Human Services
Fast Track Mathematics Licensure	Schools of Human Services
Master of Science in Occupational Therapy	Schools of Human Services
Master of Science in Criminal Justice	Schools of Human Services
Certificate in Nursing Education	Schools of Human Services
Direct Entry Master of Science in Nursing	Schools of Human Services
MSW End-of-Life Concentration	Schools of Human Services

Student learning outcomes for Salem State College's graduate degree programs are assessed in multiple ways. These include comprehensive examinations, theses, portfolios, field experiences, licensure exams, and program reviews and accreditation reviews.

Integrity of Award of Academic Credit

Ongoing respect for the integrity of the award of academic credit continues to be reflected in the implementation of Academic Policies as stipulated in the College catalog. Effective College policies on Academic Dishonesty, graduation requirements, content of syllabi, student withdrawal and continuation, and other areas are reviewed by faculty-dominated committees and implemented by the faculty with rights of appeal made clear to students in written and electronic college documents. Only faculty may issue grades with administrative support for secure record keeping. It should be noted that in the 2001 review there was a concern for the lack of Curriculum Committee involvement in decision making for a period of time during labor negotiations. In contrast, during a similarly difficult negotiation period in 2003-2005, faculty continued working on all contract governance committees and provided vital review of all Curriculum and Academic Policy matters.

Assessment of Student Learning

Significant progress in assessment of student learning has been made College-wide since 2001. With substantial College support for faculty attendance at NEASC and NEEAN assessment workshops and with increased networking with individuals more experienced in assessment, Salem State College has moved into the next phase in the assessment of learning outcomes by establishing a timetable for departments to draft learning outcomes. We are now building these outcomes into the curriculum and developing assessment instruments. The fact that other accrediting bodies such as NCATE require clear performance and outcomes-based assessment also contributes to widespread development of meaningful assessments of student learning in all disciplines. The College-wide Assessment Committee has reconvened and is meeting regularly. The charge of the Committee is to assist with departmental assessment, hold assessment seminars and workshops, and conduct a survey to see what activities would be most useful to the College.

At the present time the College Curriculum Committee and the Dean of Arts and Sciences are implementing the new Core Curriculum. Following implementation, the new core will be assessed and we anticipate full involvement of all academic departments in assessment by the time of the next NEASC visit in 2011.

Institutional Effectiveness

Involvement of faculty, staff, and administration with all levels of program review and accreditation is stimulating more effective evaluation and more systematic assessment which in turn is gradually demonstrating improvement in academic offerings and student learning. Evidence of this impact is best seen in improved student writing as assessed longitudinally by the English Composition Assessment project. Likewise an increase in student experiential learning and internships has occurred as a result of input by program reviewers and industry advisory boards who contribute to assessment activities in the departments.

Standard 5: Faculty

Teaching and Advising

As of June 1, 2005 Salem State College had 286 full-time faculty. In the fall semester of 2004, there were 204 part-time faculty and in the spring semester of 2005, 210 part-time faculty taught courses in the Schools of Arts and Sciences, of Business, and of Human Services. There has been an increase in the percentage of full-time faculty who possess doctorates to 72 per cent, and the College is actively working to ensure that all future hires have a terminal degree (usually the doctorate) in their field. Each year, the College's Department Chairs, Academic Deans, and Vice President for Academic Affairs prepare a list of positions to be filled that is sent to the President for approval. This process seeks to address the competing needs consequent upon increasing numbers of senior faculty retiring and shifts in student enrollment patterns and course offerings. The aim is to ensure that areas of growth are represented in faculty hiring decisions without adversely affecting those departments seeing a significant number of faculty retirements. The College has recently streamlined its processes so that job positions can be posted far earlier in the recruiting cycle than was previously the case, and, additionally, the College now works on a three- to five-year planning cycle for faculty hires so it is better positioned to address developing trends.

Recognizing the importance of a teaching faculty representative of the broader community, the College continues to seek to recruit and retain faculty from minority groups. The number of faculty who identify themselves as minority is seven per cent. Fifteen faculty members chose not to report their ethnic status. Hiring for fall 2005 has increased the number of minority full-time tenure-track hires coming to campus. Twenty-three per cent of new hires in the School of Arts and Sciences for fall 2005 are minority faculty. The College faces stiff competition when it comes to retaining minority faculty.

Faculty are expected to teach twelve undergraduate semester hours of credit instruction per semester. The average class size for classes with five or more students enrolled in spring 2005 was 18.89. In fall 2004, it was 20.35. In that same period, the largest class had 69 students enrolled. Release time for Alternative Professional Responsibilities is available to faculty engaged in activities designed to improve the academic offerings and environment of the College. In Academic Year 2004-2005, faculty utilized of 855.75 credit hours of APR.

Professional development continues to be an important means of improving faculty members' teaching abilities. The College continues to make strides to support the professional development opportunities for faculty. As well as contractually defined professional development opportunities, the Vice President for Academic Affairs and the Academic Deans actively support faculty participation in Salem State College and off-campus professional development activities.

Contractual Professional Development Support (MSCA Continuing Scholarship funds) allocation is calculated on a system-wide basis in compliance with the collective bargaining agreement. Per capita awards were as follows:

Year	Amount	Carry-Over/Supplemental*	Total
FY02	\$ 552.00	supplementary awards ranging from \$79 to \$506.51	Varied
FY03	\$ 568.00	N/A	\$ 568.00
FY04	\$ 580.00	\$ 128.97	\$ 708.97
FY05	\$ 575.00	\$ 84.25	\$ 659.25

There have been other significant recent college-wide investments in faculty development, primarily but not exclusively designed to enhance the classroom experience of faculty and students. Three such activities are representative of the whole:

- Salem State College is one of the participants in the Carnegie Foundation-funded COPPER (Communities of Practice: Pooling Educational Resources to Foster the Scholarship of Teaching and Learning) program. Eight diverse institutions have partnered to create an evolving, interdisciplinary community of practice focused on the scholarship of teaching and learning. The goal is to create communities of practice that are vital, collaborative, connective, and communicative within and across institutions. Results from COPPER practices are shared with Salem State College faculty by faculty-led organizations such as the Council on Teaching and Learning.
- Salem State College has begun to institutionalize assessment and the faculty committee on assessment is increasingly active. Members have participated in workshops and summer institutes organized by the New England Educational Assessment Network. Other faculty participated in the Just-in-Time Teaching, an NSF short course for college faculty. These efforts have resulted in collaborative efforts with the Vice President for Academic Affairs office to lay the ground work for a College-wide effort to identify significant student learning outcomes and on-going assessment of student learning.
- Over the past two years there has been a significant investment in the Grants Office, which is now part of Academic Affairs, and the staff has increased to two full-time and one part-time employees. Faculty are increasingly active in seeking grants for professional development, research, and teaching. In FY 2002, Salem State College academic areas received grants totaling \$3,029,092. In FY 2005, the comparable figure was \$3,715,556.

In March, 2002 the 2000-2003 faculty contract agreement was funded and faculty received substantial salary adjustments approximating 10 per cent in year one and 4 per cent in years two and three. These adjustments addressed system wide inequities in salaries. After protracted negotiations, the parties agreed in March 2005 on a 2004-2007 agreement which will provide approximately 4 per cent annual increases on base salary. Legislative funding was provided and in January 2006 the governor signed the bill into law. It is expected that faculty governance at Salem State College will continue to operate along the same lines as it has in the past. Post-tenure review started during the previous contract and will be strengthened with the implementation of the new contract.

Salem State College has addressed several of the areas of concern affecting teaching identified by NEASC in its last site visit. For example, Central Campus opened in fall 2003 and the Bertolon School of Business, the Department of Music, and Information Technology relocated to this campus. This significantly increased the office and classroom space available to faculty. Five full-time music faculty now have individual office spaces, where previously they shared office space, except for the chair. Thirty-one new business faculty offices were added, so that full-time business faculty now have individual offices. Again, most of them had shared offices prior to the move. There are twelve new fully smart classrooms in Central Campus and six new music practice rooms.

The opening of Central Campus allowed other changes as well. The Nursing faculty now have sixteen individual and five shared offices. This is a considerable improvement from two years ago when all but a few of the offices were shared. The Criminal Justice department moved

to some of the vacated office space in South Campus from North Campus, and this allowed the departments of Political Science and Sociology to each have their own office space on North Campus.

The Economics faculty was relocated from South Campus to Meier Hall on North Campus, and are now fully integrated into the operations of the School of Arts and Sciences. Each faculty member in Economics has an individual office. Classroom space freed up on North Campus by the opening of Central campus is now being fully used by departments that are primarily housed on North Campus. This allows for greater flexibility in scheduling, both in terms of time and the number of sections offered.

Significant renovation was performed on South Campus in summer 2004 and substantial work was done in Meier Hall on North campus during the summer of 2005. In particular, a state-of-the-art high technology classroom and a computer lab for Psychology majors are available for instruction. In the summer of 2006, major renovations will be made to both the History Department and the Psychology Department faculty office spaces.

Salem State College recently completed a new strategic plan that aims to guide the College's activities through 2008. One major commitment of the senior administrative officers of the College is the creation of a Strategic Plan Management Implementation Team. This team is charged with ensuring that budgetary decisions and processes are aligned with the strategic plan of the college. This will enhance the integration of the budgetary process and the College's core commitment to teaching.

Other initiatives to improve teaching are under way. There is continuing commitment of academic departments at Salem State College to seek external accreditation where appropriate. This brings with it a commitment of the College to provide financial support for needs identified by the faculty in departments seeking external accreditation.

Departments that are not eligible for external accreditation have begun a cycle of program review that includes a site visit by an external visitor. There have already been significant outcomes as a result of the first two years of program review activities (the College is in the middle of the third year as this report is being written). Among steps already taken as a result of program review:

- An increase in the number of full-time tenure-track hires in the History and English Departments. Last year, English and History both hired two faculty members on tenure track, and they will do the same this year, an increase of 100 per cent from pre-program review hiring plans.
- The creation of a top-of-the-line Smart Classroom in SB 311, primarily for use by Math department faculty teaching both Major courses and also service courses taken by the vast majority of students enrolled at Salem State College.
- Planning is under way for a significant redevelopment of classroom, faculty, and computer laboratory space for the Geography Department that should result in significant improvement to all three areas.

The program review process has further integrated faculty-identified academic needs with the budgetary processes. However, the college continues to operate in an environment of limited state support and must remain keenly aware of the need to control budget growth in light of realistic expectations.

Advising

Advising continues to be part of full-time faculty's expected work commitment. Upgrades to the College's databases and the on-going efforts of the Advising Task Force, established by the Vice President for Academic Affairs, are helping to improve advising. Additionally, the College has implemented on-line registration and expects this will streamline the advising and registration process for both faculty and students.

Individual departments throughout Salem State College have designed and implemented their own specific advising procedures to better serve students who are either majors in that department or who are taking a sequence of courses offered by the department concerned.

Some examples of these practices are as follows:

- **Computer Science:** The department has a specific advising document that is shared with all majors via the department's student listserv. The document is posted on the departmental web site and also on an advising bulletin board outside the departmental offices. Additionally, the department is developing an on-line system that allows majors to sign up for advising appointments with their advisor.
- **Interdisciplinary Studies:** All first-year, undeclared students enroll in IDS 108 and 109 for their first year at College. This seminar offers group advising and information on academic policies and procedures, in addition to individual advising throughout the year. As part of this course, students are required to attend the annual majors fair.
- **Psychology:** In fall 2005, the Department of Psychology held its first annual "Welcome to the Department of Psychology for Psychology Majors and Minors." The purpose of this event is to introduce psychology majors to faculty in an informal environment, to brief students about changes in the department (e.g., the new Psychology Lab), to invite students to join Psi Chi, to explain the nature of the psychology major, to answer any questions that they might have about the department, and to elicit any suggestions the students might have about the department. Additionally, the department offers an advising seminar, "How to Apply to Graduate School" at least once each academic year, usually in the fall semester. This seminar is presented by full-time faculty in the department and is open to all students at Salem State College.
- **Theatre and Speech Communications:** To help advise students in the Theatre and Speech Communications Department, every incoming student is provided with a student handbook that explains department and College policies. First-year students participate in the first-year lab that helps to advise and to orient students to the College and to the department. BFA students are advised on tracking and standing in the program every semester in a mandatory audition/interview.
- **Freshmen First:** In fall 2005, a Freshmen First initiative was implemented throughout the College. This Collegewide event offered an opportunity for all incoming freshmen to meet with their departments and advisors and was held during community time to allow students the opportunity to attend without missing classes. Initial feedback indicates the event was successful and the College will hold another in fall 2006.
- **Education:** Beginning in 2004, the School of Education established advisory groups of small groups of students and a faculty advisor. The groups meet regularly throughout each semester to share experiences, seek advice and to get to know and learn from each other.

Scholarship, Research and Creative Activity

Salem State College remains committed to its core mission of teaching, while at the same time seeking to honor and foster academic research. Salem State College's faculty are highly productive as scholars and artists particularly given the heavy teaching loads of the faculty. Periodically, the Graduate School compiles a listing of the recent publications, presentations at scholarly conferences, artistic exhibitions, grants received, and areas of research interest of the faculty. The most recent compilation included the achievements of 111 of the faculty. The faculty listed 243 publications and 308 conference presentations, the vast majority of which were from the period 2001-2005. Several scholarly books were listed along with presentations at national and international conferences.

