Salem State University
Salem, Massachusetts

2026
Interim (Fifth Year) Report

Submitted to:
New England Commission of Higher Education
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Introduction

Salem State University (SSU) is pleased to provide its 2026 Interim Report to the New England Commission of Higher Education (NECHE). This report offers a synopsis of developments since 1) the 2021 NECHE site visit, 2) the 2021 Commission letter maintaining SSU's accreditation and identifying areas for improvement, and 3) the subsequent 2023 Progress Report. In this report, SSU also documents continued improvement in the two areas of special emphasis outlined in the Commission's November 2, 2023, letter: 1) ensuring the effectiveness of the institution's shared governance processes and 2) achieving its goals to increase enrollment and retention. Lastly, this 2026 Interim Report speaks to how SSU is living out its commitment as "the Commonwealth's Civic Engagement University" and how it is addressing the needs of its current (and future) students as Massachusetts' first public four-year Hispanic Serving Institution (HSI)/Minority Serving Institution (MSI).

In summer 2024, Provost David Silva charged Kristina Scott, interim associate dean of education, Bruce Perry, assistant dean of academic affairs, and Jesus Montoya, associate director for retention services, to develop a plan and timeline to prepare this Interim Report. The three co-chairs created standard-specific working groups, with 28 administrators, 18 faculty/librarians, 10 deans, seven vice presidents/ assistant vice-presidents, and one trustee participating, to provide campus-wide input on each of the nine NECHE standards. This collective held four meetings (i.e., kick-off and NECHE-Fest collaborations I, II, and III) throughout the 2024-25 academic year, as each of the nine working groups drafted its standard. Toward the end of the drafting process, a draft of this report was presented to the president's executive council, strategic planning goals stewards, and the All University Committee for a "Fresh Eyes" review. Additional input was garnered from the Student Government Association, and from the campus community at large, all in the spirit of informing the writing process, living out a commitment to transparency, and building trust. Additional revisions, edits, and fact checks were conducted following each of these reviews to finalize the report.

Institutional Overview

SSU takes pride in its identity as a regional public university located in a diverse Massachusetts "Gateway City" with a rich political and cultural history. Most of SSU's 75,000 graduates continue to live in Massachusetts, with many remaining local. SSU is an institution that has continually transformed itself since its founding as a normal school inspired by the ideas of Horace Mann, who championed education as "the great equalizer." Today's SSU—a comprehensive four-year public university—boasts a long history as an innovator in the field of education. Founded as Salem Normal School (SNS), it was the fourth such institution in Massachusetts and the tenth in America. SNS welcomed its first class in 1854, including its first Black graduate—the abolitionist, educator, writer, and women's rights activist, Charlotte Forten, who received her degree in 1856. The institution's original motto, Progredi ("progress"), reflects its evolution from Salem Normal School in 1854 to Salem Teachers College in 1932 to Salem State College in 1960 and, most recently, to Salem State University in 2010, an institution committed to living out its updated motto, "Forward Together."

Today, SSU serves 6,009 students, including 4,676 undergraduates and 1,333 graduate students. The student body comprises traditional first-year students, transfer students, adult learners, and international students, with 4,188 (69.7%) full-time and 1,821 (30.3%) part-time enrollees. Among them, 5,473 (91.1%) are degree-seeking and 536 (8.9%) are non-degree-seeking.

Of all nine Massachusetts State Universities, Salem State serves the largest number of the Commonwealth's Gateway Cities: eleven of twenty-six. Indeed, six of the top seven high school feeders for Salem State in 2025 are in gateway cities, located in SSU's immediate catchment area. As anchors for regional economies, cities such as Salem offer residents a "gateway" to the American dream; by extension, SSU assumes great responsibility to serve as an engine for the social mobility of so many in our region, Massachusetts's North Shore.