There has been a substantial increase in the number of travel awards made available to faculty over the past three years and the College has also hosted some significant academic conferences, including the New England Occupational Therapy Education Council, the regional annual meeting of the American Psychological Association, and the International Nathaniel Hawthorne Conference. One business faculty served as program chair for the 2005 annual meeting of the North Atlantic Regional Business & Law Association. In addition, a member of the Political Science Department whose research in the People's Republic of China is supported by both the School of Arts and Sciences and the Vice President for Academic Affairs.

Faculty from the Bertolon School of Business were active in international business. In 2005, faculty planned and participated in the annual meeting of the Academy of African Business and Development held in Dar-es-Salam, Tanzania and two business faculty presented a paper at the same conference. The School of Business also supports a Center for International Business and Economic Studies.

The faculty support off-campus scholarly activities by mentoring students through membership and participation in events such as the National Council of Undergraduate Research annual conference and by sponsoring student participation in discipline-specific field experiences. For example, this past year financial support was offered to students and their sponsoring faculty to travel to places as diverse as British Columbia and Colorado to participate in peer-reviewed conference proceedings. Furthermore, there has been a major growth in undergraduate research at Salem State College over the past five years. The annual School of Arts and Sciences sponsored Undergraduate Research Symposium has grown into a major academic event. The number of graduate assistants available to individual faculty or to departments to assist in research and writing has grown from 16 in 2000 to 36 in 2005.

The Graduate School has also developed programs to assist faculty in enhancing the quality of their various offerings, including workshops, support for conferences, symposia, and research support. The Graduate School has provided funds for international conference participation and funds an annual seed grant research program to promote funded research. The Graduate School, furthermore, has supported the Center for Teaching Innovation, the purchase of library materials, and the recruitment of new faculty.

Program review has also resulted in significant increases in support for faculty research and travel. For example, as a direct result of program review recommendations, Sociology faculty have been supported in travel to Nova Scotia, Norway and Sweden. The Political Science Department successfully conducted its first fundraising outreach to alumni and has established a donor-funded budget line to support the Model UN Program. Communications faculty have been

supported in travel to DePauw University for the major annual student-scholarship conference in the field. Foreign Languages faculty have been supported in travel to Philadelphia, Baltimore, and the Republic of Colombia.

In November 2006, the College will host the Northeast regional meeting of American Society for Eighteenth-Century Studies, the largest regional meeting of the society. This is a truly interdisciplinary undertaking involving faculty from Foreign Languages, Art, Business, Biology, History, and Mathematics as well as the Graduate School and the Dean's Office of the School of Arts and Sciences.

Standard 6: Students

Admissions

The mission of the Office of Admissions is to target, recruit, and matriculate qualified full-time students. The admissions screening process aids in assessing the academic potential and readiness of prospective students. The criteria for regularly admitted students are listed in Salem State's catalog; the use of these criteria ensures that admitted students have a reasonable potential for success in completing a degree. The criteria include secondary school preparation, standardized test scores, recommendations from most recent high school or college attended, employment, professional training, and life experiences (for adult students). These criteria are published in the various college publications. Salem State also provides a special-admit program for students who show a potential to succeed at the college level but do not meet all the regular admission criteria.

Salem State College does not discriminate on the basis of race, gender, religion, economic background, sexual orientation, demographics, or physical or learning disabilities. In addition, the College's Multicultural Student Recruitment Initiative, designed to increase the enrollment of multicultural students at Salem State College, is proving to be quite successful. The College has identified thirty-one high schools for its recruitment efforts to increase enrollment of ethnically diverse students at Salem State College. By working collaboratively with these high schools for admissions to the College, the institution has built positive and productive relationships with multicultural high school seniors and has seen an increase in the number of qualified diverse applicants.

Salem State's policies and procedures comply with equal opportunity legislation and are consistent with the Massachusetts Board of Higher Education policies and the College's mission. The mission and goals of the College are stated in its publications, which include the Catalog, Viewbook, and Student Handbook.

Retention and Graduation

The Supplementary Instructional Program and the Early Alert Program for admitted freshmen are designed to ensure that first-year students make a successful transition to college academic work, use all of the resources that are available to ensure success, and become active and responsible members of the Salem State College community. The Alternatives for Individual Development Program and the Developmental Skills Program provide additional support for educationally and economically challenged students. The Academic Advising Center provides a comprehensive intervention program designed to help students who have encountered academic difficulties to reassess their purpose in attending college and to become more responsible for their personal and academic lives. The Center engages them in a variety of educational support activities designed to increase their academic performance. Each of these programs is designed to enhance the college's retention efforts. Orientation programs for first-time and transfer students, commuter students, and international students also support student retention.

Recently the College formed an Enrollment Management Team, charged with developing programs and strategies, designed to enhance both retention and graduation at the college. Although this effort is relatively new to the college, preliminary survey and anecdotal evidence are positive, with both the current retention and graduation rates showing improvement. These recent efforts have contributed to an increase of approximately 4 per cent in student retention and

8 per cent in the College's graduation rate. Currently, Salem State College's retention and graduation rates exceed the average of their peer institutions.

Student Services

As noted in the 2001 NEASC Report, one of the areas of concern was the desire to create a stronger sense of community on campus. During the years since that report was submitted, the campus has undergone a number of dramatic changes. One of the most significant has been the enhanced collaboration between the Student Life and Academic Affairs areas. Examples of some of those collaborative efforts include: establishing a credit and non-credit Experiential Learning program with academic departments coordinated through the Career Services Office; developing a Faculty In Residence program in the College's new Central Campus Residence Hall; including students in decision-making opportunities such as open forums regarding the Core Curriculum and arming campus police officers; having more students participate in all aspects of the College Governance structure; developing the Take a Professor to Lunch program; and encouraging additional student participation in campus committees through appointments by the Student Government Association. In addition, under the guidance and direction of the Assistant Dean of Students, a new Master of Education in Student Affairs was developed. This program received the necessary approvals from the Graduate School and the Board of Higher Education and offered its first classes fall 2004.

Students were also invited to participate in the College's 150th anniversary events. Participation began with a formal dinner in October 2003 followed by a year of anniversary activities. Of special note was a student competition to design an anniversary logo and stationery that would be used throughout the year which a Graphic Arts student won. His logo became the symbol to the College community and the public of this important milestone in the College's history.

The College's Central Campus became a reality with the renovation of one of the larger facilities into the new home for the Bertolon School of Business, Information Technology offices, Music Department and Recital Hall, a new Central Campus Residence Hall which accommodates 450 students living in six-person apartments, two faculty living in residence, and the Campus Bookstore. The development of the Central Campus created a bridge between the North and South campuses for the community. No longer is there an isolated feeling of those who live, study or work on either the North or South campuses. The new resident students at Central Campus have energized campus groups and clubs, the Intramural Program, and campus events and services in general. The large, grassy Quad in front of the Central Campus Residence Hall allows for that important recreational green space that has never previously been available for students. There was also an effort to provide on-campus housing for the majority of new freshmen on North Campus. The College has made a two-year housing commitment to these students in an effort to increase retention and strengthen the relationship between the student and the institution. With more students on campus, every event has experienced increased attendance, including NCAA athletic contests, intramural programs and theater productions. It is believed that each of these initiatives has allowed the College to develop a stronger sense of community with its students.

A Commuter Services Office has been reestablished recently and continues to expand and diversify its programs and offerings to students. A newly renovated lounge has been designated as the Commuter Student Lounge that includes numerous Internet stations. This space has been

extremely successful and serves as a place for commuters to socialize in between classes and events. A Commuter Mentor Program has also been initiated during this past academic year to provide commuter students with an opportunity to interact with other commuter students. The Student Life Division expects this office will serve as another communication vehicle to enhance the connection to students. A Commuter Meal Plan was established for all commuter and new transfer students as a way of keeping students on campus and allowing them to interact in one of the dining areas with their peers and/or faculty. With the establishment of an enhanced one-card system on campus, upper-class commuter students utilize the plan in larger numbers than in the past.

Several other actions designed to allow the College's faculty and administrative staff to connect with students includes the new laptop initiative for incoming freshmen, wireless technology, and an improved e-mail system. It is believed that the use of this technology will aid tremendously in creating a stronger sense of community between the College and its students.

Another important change on campus that affected the sense of community was the September 11th event. The impact was immediate. Given the proximity of the Boston airport to the College, the circumstances surrounding the event and its aftermath had very local and personal effects. Some members of students' families were employed by the affected airlines and lost in the tragedy while other students/employees who were members of the armed forces were sent to the Middle East. Within days of the crisis, the Student Life Division organized events that brought students and faculty together to discuss its causes, the potential consequences and how to assist the many families who had lost loved ones.

The Student Life Division is developing an online Master Calendar for all events on campus. While we now have multiple calendars, this vehicle will be housed on the College's Web site and allow on and off-campus community members' full access to the many events that occur at the College on any given day.

Special Learning Needs of Students

The Office for Students with Disabilities provides support and information for students needing this service. The New Student Orientation Program that occurs each summer highlights the Office for Students with Disabilities and encourages those students with a disability to seek out its services. Several years ago the Student Life Division did an extensive review of campus policies with special attention on how they were written and distributed to students. During their orientation, new faculty are informed about the Office for Students with Disabilities and the support it provides for students. Other important collaborations in which the staff of the Office for Students with Disabilities participates include Residence Life training with the Resident Director and Resident Assistant staff, student leader training, meetings with Department Chairs, and classroom presentations about the office and the services it provides.

Staffing In Student Life

While funding for additional staff in the Student Life Division has been limited over the past five years, the Division has responded to the developing exigencies of the students and the institution. In addition, it has also been able to increase the overall diversity of its staff. For instance, the President approved an Assistant Director for Multicultural Affairs several years ago, a part-time Sports Information Director for this next academic year, a Staff Assistant in the Campus Center with primary responsibility for Commuter Students, an additional Staff Assistant in the O'Keefe Center for building operations, an additional Nurse Practitioner for Health

Services, and an additional Public Safety Officer as a result of a significant Federal grant. As a result of opening the new Central Campus Residence Hall, eight additional professional, clerical, and maintenance staff were hired specifically for this building. In addition, the Office of Special Events and Conferences has recently been transferred to Student Life.

PeopleSoft Technology

The implementation of the PeopleSoft technology project put a tremendous strain on the staff that was responsible for the implementation and for those who were required to enroll in the training once the system was installed. Administrative services at the College have improved and are more accurate than those services available prior to the system's implementation. However, the cultural change the College encountered was much more dramatic than anticipated. Since the initial implementation several years ago, the College has experienced a major system's upgrade to a new version of the product that will improve the direct services available to the students, such as web-based class registration, add/drop activities, reviewing grades, financial aid information, and billing.

Standard 7: Library and Other Information Resources

Salem State College's Strategic Plan identifies the Library as a key support area and affirms the need to foster the growth and development of library collections, resources and materials, and to address neglected facilities issues. The Library has developed new mission and vision statements, and librarians are working on a new strategic plan to guide the next five years. In January 2005, the Library realized its goal of hiring a permanent Dean of the Library, Instructional and Learning Support. The hiring of a permanent dean has had a positive impact on the overall administration of library operations, the growth and development of programs and services, and advocacy and fundraising efforts.

The 2001 NEASC report noted that funding for library collections were "not adequate to support the extensive array of undergraduate and graduate programs at Salem State." Subsequent elimination of Educational Reference Materials (ERM) support for public higher education libraries in the Commonwealth further eroded library materials funding. Internal reallocations within the College, 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 five years, the Library has expanded its array of electronic resources considerably, transitioning as many journals into electronic format as possible. Print journal titles decreased from 1,741 to 747, while electronic full-text journal titles increased from 4,600 to nearly 26,000. Print and media holdings have grown very slowly, from 303,812 to 311,953 bound volumes. Generous donations of materials continue to supplement collection funding. Most recently, the estate of the late Education Professor, Dr. Diane Bushner, donated thousands of journals and books. The Archives also received the donation of the Patrowicz Family's Historic Map Collection. A significant increase in materials funding for FY06 will support continued conservative growth of quality print and media collections, and further development of critical electronic resources. The Salem State College Library added eighteen new subscription databases in FY2006, including JSTOR's Arts and Sciences, I, II, III, and IV.

The Library is open 90 hours per week during fall and spring semesters, and 73 hours per week during summer session. Regular hours of service are 8 a.m. to midnight, Monday-Thursday; 8 a.m.-5 p.m. Friday; 9 a.m.-5 p.m. Saturday; and 2 p.m.-11 p.m. Sunday. During final exams the Library is open 24 hours a day.

Currently, there are eleven full-time and two part-time professional librarians. A search was completed in fall 2005 to fill one professional vacancy. The Library anticipates that the new librarian will be on board by the start of the spring 2006 semester. A search is scheduled to begin in spring 2006 for an additional professional position. As of FY 06, the Library expanded the availability of professional assistance in the Reference area to include five of the nine hours that the library is open on Sundays. The library has requested an additional, full-time evening classified position, with a primary responsibility designated for electronic reserves.

SSC Library is now moving to a subject specialist model for its professional staff; one librarian has already agreed to act as a subject specialist for the Bertolon School of Business. The model establishes reference/instruction librarians who provide reference service in a centralized reference environment, share in general library instruction and information literacy initiatives, and participate in evening and weekend reference rotations. Their primary focus, however, is to serve the specialized needs of the students and faculty in a cluster of academic departments. As subject specialists, they provide specialized one-on-one research assistance to students and faculty, deliver basic, intermediate and advanced library instruction sessions, develop

instructional materials, web guides, and pathfinders, work with faculty developing course bibliographies and integrating information literacy competencies into the curriculum, develop the Library's collections (in all formats) for the assigned areas, and serve as the primary library contact for students and faculty in assigned departments. This model establishes a strong partnership between the Library and the academic departments, combining library and subject expertise to serve the needs of the academic community. Future hires will assume a librarian and professional subject specialist responsibilities.

In FY05, five librarians conducted 155 formal instructional sessions. An estimated 2,500 students were reached through formal instructional sessions. Patrons also received personal assistance from librarians, on a walk-in basis and by appointment. In a typical week, 800 library users are assisted in the reference area, including students, faculty, and members of the general public. Librarians also traveled to satellite campuses in order to facilitate access for distance learners and collaborated with the Graduate School on a presentation for program administrators at the Northeast Consortium for Staff Development.

Librarians present a broad array of educational programs for faculty, such as "Learning-Centered Information Literacy" at the Council on Teaching and Learning annual conference, and "Finding Scholarly Information on the Internet" for the Bureau of Faculty Research. One librarian wrote a chapter on accessing library resources for inclusion in the First Year Seminar textbook; a second chapter on searching the Internet is anticipated. Librarians secured a grant (2005) from the Council on Teaching and Learning for a proposal on "Using Laptops to Re-conceptualize Information Literacy Instruction in First Year Seminar." Other librarians presented workshops through the Center for Teaching Innovation (CTI), such as "Transforming Library Instruction with Laptops." Librarians also presented a well-attended session at the Future is Now Conference, FIN 2005, "The Library at your Laptop."

Communication between the Library and Information Technology has improved considerably, expanding collaboration in providing user support and training for major technology initiatives. Librarians serve on the planning committees for the College's laptop initiative. Information Technology staff met with the entire library staff to discuss the laptop initiative and librarians also attended a workshop by IT on using laptops with wireless networks. Librarians presented a full-day segment at a summer laptop boot camp for faculty.

SSC Library's web page is routinely maintained for accuracy and currency. Librarians write guides to resources and to conducting research, and post them on the Library's web site. The web site includes links to external 24/7 Reference chat help and law library services, and an internal "Ask A Librarian" email service. Links to scholarly web sites and electronic reference resources are periodically reviewed, revised, and updated. SSC Library now subscribes to EBSCO A-Z, an online serials management system that provides electronic links to the catalog and online databases. LinkSource, an open URL resolver, provides full-text linkage between database systems. SSC Library also subscribes to Enhanced EJS, a resource that facilitates access to electronic journals. SSC Library installed an updated version of JAWS (Job Access with Speech) software that assists people with visual impairments and the Office for Students with Disabilities provided an instructional session for reference personnel.

Library users have clearly taken advantage of improvements in technology. The FY05 annual report from Interlibrary Loan (ILL) relates that students and faculty are requesting items not owned by SSC Library via email and the web. Faculty prefer using email and students favor the web avenue. Also, ILL notes that more Massachusetts libraries are taking advantage of the

virtual catalog (VC) and seem to be making more ILL requests via that route rather than by email. The College also participates in NOBLE (North of Boston Library Exchange) consortium. Recent hardware and software upgrades by the consortium have added to the Library's integrated library management system. Circulation reports for FY05 indicate that the number of patron-initiated web renewals increased to 1,879 from 1,323 the previous year. And the number of patron-initiated holds increased five-fold 326 in FY04 to 1,644 in FY05. For several consecutive years, SSC Library has been a net lender through Interlibrary Loan, loaning more items (books and periodical articles) than it has borrowed.

The 2001 NEASC report cited the physical facility as a particular area of concern, no longer "adequate to house the collections and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among students, faculty, and staff." Since that time, some improvements were made to the safety and security of the library building. Panic buttons were installed at key service points, and two-way radios were purchased for Circulation staff. Lighting was improved throughout the building, and elevators were upgraded and the reference desk was modified to accommodate wheelchair access. SSC Library has secured funds through the College to consult with an architect during the summer of 2005 regarding the proposed relocation of the Archives. The facility requires an estimated \$6 – 9 million in improvements to address long standing structural issues. The College has recently received approval from the Board of Higher Education and the Division of Capital Asset Management to undergo an engineering study surrounding these issues. In fall 2005, significant improvements to the building façade and roof were undertaken. Plans to improve space utilization and to upgrade furnishings in public areas are also critical if we are to provide an adequate learning environment.

Budget cuts have impacted the replacement cycle for desktop computers. Information Technology has worked closely with the library personnel to utilize computers for the maximum efficiency, trickling down older computers to areas with low technology needs. Significant upgrades were made to publicly accessible computers and to workstations in the library's instructional classroom. Several staff computers and printers were also upgraded. Over the past two years over half of the targeted equipment has been replaced with new or less than 3 year old equipment.

SSC Library participates in ongoing collection development through NOBLE's Collection Assessment Project. The annual reports for acquisitions, the Education Resource Library and reference, relate various collection development activities, including weeding, evaluating and reorganizing. Librarians discussed assessment with the Dean and with Academic Affairs in the fall of 2005 and are seeking appropriate tools to adopt.

Standard 8: Physical and Technological Resources

Over the past five years the Office of Facilities Management has undergone a significant reorganization to more closely meet staffing standards established for the industry (APPA). A complete custodial staffing plan was developed, implementing a resource-leveling plan which established custodial task categories, levels of cleanliness, and frequency of tasks that meets APPA standards. Additionally, the Maintainer I custodial positions (entry level) were elevated to Maintainer II positions, empowering the custodial staff to become more self-directed, to be personally responsible for the areas assigned to them, and to better position the College to recruit better trained staff and improve staffing retention levels. The custodial supervisory ratios were greatly reduced by upgrading an existing Maintainer II position, thereby reducing custodial supervisory level to nearly 10:1.

In the maintenance trades shops, two additional HVAC II positions were added to help maintain the ever-expanding HVAC equipment, and two trades-worker positions were upgraded to trade specific positions, one which gives us a greatly needed second in-house painting position, and the other to a carpentry position, enabling us to better meet the enormous demand for carpentry repairs. Additionally, the College added an in-house plumber position, significantly reducing both the cost and time delay associated with contracted plumbing repairs.

Departmental funding for non-salary, non-utility operations was a significant problem through FY03, during which the annual budget was reduced to nearly half of its FY00 funding levels. However, recent budget restoration efforts have since increased the annual budget to nearly the FY00 levels (adjusted for inflation). Additionally, project funding has been improving somewhat in the last few years. Of particular note, annual funding for the newly established Dean's List projects (e.g., small repairs to academic spaces identified and prioritized by the Deans themselves) has been well received.

Of particular concern to the accreditation team was the physical condition of the Library. Since the 2001 Accreditation effort, the College has spent nearly \$1.5 million dollars to make necessary repairs to the building. These projects included central chiller replacement, energy conservation improvements, structural and brick stabilization, replacement of both elevators, installation of a panic alarm system, carpet replacement, electrical switchgear and underground primary electrical wiring replacement, and the first phase of an extensive exterior masonry repair should begin in the spring 2006.

The department's operations and capital planning staff work closely with department chairs during academic accreditation efforts to see that program spaces meet accreditation standards. For example, we are currently doing extensive work to the theater space, and last year significant changes were made to the nursing and computer science spaces. Similar efforts are done for each accreditation effort for all academic departments.

Since the 2001 College NEASC Accreditation effort, nearly one-third of lecture classroom spaces have been retrofitted with smart level technology and several have been fully outfitted for distance learning. Additionally, the College is currently completing a 100% space use/utilization survey. Following this audit, an inventory of instructional equipment will be completed and each classroom will be identified by the level of technology installed within each classroom to assist the Registrar with classroom registration and room assignments.

In 2003, the College completed a comprehensive ADA audit of all buildings on campus and each building is now scheduled to be re-audited every three years to ensure that accessibility is

maintained. Each capital project now includes an ADA review during scope development to allow us to make opportunistic accessibility improvements during construction periods. We are also tracking the cost of ADA specific elements within all capital projects. In FY05 the total ADA related expenditures exceeded \$844,000 and included three elevator replacements/retrofits, fire alarm system replacement (strobes, horns, etc.), curb cuts, ADA signage, railing replacements, door hardware, and modifications to the athletic field entrance and bleacher replacement. Also, the grade of the entire Central Campus was raised to allow 'at grade' ADA access to all of the buildings on the site.

All of the College's construction meets all legal requirements, with a focus on the specific needs of the community. The Residence Village project, a 450-bed dormitory opened this past year, is under LEED Certification review. Also, the College has reduced its CO₂ emissions levels nearly thirteen per cent in the past three years, well on the way to meeting the twenty-five per cent reduction goal by 2012. The spring 2006 central boiler replacement project should bring the College's goal within reach. Also, the College has been investing significant amounts of money each year into projects meeting sustainability guidelines, greatly reducing utility use and waste stream.

This past year the College worked jointly with the City of Salem and the Salem Conservation Commission to review storm water management conditions and explore options the City may have in solving the South Salem flooding problems. Also, we continue to monitor flora and fauna at the salt marsh area on Central Campus and to review the progress of native grass replacement and tidal improvement efforts at that site. The College is also working with the State's Sustainability Office in an effort to identify grants and projects. It is anticipated that the College will staff the sustainability effort with a full-time staff member. This position will focus solely on improving the environmental and ecological profiles. In FY03 the College reached compliance with Integrated Pest Management principles, and has completely replaced the routine cleaning supplies with green compliant chemicals.

In 2003, the College hired an architectural/engineering firm to perform a complete condition assessment of every building to identify the level of deferred maintenance. Each building is now reassessed every three years and the allocation of project funding is made using the priorities assigned by this audit. Additionally, deferred maintenance funding is included in every capital project authorized. The state has identified a goal of doubling the money available for structural/mechanical deferred maintenance in the next year or so. It is hoped that the College will see significant improvement in the funding provided by the State to reduce the level of deferred maintenance at the College. Additionally, the State is implementing a Statewide Budget Allocation Model utilizing a budget formula as a tool for advocacy and impartial allocation of campus appropriations. The formula has three components: Instruction, Support Services, and Physical Plant. These formulas utilize standards taken from nationally recognized professional associations (National Center for Higher Ed Mgmt Systems (NCHEMS), Integrate Postsecondary Ed Data System (IPEDS), and Association of Higher Ed Facilities Officers (APPA). The budget model will be updated annually to reflect changes in enrollment, program demand (registered credits by course type), peer support services spending, physical plant changes, and utility consumption. Also, capital adaptation and renewal budget goals have been revised from five to ten per cent for FY06. It should be noted that physical plant expenditures make up 26 per cent of total statewide funding, with support services with 36 per cent and instruction totaling 38 per cent.

All of the College's projects are prioritized and approved at Cabinet Level (unless specific project funding is authorized by the State). Every project's scope is developed with an eye on the identified deferred maintenance and ADA needs assessments and accreditation standards. Also, the College continues, every year, to exceed the physical plant reinvestment goals established at five per cent of the College's annual operating budget.

The state is implementing a Statewide Strategic Capital Planning Initiative, with intent to apply a standardized methodology that will identify the "gap" that may exist between current and desirable space allocation and room usage patterns. Whereas the previous phase of the Strategic Capital Planning Initiative in 2002/03 quantified the aggregate square footage need for classrooms and laboratories, the goal of the new space utilization study is to examine the relationship between course size and room capacity, including preferred room capacity, as well as to evaluate scheduling patterns. Capital and non-capital recommendations will then be made for aligning utilization patterns with agreed-upon guidelines based on current enrollment patterns and trends.

Over the past five years the growth of technology infrastructure has been rapid. The network backbone is being upgraded to a gigabyte; it currently covers most of the academic buildings at the North and Central Campuses. Bandwidth allocations for academic areas have been insulated from administrative traffic and increased to 13 MBs to accommodate teaching and learning needs. Virus protection is on every machine on campus and available without charge to all students and is automated in the dorms to provide increased security against viruses. A network appliance specifically designed to handle junk mail and spam has also been installed. In addition, networking services worked directly with the library to implement a new proxy server which allows users to access online resources from off-campus locations.

In the past year, several new technologies have been introduced: a state-of-the-art secure wireless network, self-service student information systems, a more robust email package, and a portal. Several new student and instructional services further enhance information resources: video streaming server, the image portfolio server, and Blackboard. Introduced in 2000, use of the Blackboard course management system has grown considerably. Faculty accounts have increased by 70 per cent; the number of active courses has doubled. Student use has risen at the same rate as faculty. WebCT, a new course management system that offers more advanced tools and enhanced faculty support, was introduced in fall 2005.

Faculty need for technology-enhanced classrooms continues to outstrip availability. To combat this we have added the flexibility of portable laptop labs that utilize the wireless network to convert standard classrooms to computer classrooms in several areas of the college. In the past year all academic departments were provided with a computer/ projection cart for classroom use. Smart Classrooms, outfitted with podium, projection, and DVD and internet access, have been developed in classrooms across campus and the number of these technology-enhanced classrooms increases at a rate of about three a year.

Standard 9: Financial Resources

Salem State College founded in 1854 is the largest of the nine state colleges and operates on 108.8 acres and 33 buildings on five sites: North, Central and South Campuses, Cat Cove and the O'Keefe Athletic Center.

A review of financial activity since 2001 can be summarized as follows:

- The college's total operating expenses has increased from \$78,374,231 in 2001 to \$89,821,576 in 2005.
- With changes in accounting standards for 2002, comparison on net assets of the College is not applicable. However, in comparing net assets since 2002, the College's net assets increased from \$38,963,335 in 2002 to \$57,281,643 in 2005.
- In a continuing pattern of improving financial stability over the past few years, the College's contribution to net assets from operations has turned positive. In 2001 net transfers were (\$1,241,787); (\$1,912,165) in 2002; then turned around to a positive amount of \$1,037,454 in 2003; \$4,487,163 in 2004; and \$4,588,587 in 2005.