SSU takes pride in its community connections and in a long tradition of partnership with the North Shore community and particularly with the city of Salem. These partnerships—with the business community, local governments, the nonprofit sector, and others—are rooted in its academic programs and in its role as a significant economic resource for Salem, Essex County, the North Shore region, and the commonwealth of Massachusetts. As a federally designated Title III-eligible institution, Salem State serves a growing student body from traditionally underserved populations, including students of low income, students with disabilities, veterans, non-traditional-age students, and students of color, opening doors of opportunity for the next generation of students and citizens. Evidence of success in this domain has come in the form of recognition as one of Massachusetts' leading institutions of higher education for social mobility. In 2024, Salem State ranked second in the Commonwealth on CollegeNet Social Mobility Index, and in 2025, U.S. News and World Report ranked SSU 23rd nationally and first among public universities in the state for social mobility. These are successes of which we are most proud.

In recent years, SSU's student body has become significantly more diverse, with 56.5% of the 2025 incoming class identifying as students of color, up from 27.6% in 2015. Most students are highly committed to their education but face substantial work and family obligations: 45% work 16–40 hours per week, 5% work over 40 hours, and nearly half report outside responsibilities that may interfere with coursework. While 80% of students rank SSU as their first choice and over 40% aspire to graduate study, these competing demands help explain the ongoing challenges in enrollment growth, despite the university's efforts to provide flexible, student-centered support.

Areas of Special Emphasis
(from the Commission's November 2023 correspondence)

Area 1. *Ensuring the effectiveness of the institution's shared governance processes.*

Shared governance remains active and productive, showing measurable signs of improvement at Salem State. The core of the university's shared governance system is comprised of five standing committees as defined by the collective bargaining agreement between the Massachusetts State College Association (MSCA) and the Board of Higher Education. The All University Committee (AUC) oversees committees on curriculum, academic policies, student affairs, and graduate education. Participation in these committees has been robust among faculty and administrators: of the 47 administrator seats, 94% were filled, as were 89% of the 131 faculty and librarian positions in 2024–25. That same year, the number of proposals increased, rising over 50% from the prior year to 246 proposals entered into shared governance. The surge in proposals returned governance activity to pre-pandemic numbers for the first time.

As the campus demonstrates greater capacity to engage in shared governance, the volume of activity is expected to remain at this level. Beyond the five standard committees, members of the campus community participate in nine advisory committees. MSCA leadership and university administrators worked together to reduce the number of advisory groups, mitigating workload concerns while creating forums to address a broad institutional agenda (Standard Three).

Engaging students in shared governance has been more challenging. While there are 15 student seats on advisory committees and 13 on standing governance committees, almost half remain vacant each year. One apparent challenge is that some committees meet at long-established fixed dates and times, which may make an interested student unable to serve. SSU students also express constraints on their time. Seniors in 2025 reported spending more hours each week working for pay (+2.4) and providing care for dependents (+2.9) than peers at regional public universities, n=141 according to the 2025 administration of the National Survey of Student Engagement (NSSE). The majority of completing graduate students

also work, with nearly 60% employed in their field of study, while another 13% worked in another field (2025 Exit Survey n=221). Given how efforts to attract more students have proven ineffective to date, the university leadership have discussed structured stipends or academic credit for students who participate. A final decision on this matter is pending. (Despite these challenges, the necessary work of the campus got done, as the volume of shared governance work remained robust and steady between 2021 and 2024, averaging almost 160 proposals reviewed annually.)

Shared governance faced disruption during the 2021 "work-to-rule" action by the faculty union, triggered by pandemic-related furloughs. Although a 2023 settlement improved relations and served as a template for other union agreements, campus morale suffered from lingering disputes and pandemic fatigue. More recently, morale has improved as the community collaborates on the institution's strategic plan, emerging institutional identities, and initiatives of mutual interest, including SSU BOLD, the campus master plan, and this interim report (Standard Two) and (Standard Seven).

Strategic Planning

In 2022, the strategic planning process offered a substantial opportunity to rebuild relationships. Designed for broad-based support, the strategic planning committee (SPC) included 10 MSCA members, appointed from the four academic schools and colleges; nine administrators; two staff members represented by the American Federation of State, County, and Municipal Employees (AFSCME); two students, and a faculty and administrator co-led the committee. Ubiquitous SPC engagement opportunities included 12 open forums held with students, parents, faculty, staff, and alumni as well as four surveys to gather feedback from campus constituencies during the plan's development. The SPC held monthly meetings with the MSCA leadership, and communication with the All University Committee (AUC) about the plan was ongoing.