Since FY2001, the College's financial picture has been one of absorbing then recovering from reduced state support. In 2001 the state's appropriation to the College was \$33.0 Million or approximately 56 per cent of its total revenue compared to \$30.8 or 42 per cent in FY2005. Offsetting these reductions was an increase in enrollment in both the Day School and Graduate and Continuing Education areas. On the expense side, with the advent of continued decline in state support, the College instituted various expense reductions and streamlined operational activities. Some of these measures included early retirement programs for faculty and staff, purchasing controls, equipment deferrals and various program consolidations or reductions. Industry trends indicate that each year of budget cuts requires approximately 2-3 years to return to prior budget levels. Only in the last two budget cycles have some of these budgetary economies been reversed and positive reinstatement of such funds enacted.

Organization

As a result of the State Early Retirement initiative in 2002, certain positions and functions were either eliminated or consolidated within the financial organization. Two management positions were consolidated into one under the Executive Director for Financial Services and the operational functions consolidated under this directorship were the following: Procurement, Materials Management (including Copy Center, Mailroom, Shipping and Receiving), General and Grant Accounting, Bursar, Disbursements (including Accounts Payable and Payroll), and Budget. The Executive Director also has supervisory oversight for many of the College's major service vendors such as Dining (Chartwells), Bookstore (Follett), Vending (Canteen and Pepsi Co.), Printing (Xerox) along with others.

In accordance with recent Governmental Accounting Standards Board (GASB) requirements, the College's financial statements were consolidated with two other organizations with ties to the College. These organizations are: the Salem State Assistance Corporation (Asst. Corp.) and the Salem State Foundation (Foundation). The Asst. Corp. was formed in 1995 as a result of legislation with the purpose of promoting orderly growth and development of the college and to assist in securing financial resources as necessary. The Foundation is a separate 501©3 corporation whose sole purpose is to support the college and is the primary recipient of endowment, alumni, and other donations. These organizations have their own governance and administrative structures separate from the college; however, due to GASB standards for FY2004,

their financial activity is reported in a consolidated fashion on the College's Audited Financial Statements.

System Support

Beginning in Fiscal Year 2001, the College converted to a new Student Administration and Financial computer system (Peoplesoft). There have been many revisions and improvements to Peoplesoft the most recent enhancement occurring in January, 2005 which brought an upgrade to the Student Administrative module. This is a web-based platform and in the future will distribute many student related functions to the college community in a real-time manner. Plans are in place to upgrade the financial system to a similar platform.

The College also utilizes the Commonwealth's Management and Accounting system for much of its disbursement and revenue recording. In May, 2004, the Commonwealth converted to a web based platform for this accounting and reporting function. Staff from the College played a significant role in assisting in this endeavor to effect a smooth transition to the new system.

Budget and Financial Control

The Salem State budget is used both as a planning tool and as a control tool. The budget is divided into an operating budget (which is the primary budget for undergraduate activities), four major trust funds (which include the Graduate School and Continuing Education budgets), and several minor trust funds. The budget process typically begins with meetings in January with the respective area heads. These include the Assistant to the President, the Chief Information Officer and the four Vice-Presidents (Academic Affairs, Administrative & Finance, Student Life, and Institutional Advancement). Budgetary status through the use of a "Trend Analysis Report" that highlights prior year actual, compared to current year-to-date actual, compared to current year budget. Budget issues are discussed and evaluated in terms of their current impact as well as long-term effect on the budget. Then the Resource Allocation Committee (RAC) meets to begin budget discussions. This Committee includes those mentioned above plus Deans of the various schools, the Director of Human Resources, and faculty representatives. RAC reviews the projected revenues and expenses for the next year, any output from previous budget deliberations and other critical needs of the College. It prepares a list of recommendations for the President.

Also, at this time the four major trust fund budgets are distributed to their respective deans and/or directors. These funds are: the General Purpose Trust Fund, Graduate School, Division of Continuing Education and Non-Traditional Programs, and Student Government Association. Following similar budgetary review and discussion, these major funds are eventually forwarded to the President and ultimately to the Board of Trustees for their approval. Other minor trust funds are developed and reviewed; however, they do not require Board approval.

The final budget is dependent upon the College's state appropriation and its impact upon the operating budget. Typically, this may not be established until May or later; however, once appropriation levels are determined, each key administrator receives the budget for his/her area with the intent to reallocate as necessary based on final appropriation figures. This process permits each of the accountable managers input into how their budget is allocated and ensures a formal review during budget preparation and again at mid-year. Computer tools provide ready access to budget information for interim reviews. In addition, the Budget Office regularly reviews performance against budget to insure that there are no serious problems.

The College follows federal and state government auditing requirements for financial accountability, control, and reporting. Audited financial statements follow GASB standards and auditors from the certified public accounting firm of O'Connor & Drew P.C. audit the College's annual financial statements and any reporting requirements for the Massachusetts Office of Financial Assistance. Also, the College has participated in the Federal "Single Audit" as performed by the Commonwealth of Massachusetts Office of State Auditor.

The College has also developed an Internal Control Plan and Risk Assessment which has been submitted and approved by the Office of the Comptroller. This plan identifies certain academic, financial, operational, systemic functions the College performs, any inherent or financial risk involved with inadequate controls, and identifies those controls in place to mitigate such risks. An Internal Control Committee has been established to review such procedures on an annual basis and submit recommended addendums to the plan. In conjunction with the Plan, a Policy and Procedure Manual has been developed and is updated to describe specific procedures in order to affect stated college policies. The Internal Control Plan and Risk Assessment is published on the College's web site: <http://www.salemstate.edu/af/rap/>

Fundraising Activity

The mission of the Office of Institutional Advancement is to support the mission of Salem State College by collaborating with diverse internal and external communities to garner human and financial resources necessary to promote a unified and comprehensive image that enhances the value and prestige of the institution.

The Office of Institutional Advancement (IA) has experienced significant positive changes since 2001, including a restructuring and expansion of the area. In December of 2003 the former Vice President retired and the I.A. area, which included development, alumni affairs, and the SSC Foundation, was merged with the area overseen by the Special Assistant to the President. Institutional Advancement now mirrors the national model for institutional advancement, which joins the above entities with the marketing (public/media relations, publications, advertising) and special events offices. The research and records group was expanded from one to three people which has enabled SSC to strengthen its database of alumni/donors. An upgrade of software system has assisted us in becoming more sophisticated in identification, cultivation, education, solicitation and stewardship of these individuals and corporations. The team has now worked together for 18 months and has made steady and impressive progress. This new direction has led to an increase in private funding, a more active alumni and other external constituencies, and a heightened public awareness of the dynamic value of public higher education in general and Salem State College in particular.

Additionally, great momentum was added to these changes as Salem State celebrated its sesquicentennial from September 2003 through October 2004. This fourteen month period of activity, co-chaired by the Vice President for Institutional Advancement and the Dean of Student Life, energized the greater College community and the geographic region resulting in an additional million dollars in pledges and cash for the capital campaign during this period. Funds were made available for campus wide celebratory projects which prompted excitement and participation from all aspects of the College community.

The Salem State College Series, a nationally renowned speaker series, is run under the auspices of the SSC Foundation yet managed by the Institutional Advancement office. Since its inception, and certainly more recently, the Series has supported the mission of the College in

numerous ways. Now entering its 24th year, the Series has hosted four former U.S. Presidents, former heads of state, and dozens of popular news makers and authors. In March of 2001, former President Bill Clinton appeared at SSC in his first public appearance after leaving office. A third of the profit from the event was distributed directly to academic departments for discretionary use. The IA area has used the events surrounding the appearance of these speakers to cultivate many prospective donors. For example, as a means of highlighting the goal of the capital campaign, which is to build a Center for the Creative and Performing Arts, the Series hosted actors Goldie Hawn and Christopher Reeve during the 2003-04 season. The appearance of actor/producer Robert Redford in September 2005 was used to announce a \$2 million gift to the campaign. This gift was procured largely through the efforts of the Academic Vice President with assistance and support from the Advancement area.

Fundraising Financial Information

During FY06 Salem State College set new records for private individual gifts to public colleges in Massachusetts. As mentioned above, a \$2 million gift was committed in September to the capital campaign to build a Center for the Creative and Performing Arts. The contribution was made by a local philanthropist who is also an honorary degree recipient of SSC. Two months later, an alumnus of the School of Business and his wife donated \$2.5 million for use by the Business School in its efforts to attain accreditation by AACSB. In recognition of their gift, the School of Business will be named for them. Additionally, retired General Electric CEO Jack Welch donated \$1 million to scholarships for business students in January. Salem State is also the recipient of a pledge from the Peter and Carolyn Lynch Foundation to commit \$400,000 to the School of Nursing if \$300,000 is raised by December 2006. These funds, the largest committed to a state institution by the Lynch Foundation, will be used to upgrade nursing laboratories and fund scholarships.

These unprecedented gifts have significantly increased fundraising numbers. As of this writing, \$4,678,673.44 has been pledged towards the \$5 million goal for the Center for the Arts Capital Campaign with the intention of raising the remaining \$321,326.56 by June 30, 2006. Once it is attained, SSC can officially request the \$15,000,000 balance from the Commonwealth. Simultaneously, the area has maintained stability in the annual fund. The FY 05 annual fund reached \$1.8 million, up from \$1.5 million in FY 01. As a result of these and other significant gifts, the SSC Foundation endowment, as of January 31, 2006, is \$ 8.8 million, up from \$5 million in FY 01.

As the College heads to the future, it has recovered from recent economic setbacks and is positioned to move forward in a financially sound manner. As part of the College's Strategic Plan many strategies and financial goals have been identified which the College will strive toward. Some of the major financial goals cited in the Strategic Plan are:

- Develop a legislative strategy to obtain additional single-item appropriations for the College from the Commonwealth and the Federal government
- Support the Board of Higher Education funding formula proposal to increase funding by 18 million over the next 10 years.
- Aggressively pursue increases in financial aid for students and capital funding to meet future capital needs of the college.
- Identify and secure grants and other levels of support to augment the college's operating budget.

- Establish new external relationships and multidisciplinary collaborations to obtain external funding.
- Expand the roll of alumni, trustees, current students, parents, employees, retirees and other potential benefactors for the financial benefit of the College.
- Expand auxiliary and sales and services for the College community utilizing emerging technologies and innovative business relationships.

Standard 10: Public Disclosure

Salem State College recognizes the importance of presenting accurate and timely information to its constituents within and outside the College. The advent of the Internet as a vehicle for providing information about the College has improved communication with prospective students and others interested in the College as well as among students, faculty, administrators and staff. The College produces both print and electronic publications. The content is created for a variety of audiences, including prospective students and their families, current students, faculty and staff, alumni and the general public. The individuals or groups most familiar with the content of a particular publication are involved in its creation.

The College has two official catalogs, both of which are updated every two years. The Salem State College Undergraduate Catalog offers information for undergraduate students at the College. It is supplemented each term with a Course Offering Brochure. The Graduate School Catalog offers information for graduate students and is also supplemented each term with a Course Offering Brochure. The Graduate School Course Catalog contains individual course descriptions, class restrictions (such as size or pre-requisites), and course credit hours. The same information is also available at the Graduate School Website. Both are offered in a print version and disc and are available on the College Web Site. Descriptions of all required and elective courses are available on the College Website, as are information about faculty and administration, programs of study, rules and regulations and admission policies.

In addition to listing academic programs and courses, the Salem State College Undergraduate Catalog and the Graduate School Catalog offer comprehensive information about the College, including mission and vision, accreditation, degree requirements, detailed information on faculty, listings of administrators and governing board, tuition and fees, admission and transfer, financial aid, College policies, academic rules and regulations, internships, international study, clinical opportunities and other educational programs, and resources. A conscientious effort is made to ensure that information presented in other publications draws accurately on information from these catalogs.

Supplementary publications present extensive information about programs within the College, as well as specific information about the College and its students. The Admission's View book provides a broad overview of the College, its place in the city of Salem, a snapshot of students and alumni, resources on and around the Campus, academic programs, athletics and student activities, and an application form for admissions.

The Office of Public Relations works to enhance the image of Salem State College through the effective use of media, marketing, events, publications, and participation in community and government affairs. It is both responsive to media inquiries and pro-active in getting the College and Graduate School's message out. As with College and Graduate School publications, there is a consistent effort to ensure that all information imparted by Public Relations is accurate and consistent.

Salem State College understands that keeping prospective students fully informed both of what to expect of the College and of what is expected of them is advantageous to both parties in the admissions process. Similarly, matriculated students and other constituencies need complete, accurate information about the College.

The Visiting Team in 2001 mentioned two areas of concern in the area of public disclosure. Since the team's visit in 2001, the College has completed one printing cycle of both the Undergraduate and Graduate Catalogs. As part of the information gathering for both documents, the Registrar's Office requested that departments review their departmental course offerings to identify courses which were no longer offered or offered infrequently. Courses identified as no longer offered were removed from the College catalogs. Courses, which are offered on a less than routine basis, were so identified by noting when (spring term only, evening only) they are offered. As a result of the recommendation from the visiting team the College has placed appropriate notice on the College Website regarding access to its most recent audited financial statement. Individuals seeking this information are directed to contact the Office of the Vice President Administration and Finance in writing, to request a copy of the audited financial statement.

Standard 11: Integrity

Salem State College has, during the past five years, not only continued its strong commitment to institutional integrity and ethical practices, but has, within the limitations of its resources, both human and financial, maintained a strong vision of the need for improvement in some areas in order to bring the “what is” into better alignment with “what ought to be.” The College remains committed to maintaining the highest possible ethical standards in all of its operations and its relationships with all of its constituencies, both on the campus and in the community. These ethical standards and their evaluation are fully embedded in all of the preceding ten standards and are the foundation on which they are built.

Diversity

As in many institutions of higher education, issues of diversity continue to be a challenge to be addressed. Significant progress has been made in key areas, and most particularly in the considerable increase in the number of students of color and in the increased attention to many of the programs which support them. The TRIO programs have been able to better stabilize their staff by increasing the number of benefited positions and the institution has increased its attention to their needs. The hiring of an Assistant Director of Multicultural Affairs has given student groups increased support and provided leadership in a number of student related areas. The opening of a new Residence Hall, providing an additional 450 beds, has increased the number of students who are exposed to the myriad Student Life and Resident Life activities which either focus on or relate to issues of diversity.

Institutional funding of the Presidential Advisory Committee on Multicultural Affairs, the attendance of several of its faculty and administrator members at the National Conference on Racial Equality, and resulting activities have served to increase communication and sensitivity to the needs of previously under represented and marginalized groups. Active faculty and administrator participation has been a key component of this effort, resulting in workshops on diversity issues being held each year on the Opening Day of the College and Faculty Workshops on Diversity being held each spring increasing community dialogue and opening discourse on these matters. These workshops have been well attended and well reviewed. In addition, all administrative supervisors were required to attend a three-session sequence of Diversity Training which not only focused their attention on the various laws and regulations on these issues but also sensitized them to the bases of prejudice and the differences between various groups.

A two-year study of the Core Curriculum, requested by the President, resulted in the addition of a diversity requirement, as well as quantitative and advanced writing requirements to the curriculum without adding credits. The Presidential Advisory Committee on Multicultural Affairs developed a proposal for the diversity requirement and worked with the Core Review Committee to advocate for it. The requirement has been structured in such a way that Academic Departments have been strongly encouraged to develop or adapt courses within their disciplines to meet it. A number of Open Forums were held to gather the broadest possible input on the Core Curriculum revision.

An area that has long been a recognized weakness has been the participation of alumni of color in alumni activities. Developing a scholarship in honor of a long time Associate Dean who has had responsibility for Minority Affairs for many years, and holding functions in his honor have made significant progress. In addition, in realization of the need, the Office of Alumni Affairs is currently in the process of hiring a professional person who will have direct

responsibility for multicultural initiatives within the area and who will provide specific outreach to alumni of color.

In terms of the hiring of under represented groups, and most particularly persons of color, significant progress has been made in support staff positions. We continue to be plagued by availability and resources, particularly in the area of minority faculty hiring and retention, but several departments are diligent and have evidenced some success.

Value Development

Central to the integrity of any institution of higher education is the issue of the ethical development of its students and their exposure to methods for developing the skills and tools necessary for developing their own value systems, for making ethical judgments based on those value systems and for making choices leading to ethical behavior. Although there is still no universal curriculum requirement in this area, the Psychology Department has joined a number of others in requiring an Ethics course and a new concentration, entitled "Value and Inquiry", has been added to the Bachelor of Liberal Studies program.

Employee Relations

The identification of a fully qualified vendor and the development of an Employee Assistance Program has been a success on many levels. Employees have a confidential resource available to help them address both personal and work related concerns, supervisors have a resource for consultation and referral, and the College has a readily available resource for training, job coaching, and mediation within difficult employee situations. The services available to employees have expanded since the program's original inception. Beyond personal counseling, employees now have the availability of legal referral and budget and debt counseling. The availability of this program has assisted the College in saving employees who might otherwise have either been terminated or left the institution through resignation.

Equity in administrative salaries continues to be an issue. We have solicited a proposal from an outside vendor to do a salary equity and job classification study and that proposal is currently under review.

The Academic Area has placed a major priority on the orientation of new tenure track faculty to fully acquaint them with the policies and processes of the institution, to bring about an understanding of their responsibilities and to assist them in becoming fully comfortable with the institutional culture. This effort began this year and was well received. As it becomes fully developed as an annual event, it will, we believe, have a profound effect on both retention and the quality of teaching and learning.

Outreach and Communication

Salem State College has had a strong policy and procedural framework in relation to its students. The communication of these policies and procedures is in a continual state of review and renewal. As far as both diversity policies and complaint procedures are concerned, an effort is being made to fully communicate with new students at orientation in simpler and less legal language. Additional work needs to be done in this area, as well as on the Student Grievance Procedure on Academic Matters which continues to be a perceived concern.

Insofar as academic policies and procedures are concerned, the Vice President for Academic Affairs has begun a number of initiatives to communicate with students, to bond them to their

academic departments and to provide avenues for early intervention with students with academic issues. The Freshman First initiative, providing September meetings of Freshman with their academic departments, the Early Alert system encouraging faculty to report Freshman academic difficulties as soon as they occur, and a pilot program for certain departments to use their introductory courses to help acclimate students to the institution as well as to the discipline are just some of these efforts. In addition, Frequently Asked Questions (FAQs) for seniors to guide them through the maze of academic regulations that surround graduation have been developed and widely distributed. Processes regarding transfer students are continually under review and are being simplified. There has been dialogue about revising the system of transfer credit review. Articulation agreements with community colleges are continually under review and adjustment, underlining the College's commitment to access for non-traditional students.

Institutional Effectiveness

Salem State College is committed to assuring that integrity is at the basis of all that it does. In addition to other tools that have been used to assess progress, the Academic Affairs Area of the College has begun doing program reviews in academic departments not subject to outside accrediting reviews. In addition, a similar review procedure has been developed and implemented for administrative offices under the purview of Academic affairs. Other areas of the College are thinking through how this might best be accomplished in their areas. In addition, new technology is providing tools for quantitative measurement that have not previously been feasible. The College is continually exploring ways in which this technology can assist in the effectiveness of the assessment effort, as we continue to face challenges in the areas of the support of and communication with students, the hiring of professionals of color and the simplification and communication of policies and procedures.

V. Plans

The College's progress report from the last ten-year accreditation review, accepted by the Commission in October 2003 stated the following:

The institutional report was accepted because it was generally responsive to the issues identified by the Commission. The Commission is gratified to see that the College has made demonstrable progress in the area of planning; the new "Blueprint for Success," issued in June, 2003 gives evidence of careful coordination of planning, consideration of the need for assessment, and realism about the need to develop resources to support the plan. Also, by addressing the eight concerns about the library raised by the most recent visiting team, the College is able to demonstrate its progress in each area. The College is to be commended for its progress in these two areas.

Recognizing that, the Institution has made great strides in improving the College's strategic planning process and continues to address, refine and enhance these strategies. President Harrington has established a Strategic Planning Implementation Management Team, which is charged with assuring successful implementation of the recently revised Strategic Plan with special emphasis on the alignment of planning with the College's budgetary process. The team has been charged with evaluating and reviewing progress related to meeting the delineated strategic directions. The team also assessed action items obtaining input from the College. In addition, budget recommendations were developed through the Resource Allocation Committee. A direct link between the planning process and the College's budget process has now been established and will be maintained. Additionally, the Strategic Planning Management Implementation Team will annually provide a comprehensive report to the President, Vice Presidents, Board of Trustees, and the College community as a whole on progress toward meeting the initiatives identified in the Strategic Plan.

An additional concern expressed at the last ten-year visit and successfully addressed in the College's 2003 Report, was the College's support of the library. The College recognizes that a challenging learning environment will continue to attract and retain high caliber students and faculty while enhancing the quality of the educational experience for all of its students. An essential step to creating this environment is the College's strong commitment to continue to promote the growth and development of the Library as a vital partner in the educational experience. To meet this challenge, the College will continue to increase acquisition spending for the Library from state revenues, student fees and private fundraising, and will continue to significantly develop library resources, materials, collections and services in support of existing and new academic programs.

In planning for its future, the College used the framework of the six strategic directions articulated in its newly revised strategic plan. One of the initiatives under strategic directions speaks to quality academic programs and meeting external accreditation and program review standards. Salem State has a long history of prestigious national accreditations for its professional programs and for its programs in the arts and sciences where specialized accreditations are available. The College will continue to maintain existing external program accreditations, seek and achieve appropriate new external program accreditations and maintain a cycle of program review for programs without external accrediting organizations. Two years ago the Computer Science Department became nationally accredited by the Accreditation Board for Engineering and Technology (ABET) and in fall, 2005 the College hosted a very positive re-

accreditation visit. Salem State has the only accredited Computer Science program in the state college system.

It is evident that the Bertolon School of Business is now at the point to move forward with its plan to achieve accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The College recognizes pursuing AACSB is a large undertaking requiring a great deal of resources. On the plus side, this accreditation will improve the quality of the Bertolon School of Business, the marketability of the program and provide graduates with an edge in the job market. Accreditation also will lower the faculty student ratio and faculty advising loads and better position the College when competing for national grants and scholarships. The College has already taken important initial steps towards this goal, the first being a faculty driven comprehensive gap analysis comparing the Bertolon School of Business with like institutions. The administration also recognizes and is prepared to commit the necessary resources to increasing the number of faculty positions depleted by the early retirement incentives over the last few years and to providing the necessary support for faculty to engage in research and scholarly endeavors. The new Central Campus facility, the Laptop Initiative programs, the Enterprise Center, and the Small Business Development Center on campus are outstanding corner stones, as well, on which to build a case for this prestigious accreditation.

Three years ago the College embarked on a rigorous program review process for arts and sciences departments where there were no designated national accreditations. Currently, eight departments have undergone this review and six more are scheduled for this academic year. Additionally, the College's Academic Advising Center underwent an in-depth program review this past year. Plans are to continue to review academic support areas at the College in addition to the academic departments.

To remain on the cutting edge and further meet the strategic initiative related to providing a challenging learning environment, the College has plans to increase the use of instructional technology. The goal is to facilitate the development of more online courses, hybrid courses and integrate technology into course work. To meet this directive, the College is hiring an Instructional Designer to support faculty with the development of these offerings. The Center for Teaching Innovation will increase the number and scope of workshops and programs offered to faculty.

The College recognizes that in the future experiential learning opportunities will be essential to students. The College plans to increase the number of departments which include formal internships as part of their curricula, the number of undergraduate students who participate in internships and the percentage of undergraduate students who participate in research activities.

In keeping with the College's strategic initiatives and its mission to broaden its impact on the cultural life of the northeast region, Salem State has secured a private gift of two million dollars for the building of a new performing arts center. With this gift in place, the institution now is able to pursue promised state funding for the completion of the planned performing arts center. The new building will house both large and small theatres and serve as the home for the College's nationally recognized Theatre & Speech Communications Department.

In the revised strategic plan, the College remains committed to community outreach and to creating new opportunities for regional and national collaborations for faculty, students, staff and alumni. This is deemed critical for enhancing the College's overall profile and heightening its

efficacy as an agent of positive change and a model of lifelong learning. To this end, the College will seek, develop, and direct resources toward faculty-student-community partnerships and collaborations, to become a catalyst for scholarly, cultural, economic and workforce development and to support those members of the College community who engage in these activities. The College will also work toward increasing the number of collaborations with area K-12 school systems, two-year colleges and health care institutions to meet the needs of the local and regional population.

The College also plans to continue its quest toward achieving university status and this is a strategic initiative over the next three years. We will encourage the Board of Higher Education to establish criteria related to what constitutes the readiness of an existing college to move to “State University” status. Currently the College has the following in place that warrants the change to a University:

- A sizeable and complex institution itself, the College serves approximately 10,000 students and has a substantial array of disciplines offering a variety of concentrations.
- A graduate program serving approximately 2,500 students and a large number of complex existing graduate programs, such as the Masters of Social Work, Occupational Therapy, Criminal Justice , MBA, an array of Masters in Educational offerings, many arts and sciences masters, and several CAGS programs.
- A significant number of faculty engaged in substantive research and scholarship with an impressive array of grant funded research projects.
- A large number of nationally accredited programs. In addition to the New England Association of Schools and Colleges (NEASC), the National Council for Accreditation of Teacher Education (NCATE), the College is also accredited by numerous nationally recognized discipline specific accrediting agencies.
- A comprehensive selection of library holdings including electronic resources. The College has taken impressive measures to increase library holdings and continues to place great emphasis in its Strategic Plan on further enhancing library acquisitions.

There is no question that Salem State College is extraordinarily well positioned to move to University status.

There will still be challenges for the College to face as it moves into the future. Creating new space and the need for renovations of older facilities for an institution that is growing and continuing to shape itself remains a problem. A high priority for the college is the renovation of existing science labs, or the acquisition of space for a science building. Innovative solutions need to be explored as the College acquires additional resources for the institution. Retention and graduation rates are also issues that the College has addressed very successfully in the past two years. However, the institution must continue to expand on the improvement of services to students and to ensure that its academic programs remain vibrant and relevant.

Throughout its more than 150-year history, Salem State College has been a dynamic learning community. The College will continue to implement its mission and meet its strategic initiatives by wisely using resources to achieve its goals, by preserving the best ideas of the past and by discerning important new ideas that merit incorporation. Salem State College is facing a bright and exciting future.

Appendix 1

Salem State College Strategic Plan 2005-2008

STRATEGIC PLAN

2005 - 2008

Salem State College
Salem, Massachusetts



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INTRODUCTION

The principle that drives this Strategic Plan is to provide our students with a quality and relevant education. As reflected in our Mission Statement, "...the College's mission is to provide its students with a foundation of knowledge and scholarship, to refine the teaching-learning process and to serve as a center for entrepreneurial solutions designed to strengthen the region's cultural, environmental and economic character."