While collaboration on the strategic plan did not fully repair community issues, the plan set the stage for future collective action with accountability built in by establishing key performance indicators to measure success. After the president's executive council (PEC) adopted the plan in 2023, the president designated one of the vice presidents to coordinate the implementation, and PEC appointed "goal stewards" to monitor progress, reporting once a year to the AUC. The chief information officer also created an electronic tracking system, enabling all SSU employees to record how they or their office contributed to strategic plan goals. In the first year, 47 faculty and staff submitted over 400 entries. The PEC made available nearly $500,000 in strategic plan grants for community members to apply for funds to advance plan goals.

Institutional Identity

As a comprehensive university, Salem State long debated how to distinguish itself among higher education institutions. Growing organically from the faculty, a concept emerged to champion civic engagement as a distinctive feature to tout. A faculty coalition proposed to the president that Salem State assert itself as the "Commonwealth's Civic Engagement University." President Keenan was enthusiastic, writing that "there has never been a more important moment for our citizenry to participate in civic and democratic life … Salem State is called to assume a leadership role in these efforts and that the time for doing so is now" (Personal communication, 2022). The president shared the proposal with his executive council, who recommended incorporating the idea into the strategic planning process. Focus groups confirmed broad support, and the trustees affirmed the new identity. One of the envisioned strategic plan outcomes is that the public will recognize SSU as the commonwealth's Civic Engagement University.

As part of SSU's intentionality around educating and serving all students, including the region's growing Hispanic student population, we have emerged as the Commonwealth's first public, four-year HSI/MSI, an identity that we enthusiastically embrace. This identity initially emerged in fall 2024, after SSU met the threshold of more than 25% of students, which led the Hispanic Association of Colleges and

Universities ([HACU](#)) to reclassify SSU from "emerging HSI" to simply "HSI." Having met this criterion for a second consecutive year, Salem State plans to apply for the federal HSI designation in spring 2026. The groundwork for these achievements was prepared as early as in 2021, when the provost convened campus meetings and created initial academic resources. Academic Affairs established a faculty fellowship that researched related topics and partnered with Student Life and student organizations. In 2022–23, a task force of six students, 14 faculty, and 33 staff and alumni developed long- and short-term recommendations for serving students and accessing HSI program funding. In 2023, the president's executive council approved and integrated the task force's *[Roadmap to Servingness](#)* into the strategic plan. The president created and charged an assistant vice president for HSI/MSI initiatives to lead this work. Subsequently, SSU partnered with [Excelencia in Education](#) to build institutional capacity to increase student success while also remaining active in national HSI organizations ([HACU](#) and [Alliance of Hispanic Serving Institution Educators](#)). SSU is successfully implementing many Roadmap objectives without accessing external funding, guided by 18 faculty and staff members serving on the university's HSI/MSI leadership team.

Embracing these two new identities, SSU pursued a Department of Higher Education (DHE) Higher Education Innovation Fund grant to host the 2024 inaugural New England HSI/MSI conference and Student Leadership Summit, in collaboration with regional and emerging two-year HSIs. This conference brought together national HSI speakers; Massachusetts political leaders; and more than 400 students, staff, and faculty from across New England, uplifting efforts regionally. Salem State is partnering with the DHE and higher education institutions to formalize a Massachusetts HSI/MSI consortium of public two- and four-year institutions to collaborate and coordinate efforts in the commonwealth. Salem State has, without a doubt, emerged as the state's clear leader in HSI-related endeavors.

Mutual Interests

Advancing key institutional initiatives contributed to reinvigorating community involvement, creating rich opportunities for meaningful collaboration and advancing the university's mission. For example, behind [SSU BOLD](#) is a transformational strategy to unify the campus, both physically and holistically, establishing a more compact and efficient campus core while modernizing facilities ([Standard Seven](#)). Moreover, the first campus master plan in over a decade was informed by community feedback from 15 focus group meetings, four open house events (230 participants), three campus surveys (309 student and 155 faculty and staff responses; 4,331 comments) held over the last two years ([Standard Seven](#)). Additionally, 64 community members served on one of the nine working groups drafting this interim report.