Our vision for the future of Salem State College is comprehensive and ambitious, our strategic directions challenging and our core values fundamental to the College's success. We recognize the importance of meeting the needs of learners in the face of tightening resources, shifting demographics and fundamental changes in approaches to academic delivery.

In response to a rapidly changing academic environment, the strategic directions presented here focus on initiatives for the next three (3) years. They are intended to reinforce the College's strong academic traditions and growing resident student population while adjusting services and programs to meet the needs of a variety of learners.

The specific initiatives listed with each strategic direction present ways to achieve our objectives. Some of the strategic direction initiatives will take their final shape through planning at the unit level while others will be implemented at the administrative level with support from the entire College community.

VISION and VALUES

Salem State College is committed to achieving high levels of academic excellence by fostering critical and creative thinking, intellectual curiosity, integrity, civility, ethical decision-making and achievement within an atmosphere of diversity, individuality and engagement.

We are grounded in our mission of teaching and to the subsequent development of well-rounded citizens who will contribute their knowledge and skills to the Commonwealth of Massachusetts.

Salem State College is dedicated to offering students, staff, faculty, alumni and the community access to knowledge and to learning which is relevant to the demands of an evolving society. As a learning community, we foster a rich environment for scholarship, innovation and enterprise.

As committed participants in their own education, students must be actively engaged in learning and in experiential opportunities commensurate with the College's dedication to the value and diversity of all members of its community. The College will strive to equip our graduates to assume leadership roles in the knowledge-based, global economies of the future.

Salem State College will become a role model for citizenship by addressing societal problems through creative and resourceful partnerships and outreach efforts. In doing so, the College will become even more vital to the social, cultural and economic well-being of the North Shore of Massachusetts and of the Commonwealth of Massachusetts.

We are committed to effecting positive change as we continue the College's legacy of inquiry, democratic debate and social engagement.

We will seek to...

- ensure Salem State College graduates are able to discern the quality of a variety of sources of information and appreciate the role of information in a democratic society,
- instill an understanding of the important role of scholarship and the acquisition of new knowledge as key to constructive participation in a civic society,
- provide Salem State College graduates with the level of technological skill necessary to participate in and contribute to society through a variety of media,
- optimize existing resources by operating the College as efficiently as possible without sacrificing quality, and
- instill an understanding in students that they are part of a lifelong learning community with opportunities and obligations to be truly involved in a reciprocal commitment to the advancement of the College through volunteerism and/or financial support.

PLANNING and BUDGET

To assure successful implementation and to align with the College's budgetary process, the Strategic Planning Council will:

- evaluate the progress of the plan and review progress toward meeting the strategic directions.
- assess action items included in individual unit strategic plans in relation to the College's Strategic Plan.
- ensure that there is direct input from the College community in recommending the prioritization of action items.
- develop budgetary recommendations and resource/revenue strategies to support the implementation of the Strategic Plan.
- advocate at Resource Allocation Committee meetings for recommended action items.

The Strategic Planning Council will be responsible for the ongoing evaluation of the planning process to ensure:

1. that department-/area-/college-wide initiatives remain consistent with the overall goals of the College's Strategic Plan.
2. that there is a direct link between the planning process and the College's budget process and resource development efforts.
3. that there is reporting and accountability for the success of each effort.
4. that a report is provided to the President, Vice Presidents, Board of Trustees, and the College community as a whole on progress toward satisfying or exceeding the items identified in the Strategic Plan.

A planning process is not complete without a mechanism for including "serendipitous" opportunities. Representation on the Strategic Planning Council includes a wide cross-section of the campus community so that such events will receive a quick review and appropriate action when necessary.

STRATEGIC DIRECTIONS

1. Recruit and retain well-qualified and diverse students, faculty and staff who exemplify the College's identity as a leading New England institution of public higher education.

Diverse and talented students, faculty and staff create the intellectually dynamic atmosphere that is the foundation of a successful institution of higher education. Continued efforts in this area are essential as the College endeavors not only to maintain but also to increase its visibility and impact on the wider community.

Initiatives:

Students

- Fully utilize college-wide data to assess the development and attainment of freshman and transfer student educational progress throughout their association with Salem State College.
- Re-examine and broaden the College's transfer articulation agreements with two-year colleges where appropriate.
- Strengthen, promote and implement the enrollment management plan that responds to regional workforce needs and educational needs of the students.
- Ensure a racial and cultural profile of the college community that is genuinely diverse, reflective of broader social demographics and provides access for under-represented groups.
- Increase enrollment of international and non-traditional students in academic programs.
- Increase funding for merit- and need-based scholarships to enhance the recruitment of a diverse, academically talented student body.
- Increase visibility and college-wide impact of College honors programs and societies.
- Provide additional housing options both on and off campus to meet the needs of current and prospective students.
- Coordinate class offerings to ensure students have sufficient opportunity to complete program requirements in a timely fashion.

Faculty, Staff and Alumni

- Recruit faculty and staff whose professional goals and diversity will support the College's commitment to increasing its engagement and participation with local and regional communities, economic, cultural and social institutions.
- Undertake a major gifts campaign to support faculty and staff scholarship and community involvement, including establishment of endowed chairs and stipends for faculty for appropriate projects.
- Increase the College's commitment to supporting faculty and staff in professional development activities.
- Develop programs to attract appropriate local, regional and national societies and organizations to the College.
- Encourage alumni to become more active in supporting the goals of the institution and its students, faculty and staff.
- Develop a comprehensive Faculty Orientation program to complement the Human Resources New Employee Orientation.

Outcome Measures:

- Develop an integrated assessment system for undergraduate and graduate students.
- Fully implement a comprehensive data tracking system for alumni.
- Improve the six-year graduation rate of first-time, full-time students by at least three (3) percent.
- Track retention and graduation of students who begin as transfer students.
- Measurably increase the diversity of faculty and staff.
- Increase the number of activities involving alumni in student recruitment by three (3).
- Increase the number of courses reflecting the cultural diversity of the College by 15 as part of the College's new curriculum diversity requirement.
- Increase participation, visibility and activity of College honors programs and societies.

- Increase student participation in the College Honors Program by 30 percent.
- Increase College-based scholarships and aid by six (6) percent.
- Increase the number and academic variety of two-year college articulation agreements by six (6) new agreements.
- Increase opportunities for alumni to assist in the career mentoring network process by developing three (3) activities.
- Host at least six (6) regional or national conferences of professional societies.
- Implement new Faculty Orientation Program.

2. Provide a challenging learning environment and quality academic programs to encourage student success and to meet or exceed appropriate external accreditation and program review standards.

A challenging learning environment will attract and retain high caliber students and faculty while enhancing the quality of the educational experience for all students. In tandem with other goals, this will enhance the College's reputation and participation in shaping the development of New England's northeast communities and their identities.

Initiatives:

- Promote the growth and development of the Library as a vital partner in the educational experience of the College.
- Maintain existing external program accreditations, seek and achieve new external program accreditations where appropriate and maintain a cycle of program review for programs without external accrediting organizations.
- Ensure there are the appropriate number of full-time faculty and staff to achieve College initiatives in specific units.
- Provide sufficient physical resources (appropriate space, equipment, etc.) to support academic programs of the highest quality.
- Design, deliver and assess academic advising at both the academic unit and the college level to ensure student success.
- Support the accessibility and integration of appropriate technology into teaching, research and administration throughout the campus.
- Facilitate the development of online courses and distance learning opportunities.
- Provide continuity of services for undergraduate, graduate and continuing education students.
- Inventory academic programs on a regular basis to identify new programmatic areas for development as well as to consider the deletion of under-utilized options.
- Broaden opportunities for students to participate and collaborate with faculty in research and scholarly activities and to participate in internships and experiential learning.

- Strengthen centers of multidisciplinary scholarship and encourage collaborative efforts to obtain external funding.
- Provide leadership for collaborative efforts that address statewide and regional issues and research.

Outcome Measures:

- Increase by 50 percent acquisition spending for the Library from state revenues, student fees and private fundraising.
- Significantly develop library resources, materials, collections and services in support of existing and new programs and majors, accreditation and evaluation processes.
- Establish policies and systems that recognize and encourage team-teaching and the creation of interdisciplinary courses, research and programs.
- Maintain existing accreditations and acquire additional accreditations as appropriate.
- Maintain existing cycles of program review and implement recommendations whenever possible.
- Demonstrate quantitatively, qualitatively and through accreditation requirements and national standards that faculty, staff and resources are adequate.
- Evaluate and implement when appropriate the recommendations of the Enrollment Services Committee.
- Implement an annual assessment of academic advising.
- Increase the number and scope of workshops and program offered by the Center for Teaching Innovation (CTI) and the Technology Task Force.
- Assess students' perceptions of the consistency and accessibility of services throughout the College.
- Increase the number of departments which include formal internships as part of their curricula.
- Increase the percentage of undergraduate students who participate in research activities.

- Increase by ten (10) percent the number of undergraduate students who participate in internships and experiential learning opportunities.
- Increase the number of courses delivered in an online or distance learning format.

3. Enhance the College's reputation by maximizing its educational, economic and cultural impact.

Outreach to the community will enhance recognition for the College and create new opportunities for regional and national collaboration for faculty, students, staff and alumni. This is essential as the College moves toward enhancing its overall profile and heightening its efficacy as an agent of positive change and a model of lifelong learning.

Initiatives:

- Develop and promote a consistent message that clearly defines to both internal and external audiences Salem State College's mission, quality, value and relevance.
- Seek, develop, and direct resources toward faculty-student-community partnerships and collaborations that can become catalysts for scholarly, cultural, economic and workforce development.
- Develop and nurture collaborations with local K-12 schools and two-year colleges.
- Promote community service and support faculty, staff and students who engage in these activities.
- Broaden the impact of College- and Foundation-sponsored programs such as the Center for Creative and Performing Arts, Athletics and the Salem State College Series.
- Develop programs to attract local, regional and national organizations to the College.
- Continue to increase media outreach and visibility at the local and regional levels. Seek opportunities for national media exposure on issues related to public higher education.

Outcome Measures:

- Increase the number of collaborations with area K-12 school systems and two-year colleges.
- Track media interaction and record results when measurable, allowing for issues of confidentiality.
- Establish a process and database which collects and updates the College's external collaboration efforts.

4. Identify mechanisms to address, to create and to maintain an infrastructure and learning environment that supports excellence in student learning, teaching, research and administration.

Salem State College's success for sustainable and systemic growth will be attained by the implementation of a current Master Plan. This will require financial support from the state and private donations.

Initiatives:

- Reconcile the College's VFA Facilities Condition Assessment with the State's Strategic Capital Program.
- Upgrade facilities, equipment and climate control of general purpose classrooms, laboratories and faculty, staff and public spaces as funding permits.
- Continue efforts to acquire funding to update and implement the most recent Library renovation plan to meet current academic design standards and expectations.
- Continue efforts to acquire funding from the State Department of Capital Asset Management (DCAM) to conduct a new college-wide master plan.
- Develop and implement the campus technology network infrastructure and campus computer technologies to adhere to the most current industry standards and enhance teaching, learning and student services.
- Develop, implement and fund efforts to provide state-of-the-art computer technologies to enhance teaching, learning and student services.
- Organize a sustainability team and develop and implement a sustainability plan in compliance with Executive Order No. 438.
- Continue efforts to acquire funding to complete the Center for Creative and Performing Arts.
- Identify opportunities and funding for student athletic, parking and recreational facilities.
- Continue to seek funding for Environmental Sciences laboratories on Central Campus.
- Conduct a conditions assessment of science laboratories campus-wide.

Outcomes Measures:

- Increase the number of “smart” classrooms by six (6).
- Develop a plan for providing adequate science facilities.
- Submit a sustainability plan to the State Sustainability Coordinating Council.
- Incorporate environmentally sustainable practices into building construction and renovations, such as increasing energy and water conservation measures using environmentally preferable building materials, expanding recycling programs and investigating green landscaping techniques.
- Develop a new College Master Plan as funding is identified.
- Develop a plan to rebuild the networked connections to South Campus.
- Begin Library renovations.
- Ensure that funding is in place for the Center for Creative and Performing Arts.
- Identify funding for expanded athletic, parking and recreational facilities.
- Maintain a minimal level of capital replacement and renewal programs at five (5) percent of the College’s operating costs.

5. Seek and secure revenue and financial support that will enable the College to solidify its core educational mission while ensuring continued and sustainable growth and evolution as a leading educational institution.

The College must establish a solid revenue foundation and build on that foundation by supplementing it with creative, entrepreneurial and ancillary sources of revenue that will benefit the entire College community.

Initiatives:

Financial Support for Core Educational Mission of the Institution

- Support the Board of Higher Education (BHE) Formula Funding Proposal to increase funding over the next ten (10) years.
- Aggressively pursue increases in federal and state support to increase financial aid for students.
- Develop a strategy for funding the College's capital needs totaling over \$100 million (measured by the BHE Strategic Capital Needs Assessment conducted by Eva Klein).
- Conduct comprehensive and systematic budgetary reviews to identify collaborative efforts that could result in cost savings or streamlined operations.

Supplemental Support to Complement and Augment the Continued Growth of the Institution

- Intensify the process of identifying and securing potential grant opportunities and negotiate favorable cost recovery to the College.
- Establish new external relationships and multidisciplinary collaborations to obtain external funding.
- Increase revenue from contracted services.
- Foster a spirit and environment for sustained private giving among alumni, trustees, current students, parents of students, employees, retirees, corporations and friends.
- Expand the role of alumni, trustees, current students, parents of students, employees, retirees, corporations and friends as volunteers, benefactors and ambassadors of the College.

- Expand auxiliary and other sales and services for the College Community utilizing emerging technologies and innovative business relationships.
- Develop a plan for regular and predictable adjustments to student charges.