Transformational projects unifying the campus, high levels of participation across a range of initiatives, as well as the growing use of the governance process are strong, positive indicators of the campus community's commitment to working together and shared governance. The university affirms that this area of emphasis is being substantively addressed, knowing that there is always room to improve, especially in regard to engaging more students in shared governance. A campus climate study is planned for 2026 to provide more robust data about student, faculty, and staff experiences and attitudes. One of the co-chairs of the previous Climate Study Working Group compiled a [report](#) detailing lessons learned to inform the next study.

Area 2. *Achieving university goals to increase enrollment and retention*

SSU reports sobering outcomes in its efforts to increase enrollment and retention. Since fall 2021, overall headcount fell by 15.7% (1,122), with undergraduates (879) down by 15.8%. The graduate population fell by 243 students, or 15.4%, during this time. Declining enrollments are closely aligned with the shrinking pool of high school graduates regionally and lower rates of college participation, coupled with increasingly fierce competition for the students available, as well as pathways and resources (e.g., 4+1 programs, completion grants) enabling students to complete sooner. SSU's declining headcount slowed over the last two years, as enrollment and retention rates were more encouraging. From fall 2023 to fall 2025, credit hours dropped by 20 overall; total undergraduate headcount fell by 3.7% (177); while graduate enrollment fell by 3.8% (53) in that span. Sustaining enrollment remains an ongoing challenge that SSU is addressing with 1) access initiatives, 2) pipeline improvements, and 3) retention efforts.

Figure 1: Enrollment Headcount Fall 2021–Fall 2025
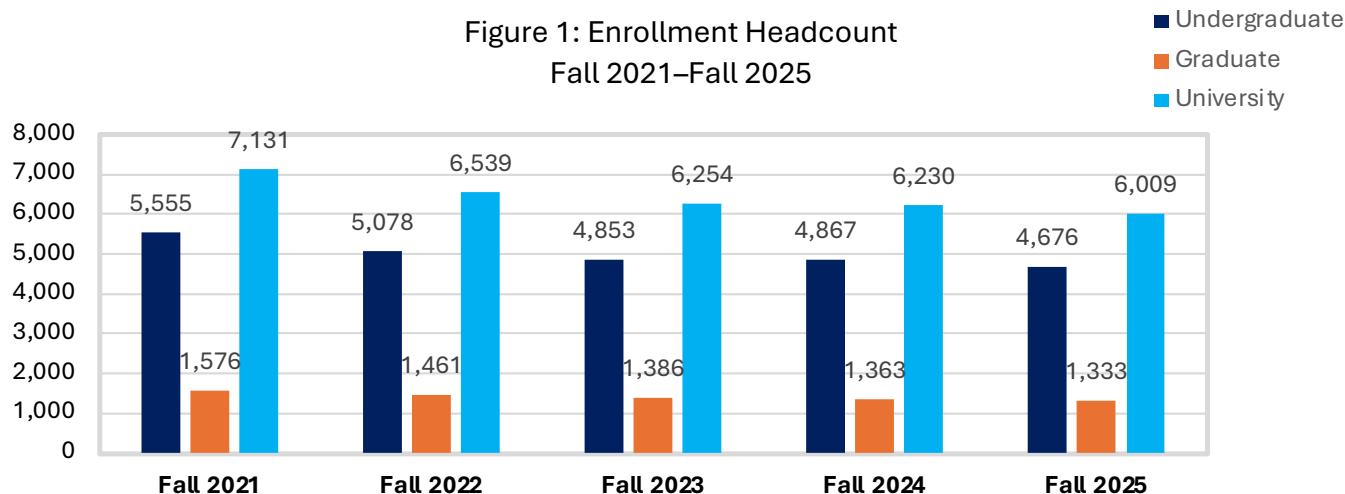
Access Initiatives