Outcome Measures:

- Secure progressive and continued funding to close existing spending and other budgetary “gaps” as identified by the College and Board of Higher Education.
- Secure the funding for identified and prioritized institutional needs.
- Increase by ten (10) percent the number of alumni, faculty, and staff who make contributions to the College.
- Increase by ten (10) percent the number of grant submissions to public and private funding sources.
- Increase by a minimum of ten (10) percent revenues from auxiliary and other sales.
- Institute a plan to guide the regular and predictable adjustments to student charges.

6. Advance the College toward university status.

University status will recognize Salem State College as one of New England's leading public institutions of higher education, will increase the College's visibility and influence and have a positive economic impact on the greater North Shore.

Initiatives:

- Develop a strategic, operational and advocacy plan to obtain university status with the College community, the legislature, the alumni, the Board of Trustees and business and educational leaders.
- Obtain federal, state and private financial support for the further development of graduate programs.
- Prepare to submit two (2) doctoral programs to the Board of Higher Education.
- Develop joint programming initiatives with other Massachusetts public doctoral-granting institutions.
- Seek Board of Higher Education support for a change in status.

Outcomes measures:

- Initiate discussions with public doctoral-granting institutions regarding program collaboration.
- Make a presentation to move to university status to the Board of Higher Education.
- Introduce a bill to change the status of Salem State College in the General Court and secure hearings by both houses.

CONCLUSION

The purpose of this Strategic Plan is to guide the spirit and substance of our pursuits in the evolution and the fulfillment of the College's mission. This plan is designed to provide parameters by which specific action plans and benchmarks will be developed by various units within the College. The Strategic Plan also provides the foundation for a shared vision by all members of the college community.

Appendix 2

Salem State College Mission Statement

SALEM STATE COLLEGE

Institutional Mission Statement

Salem State College is to provide for its students a foundation for knowledge and scholarship, to refine the teaching-learning process, and serve as a center of entrepreneurial solutions designed to strengthen the region's cultural, environmental and economic character.

To facilitate the achievement of its mission, the College is organized around the Schools of Arts and Sciences, Human Services, Business, and the Graduate School, complemented by programs in Non-Traditional Studies. Baccalaureate degrees are offered in 36 majors and Master's degrees in 26 programs. The curriculum of the College, augmented by advanced learning technologies, seeks to provide a liberal education through the integration of a multi-disciplinary learning program that includes advanced scholarship, the development of a global perspective, and community service opportunities.

Ever conscious of the larger needs of the region and of the Commonwealth, Salem State College continues to expand its vision of becoming an institution where applied research supports and enhances the teaching-learning experience.

To enhance the teaching-learning dynamic and to ensure the currency of the curriculum, the College recruits talented, diverse faculty whose scholarship enriches the learning process.

Salem State College is involved integrally in the region's cultural, environmental and economic growth. The inauguration of the Occupational Therapy Program, the developing Aquaculture Program, and the nascent program in Spanish and Bi-lingual Studies anticipates the continued growth of the North Shore's Hispanic population and the global economy.

The College, of course, maintains the quality of each of its programs and learning opportunities. At this time it has identified particular priorities (Programs of Excellence) upon which it places special emphasis. The College identifies as priorities (Programs of Excellence) its efforts to develop teaching and learning support through its Council on Teaching and Learning, program assessment, Writing Across the Curriculum, and post-graduate career services. These areas also include the Creative and Performing Arts, Teacher Education, Aquaculture, community outreach and service learning. These opportunities are presented through comprehensive programs in the Arts and Sciences, Business, and the Human Services.

In cooperation with the Salem State College Assistance Corporation, the College will foster an entrepreneurial park with progressive business partners selected for their ability to support the College's mission. From these partnerships, educational ventures, including internships and applied research opportunities, will develop for the College community. A new Performing Arts complex also will address the burgeoning cultural interest of the region.

Salem State College, therefore, enters the 21st century determined to fulfill its mission for the region and the Commonwealth-at-large.

Appendix 3
CIHE Data Forms

**CIHE DATA FORM 1
STATEMENT OF REVENUE AND EXPENSES (000 OMITTED)**

FISCAL YEAR ENDS month & day: (6 / 30)		3 YEARS PRIOR (FY 2002)	2 YEARS PRIOR (FY 2003)	1 YEAR PRIOR (FY 2004)	MOST RECENTLY COMPLETED FY (FY 2005)	CURRENT BUDGET (FY 2006)
2	OPERATING REVENUES					
3	? TUITION & FEES	\$18,355,000.00	\$31,230,000.00	\$35,556,000.00	\$41,189,000.00	\$40,017,000.00
4	? AUXILIARY ENTERPRISES (Enter here and/or on line 9)					
5	? LESS: SCHOLARSHIP ALLOWANCE	(\$6,343,000.00)	(\$6,829,000.00)	(\$7,236,000.00)	(\$8,390,000.00)	(\$5,086,000.00)
6	NET STUDENT FEES	\$12,012,000.00	\$24,401,000.00	\$28,320,000.00	\$32,799,000.00	\$34,931,000.00
7	? GOVERNMENT GRANTS & CONTRACTS	\$8,252,000.00	\$10,545,000.00	\$12,307,000.00	\$11,651,000.00	\$12,357,000.00
8	? PRIVATE GIFTS, GRANTS & CONTRACTS	\$268,000.00	\$313,000.00	\$699,000.00	\$926,000.00	\$63,000.00
9	? AUXILIARY ENTERPRISES (Enter here or on line 4)	\$4,154,000.00	\$4,022,000.00	\$4,199,000.00	\$7,673,000.00	\$7,446,000.00
10	? OTHER	\$2,291,000.00	\$2,245,000.00	\$2,060,000.00	\$2,305,000.00	\$1,849,000.00
11	TOTAL OPERATING REVENUES	\$26,977,000.00	\$41,526,000.00	\$47,585,000.00	\$55,354,000.00	\$56,646,000.00
12	OPERATING EXPENSES					
13	? INSTRUCTION	\$30,104,000.00	\$30,542,000.00	\$30,593,000.00	\$32,624,000.00	\$32,574,000.00
14	? RESEARCH	\$0.00	\$0.00	\$0.00	\$0.00	
15	? PUBLIC SERVICE	\$438,000.00	\$513,000.00	\$395,000.00	\$403,000.00	\$47,000.00
16	? ACADEMIC SUPPORT	\$9,608,000.00	\$11,489,000.00	\$12,483,000.00	\$16,441,000.00	\$15,453,000.00
17	? STUDENT SERVICES	\$6,374,000.00	\$6,413,000.00	\$5,726,000.00	\$6,665,000.00	\$5,733,000.00
18	? INSTITUTIONAL SUPPORT	\$11,781,000.00	\$12,084,000.00	\$12,089,000.00	\$13,861,000.00	\$14,206,000.00
19	? OPERATION, MAINTENANCE OF PLANT	\$6,870,000.00	\$7,877,000.00	\$8,872,000.00	\$7,964,000.00	\$9,113,000.00
20	? SCHOLARSHIPS & FELLOWSHIPS	\$114,000.00	\$137,000.00	\$143,000.00	\$273,000.00	\$0.00
21	? AUXILIARY ENTERPRISES	\$3,860,000.00	\$3,931,000.00	\$4,014,000.00	\$8,167,000.00	\$8,480,000.00
22	? DEPRECIATION	\$3,315,000.00	\$3,048,000.00	\$3,324,000.00	\$3,423,000.00	\$3,400,000.00
23	OTHER	\$0.00	\$0.00	\$0.00	\$0.00	
24	TOTAL OPERATING EXPENDITURES	\$72,464,000.00	\$76,034,000.00	\$77,639,000.00	\$89,821,000.00	\$89,006,000.00
25	OPERATING LOSS	(\$45,487,000.00)	(\$34,508,000.00)	(\$30,054,000.00)	(\$34,467,000.00)	(\$32,360,000.00)
26	NON OPERATING REVENUES					
27	? STATE APPROPRIATIONS (NET)	\$43,984,000.00	\$37,462,000.00	\$33,589,000.00	\$38,113,000.00	\$31,191,000.00
28	? INVESTMENT INCOME	(\$898,000.00)	\$272,000.00	\$1,073,000.00	\$969,000.00	\$1,000,000.00
29	INTEREST INCOME	(\$382,000.00)	(\$274,000.00)	(\$196,000.00)	(\$143,000.00)	(\$164,000.00)
30	? OTHER	\$109,000.00	\$131,000.00	\$76,000.00	\$117,000.00	\$65,000.00
31	NET NON OPERATING REVENUES	\$42,813,000.00	\$37,591,000.00	\$34,542,000.00	\$39,056,000.00	\$32,092,000.00
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	(\$2,674,000.00)	\$3,083,000.00	\$4,488,000.00	\$4,589,000.00	(\$268,000.00)
33	? CAPITAL APPROPRIATIONS	\$187,000.00	\$80,000.00			
34	OTHER	\$575,000.00	\$10,414,000.00	\$1,479,000.00	\$624,000.00	\$500,000.00
35	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$1,912,000.00)	\$13,577,000.00	\$5,967,000.00	\$5,213,000.00	\$232,000.00

CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS month & day (/)		3 YEARS PRIOR (FY 2)	2 YEARS PRIOR (FY 2)	1 YEAR PRIOR (FY 2)	MOST RECENTLY COMPLETED FY (FY 2)	CURRENT BUDGET (FY 2)
NET ASSETS						
3						
4		\$34,437,000.00	\$32,525,000.00	\$46,102,000.00	\$52,069,000.00	\$57,582,000.00
5	?	(\$1,912,000.00)	\$13,577,000.00	\$5,967,000.00	\$5,213,000.00	\$0.00
6		\$32,525,000.00	\$46,102,000.00	\$52,069,000.00	\$57,282,000.00	\$57,582,000.00
INDEBTEDNESS						
8						
9					\$0.00	\$3,260,000.00
10					\$3,260,000.00	\$0.00
11	?				\$0.00	(\$110,000.00)
12		\$0.00	\$0.00	\$0.00	\$3,260,000.00	\$3,150,000.00
13					\$22,000.00	\$135,000.00
14					\$110,000.00	\$115,000.00

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (6 /30)		3 YEARS PRIOR (FY 2002)	2 YEARS PRIOR (FY 2003)	1 YEAR PRIOR (FY 2004)	MOST RECENTLY COMPLETED FY (FY 2005)	CURRENT BUDGET (FY 2006)
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3	?	TUITION AND FEE CHARGES					
4		FULL-TIME UNDERGRADUATE STUDENT					
5		IN-STATE	3037.8	3937.8	4987.8	5453.8	5594
6		OUT-OF-STATE	9177.8	10077.8	11127.8	11593.8	11734
7		PART-TIME UNDERGRADUATE STUDENT (per Credit Hour)					
8		IN-STATE	135	150	175	181	180
9		OUT-OF-STATE	170	185	210	216	215
10		FULL-TIME GRADUATE STUDENT (per Credit Hour)					
11		IN-STATE	170	195	225+50 flat fee	225+110 flat fee	235
12		OUT-OF-STATE	260	285	315+50 flat fee	315+110 flat fee	325
13		PART-TIME GRADUATE STUDENT (per Credit Hour)					
14		IN-STATE	170	195	225+50 flat fee	225+110 flat fee	235
15		OUT-OF-STATE	260	285	315+50 flat fee	315+110 flat fee	325

17	?	ROOM AND BOARD CHARGES				
18		UNDERGRADUATE STUDENT				
19		GRADUATE STUDENT				
		4959	5310	5778	6251	6678
		NA	NA	NA	NA	NA

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
2	? FIRST-YEAR STUDENTS					
3	COMPLETED APPLICATIONS	3942	3976	4018	3952	4857
4	APPLICATIONS ACCEPTED	2699	2958	3313	3352	4353
5	APPLICANTS ENROLLED	853	882	1016	1058	1264
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)	2.81	2.82	2.84	2.81	2.84
7	? TRANSFERS-UNDERGRADUATE					
8	COMPLETED APPLICATIONS	1323	1239	1248	1312	1399
9	APPLICATIONS ACCEPTED	1083	1133	1144	1219	1296
10	APPLICANTS ENROLLED	640	772	739	849	857
11	? MASTER'S DEGREE STUDENTS					
12	COMPLETED APPLICATIONS	355	343	455	442	442
13	APPLICATIONS ACCEPTED	289	297	399	391	393
14	APPLICANTS ENROLLED	234	239	306	265	287
15	? FIRST-PROFESSIONAL DEGREE STUDENTS					
16	COMPLETED APPLICATIONS					
17	APPLICATIONS ACCEPTED					
18	APPLICANTS ENROLLED					
19	? DOCTORAL DEGREE STUDENTS					
20	COMPLETED APPLICATIONS					
21	APPLICATIONS ACCEPTED					
22	APPLICANTS ENROLLED					

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

Average High School Grade Point Average

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
2	? UNDERGRADUATE					
3	? FIRST YEAR: FULL-TIME HEADCOUNT	1051	1111	1229	1357	2204
4	? PART-TIME HEADCOUNT	274	253	230	142	179
5	TOTAL HEADCOUNT	1325	1364	1459	1499	2383
6	? TOTAL FTE	1437.8	1501.3	1558.8	1693	2628.1
7	? SECOND YEAR: FULL-TIME HEADCOUNT	900	1072	1147	1286	1326
8	PART-TIME HEADCOUNT	378	366	307	255	324
9	TOTAL HEADCOUNT	1278	1438	1454	1541	1650
10	TOTAL FTE	1288	1482.5	1526.4	1640.5	1703.5
11	? THIRD YEAR: FULL-TIME HEADCOUNT	912	877	986	1103	1071
12	PART-TIME HEADCOUNT	388	355	328	312	330
13	TOTAL HEADCOUNT	1300	1232	1314	1415	1401
14	TOTAL FTE	1324.9	1249.5	1376.6	1471.3	1449.1
15	? FOURTH YEAR: FULL-TIME HEADCOUNT	1028	1047	985	1132	763
16	PART-TIME HEADCOUNT	547	552	538	495	480
17	TOTAL HEADCOUNT	1575	1599	1523	1627	1243
18	TOTAL FTE	1550.2	1585.5	1502.2	1615.3	1146.8
19	? UNCLASSIFIED: FULL-TIME HEADCOUNT					
20	PART-TIME HEADCOUNT					
21	TOTAL HEADCOUNT	0	0	0	0	0
22	TOTAL FTE					
23	TOTAL UNDERGRADUATE HEADCOUNT	5478	5633	5750	6082	6677
24	TOTAL UNDERGRADUATE FTE	5600.9	5818.8	5964	6420.1	6927.5
25	? GRADUATE					
26	? FULL-TIME HEADCOUNT	160	197	281	243	254
27	? PART-TIME HEADCOUNT	754	858	863	989	1051
28	TOTAL GRADUATE HEADCOUNT	914	1055	1144	1232	1305
29	? TOTAL GRADUATE FTE	589.3	674.3	775.4	807.9	849.3
31	GRAND TOTAL HEADCOUNT	6392	6688	6894	7314	7982
32	GRAND TOTAL FTE	6190.2	6493.1	6739.4	7228	7776.8

UNDERGRADUATE RETENTION AND GRADUATION RATES

		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	68.7	71.9	72.3	75.9	75.4
35	? GRADUATION RATE	31.3	34.1	37.0	42.4	39.9

Cohort

DEFINITION OF UNDERGRADUATE FTE

12 Hours

DEFINITION OF GRADUATE FTE

9 Hours

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

?	Fiscal Years	FY 2007	FY 2008	FY 2009
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PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$60,055.00	\$61,457.00	\$62,955.00
4	TOTAL OPERATING EXPENDITURES	\$113,122.00	\$118,778.00	\$124,717.00
5	TOTAL OPERATING LOSS	(\$53,067.00)	(\$57,321.00)	(\$61,762.00)
6	NET NON OPERATING REVENUE	\$55,802.00	\$58,747.00	\$61,635.00
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	\$1,000.00	\$2,000.00	\$2,000.00
8	TOTAL INCREASE/DECREASE IN NET ASSETS	\$3,735.00	\$3,426.00	\$1,873.00

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE	2867	2867	2867
13	OUT-OF-STATE	5937	5937	5937
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE	238.92	238.92	238.92
16	OUT-OF-STATE	494.75	494.75	494.75
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE	235	235	235
19	OUT-OF-STATE	325	325	325
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE	235	235	235
22	OUT-OF-STATE	325	325	325

Charges for FT Undergraduate Student are per semester
Charges for PT Undergraduate Student are per credit.
FT and PT graduate tuition and fees are the same per credit

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

?	Fiscal Years	FY 2007	FY 2008	FY 2009
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PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	5527	5582	5637
33	PART-TIME HEADCOUNT	1842	1861	1880
34	IN-STATE HEADCOUNT	7074	7145	7216
35	OUT-OF-STATE HEADCOUNT	295	298	301
36	TOTAL HEADCOUNT	7369	7443	7517
37	TOTAL FTE	5748	5806	5863
38	GRADUATE STUDENTS			
39	FULL-TIME HEADCOUNT	312	315	318
40	PART-TIME HEADCOUNT	2281	2292	2303
41	IN-STATE HEADCOUNT	2567	2581	2595
42	OUT-OF-STATE HEADCOUNT	26	26	26
43	TOTAL HEADCOUNT	2593	2607	2621
44	TOTAL FTE	985	991	996

**CIHE DATA FORM 7
FACULTY PROFILE**

		AGO (FY 2002)		AGO (FY 2003)		AGO (FY 2004)		AGO (FY2005)		YEAR (FY 2006)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
170	?	NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED)										
171		NAME OF DEPARTMENT OR ACADEMIC UNIT										
172		Accounting and Finance	9	5	10	4	9	7	9	5	9	6
173		Art	6	8	9	6	9	9	9	9	10	13
174		Biology	15	3	16	2	15	7	16	8	19	5
175		Chemistry and Physics	9	2	9	1	8	9	10	4	10	4
176		Communications	6	5	6	8	8	7	7	9	6	12
177		Computer Science	8	1	9	4	9	2	12	3	12	6
178		Criminal Justice	8	0	8	3	9	2	8	1	7	4
179		Economics	5	2	4	1	5	1	3	3	3	5
180		Education	18	52	20	54	18	74	16	67	15	77
181		English	29	25	27	31	26	36	25	51	27	54
182		Foreign Language	6	9	6	10	6	9	5	9	6	12
183		Geography	11	1	9	5	8	7	10	4	9	8
184		Geological Science	6	0	5	0	7	1	6	1	5	2
185		History	15	11	14	11	14	13	17	13	17	14
186		Interdisciplinary	4	4	3	4	3	6	3	6	4	7
187		Management	10	10	9	8	8	11	7	13	9	13
188		Marketing	5	3	4	2	4	2	4	3	5	2
189		Mathematics	11	8	10	10	10	8	10	11	10	13
190		Music	5	0	5	1	5	2	5	4	5	9
191		Nursing	23	22	25	20	22	21	24	19	28	28
192		Occupational Therapy	2	0	2	1	3	1	3	0	3	1
193		Operations Management/MIS	4	2	2	5	3	7	3	5	3	4
194		Philosophy	5	1	4	3	5	5	4	5	5	9
195		Political Science	4	4	5	1	5	2	5	3	5	3
196		Psychology	14	23	13	21	14	22	12	22	14	25
197		Social Work	18	13	14	22	15	24	14	30	12	34
198		Sociology	8	2	8	2	8	2	9	2	8	3
199		Sport, Fitness, and Leisure Studies	17	9	16	10	17	11	15	15	17	17
200		Theatre and Speech	15	1	13	3	12	7	11	10	12	10

**CIHE DATA FORM 7
FACULTY PROFILE**

	AGO (FY 2002)		AGO (FY 2003)		AGO (FY 2004)		AGO (FY2005)		YEAR (FY 2006)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
		296	226	285	253	285	315	282	335	295

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
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UNDERGRADUATE

30	?	BACCALAUREATE				
31		Art	191	213	205	195
32		Biology	184	219	263	271
33		Business Administration	1087	1050	1065	1153
34		Chemistry	41	40	37	45
35		Communications	263	283	291	290
36		Computer and Information Science	187	155	137	120
37		Criminal Justice	377	397	437	459
38		Cartography	26	22	18	22
39		Economics	14	14	13	19
40		Education	656	615	551	581
41		English	172	192	181	192
42		Fire Science	42	38	26	37
43		General/Liberal Studies	26	21	20	44
44		Geography	102	104	81	82
45		Geological Science	38	39	41	21
46		History	132	151	147	169
47		Mathematics	30	39	51	66
		Music				13
48		Nursing	437	474	534	581
49		Occupational Therapy	36	39	36	37
50		Office Administration	7	3	1	1
51		Political Science	58	68	67	74
		Pre-Engineering	1	1	1	
		Psychology	305	327	353	359
		Sociology	100	107	114	118
		Social Work	107	107	114	126
		Spanish	22	41	37	27

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
	Sport, Fitness and Leisure Studies	199	196	208	222	271
	Theatre	150	160	160	161	172
52	Undeclared	488	518	561	597	654
53	TOTAL	5478	5633	5750	6082	6677

55	? TOTAL UNDERGRADUATE	5478	5633	5750	6082	6677
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CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
	? GRADUATE PROGRAM					
57	? MASTER'S					
58	Business Administration - MBA	74	60	53	64	72
59	Social Work	232	246	226	234	218
60	MSN/MBA	1	1	2	1	2
61	Nursing	17	18	17	25	43
62	English-MA	14	21	26	33	24
63	History-MA	18	17	23	29	36
	Counseling & Psychological Serv-MS	53	54	43	48	61
	Criminal Justice-MS					1
	Geo-Information Science-MS	6	3	8	8	6
64	Mathematics-MS	2	7	7	8	6
	Art-MAT			4	7	10
	Biology-MAT	1	1	2	0	1
	Chemistry-MAT			1	2	1
	English-MAT	12	15	16	18	17
	English MA/MAT			7	8	10
	ESL-MAT	10	19	30	22	17
	History-MAT	7	10	6	9	7
	Mathematics-MAT			1	3	5
	Middle School Math-MAT					9
	Spanish-MAT				8	11
	Bilingual Education	2	3	5	3	1
	Early Childhood Education	35	40	34	30	33
	Educational Leadership	25	47	54	21	15
65	Elementary Education	76	90	115	133	146
	Field Based	6	20	26	4	1
	Higher Education, Student Affairs				17	25

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
	Library Media Studies	18	17	18	16	18
66	Middle School	21	23	43	40	37
68	Physical Education	7	13	17	12	18
70	Reading	31	45	58	63	74
	School Business Officer					1
72	School Counseling	37	49	55	59	54
67	Secondary Education	36	52	58	80	53
71	Special Education	104	120	116	140	137
	Teaching English as a Second Lang	15	2	3	4	2
69	Technology in Education	15	22	21	15	17
73	TOTAL	875	1015	1095	1164	1189

75	? FIRST-PROFESSIONAL					
76						
77						
78						
79						
80						
81						
82	TOTAL	0	0	0	0	0

GRADUATE PROGRAM

85	? DOCTORATE					
86						
87						
88						
89						
90						
91						

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
92						
93						
94						
95	TOTAL	0	0	0	0	0

97	? OTHER GRADUATE PROG					
	American Studies Certificate				1	
98	CAGS-Education	39	40	46	62	85
99	CAPS-Counseling			2	2	4
	Certified Financial Planner					4
	Certificate Nursing Education			1		6
	Licensure Only				3	17
100	TOTAL	39	40	49	68	116

102	? TOTAL GRADUATE	914	1055	1144	1232	1305
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CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

		4 YEARS AGO (FY ____)	3 YEARS AGO (FY ____)	2 YEARS AGO (FY ____)	1 YEAR AGO (FY ____)	CURRENT YEAR (FY ____)	
2	?	NAME OF DEPARTMENT OR COMPARABLE UNIT					
3	?	UNDERGRADUATE					
4		Accounting and Finance	4491	4749	4989	5664	2697
5		Art	5176	5163	4530	5127	2154
6		Biology	8198	8441	9415	10388	4492
7		Chemistry and Physics	3866	4685	5234	5491	2835
8		Communications	2995	3743	3885	4203	1920
9		Computer Science	4694	4905	4270	5878	2509
10		Criminal Justice	5142	4863	5400	5445	2469
11		Economics	2925	2841	2733	3003	1533
12		Education	9027	9283	7794	6660	3330
13		English	17238	18270	19221	21805	11121
14		Foreign Language	3330	3102	3192	3662	1548
15		Geography	6539	6676	6269.5	5795	3366
16		Geological Science	2686	2669	2609	2650	1342
17		History	12585	13563	13602	14220	7464
18		Interdisciplinary	1969	1887	2285.5	2570	893.5
19		Management	6615	6426	6507	7158	3414
20		Marketing	2412	2218	2400	2415	1098
21		Mathematics	9092	8988	8943	8911	4318
22		Music	1997	1749	2001	2405	1044
23		Nursing	3990	3903.5	4502	5703	3707
24		Occupational Therapy	269	280	379	302	102
25		Operations Management/MIS	2343	2229	2094	2301	933
26		Philosophy	3927	4278	4629	4920	2469
27		Political Science	2208	2037	2217	2535	1398
28		Psychology	10993	11228	11816.5	11998	5794
		Social Work	1660	1542	1362	1869	1071
		Sociology	6099	6747	6861	7344	3291
		Sport, Fitness, and Leisure Studies	8569	8758	10139	10533.5	5014
		Theatre and Speech	6544	6341	6605.5	6489	3372
29		TOTAL	157579	161564.5	165885	177444.5	86698.5

CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

	4 YEARS AGO (FY ____)	3 YEARS AGO (FY ____)	2 YEARS AGO (FY ____)	1 YEAR AGO (FY ____)	CURRENT YEAR (FY ____)
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32	NAME OF DEPARTMENT OR COMPARABLE UNIT					
33	GRADUATE					
34	Accounting and Finance	264	363	243	480	297
35	Art	18	74	186	255	105
36	Biology	20	0	94	24	7
	Chemistry			15	10	15
40	Criminal Justice		3	6		51
41	Economics	141	166	180	162	105
42	Education	13429	17237	19751.5	20148.5	6195.5
43	English	696	783	1011	1068	411
44	Foreign Language	57	72	36	123	72
45	Geography	93	119	48	101	63
46	Geological Science	57	0	95	13	27
47	History	612	672	903	981	324
	Interdisciplinary				36	
	Management	564	552	396	594	312
	Marketing	144	51	201	159	36
	Mathematics	138	225	267	297	114
	Nursing	245	333	420	593	354
	Operations Management/MIS	441	393	303	309	84
	Philosophy			6	24	
	Psychology	1596	1801	1694	2146	752
48	Social Work	4803	5184	5001	5130	2015
49	Sociology	12	12	3	6	
50	Sport, Fitness, and Leisure Studies	177	129	204	231	72
59	TOTAL	23507	28169	31063.5	32890.5	11411.5