The university is deepening its commitment to access. As of fall 2025, in-state students with a family household income of $75,000 or less qualify for free tuition and fees. Touted as the Remarkable Salem State Difference, this commitment is a bold declaration about affordability and a strategy to distinguish SSU among the competition. Funded through existing programs and increased aid from extremely successful fundraising efforts, SSU extends this guarantee further, providing financial aid for every qualified student. According to the 2023 Student Satisfaction Index (n=1,030), undergraduates identified financial aid, cost, academic reputation, geographic setting, and institutional size as the top factors influencing their decision to enroll at SSU. Graduate students cited the same factors, reversing the order of the top two reasons but reinforcing affordability as a key driver. SSU's adoption of the common application, direct admissions to reduce process barriers, financial aid leveraging, and increased aid from the state's Fair Share Amendment also aid in removing barriers to expand access. Additionally, Salem State participates in the NEBHE tuition-break program, lowering costs for New England students while expanding SSU's reach.

SSU's enrollment strategy focuses on Massachusetts, New England, and beyond, engaging the educational consultant firm, Encoura, to support recruitment (e.g., prospect list buys and marketing support). The university began developing a new recruitment marketing development plan with Encoura in summer 2024 to help identify and cultivate new markets to expand its enrollment footprint. Competing for (combined) first-year, transfer, and graduate enrollments of 1,500-1,600 or more new students are critical, ambitious, and achievable goals for the university. In fall 2024, year-over-year new student enrollment grew by 5.5% (+84), but in fall 2025, new student totals were 1.6% less (-25) than in fall 2023. Worthy of note is the intersection between SSU's geographic location, its shifting demographics, and its HSI/MSI commitments: Nearly half of Salem State's undergraduates come from 10 nearby

communities—many of them gateway cities with high percentages of Hispanic K–12 students—the fastest-growing demographic in Massachusetts. Based on 2024–25 enrollment data, key feeder cities with high percentages of Hispanic K-12 students include Lynn (73%), Salem (48%), Boston (44%), Revere (65%), and Everett (68%). Hispanic and multiracial student populations continue to grow across the region. SSU is well-positioned to attract these students, yet SSU strives to not only be an enrolling, but also a serving institution to all of its students. (Standard Eight).

Pipeline Improvements

In addition to the market development efforts with Encoura, SSU is pursuing pipeline improvements with strong, established partners, such as community-based organizations (CBOs) and community colleges. Salem State maintains active partnerships with local regional CBOs (e.g., Bottom Line, La Vida Scholars, One Goal, Raw Art Works, Leap for Education, and Girls, Inc.) while also expanding Early College, Promise Year, ReUp, and credit recovery efforts to meet students where they are (Standard Four). SSU established two Memoranda of Understanding (MOUs) with nearby North Shore (NSCC) and Northern Essex (NECC) community colleges (CCs). One MOU is for joint admissions, and the other one delivers a $3,000 award for CC students transferring to SSU. Transfer enrollments have been stable, between 350–400 each year since fall 2020. Free community college in the commonwealth is expected to bring more students into the higher education pipeline, resulting in a growing transfer pool for the future.

Given that both NECC and NSCC are HSIs in SSU's region, with high enrollments of Spanish-speaking students, SSU developed a transfer connections program that provides a full-time, bilingual transfer coach to coordinate with SSU admissions, advising, and financial aid, supporting students through bachelor's degree completion. Since implementing this strategy in 2022, SSU enrollment has increased 109% from NECC and 21.6% from NSCC. The partnership with NSCC also enables over 20 CC students to live in SSU's residence halls, which they have done over the last two academic years. Through this relationship, CC students access convenient, affordable housing; SSU increased housing occupancy; and CC students become intimately more familiar with the SSU campus, potentially increasing the likelihood of subsequent transfers. All parties win.

Initiatives in the School of Continuing and Professional Studies (SCPS) and the School of Graduate Studies strengthen both pipeline and retention efforts. SCPS's ReUp program offers coaching to students who have earned credits but not a degree, funded through a portion of the fees generated when those students return. From fall 2021 to spring 2025, ReUp served 136 SSU students and graduated 31. The retention rate averages 76%, reaching a high of 89% in spring 2025. SSU renewed the partnership through 2030, expanding to graduate students next for targeted outreach. To identify more potential candidates, the Graduate School monitors enrollment at regional colleges that do not offer a related graduate program but whose degrees align with SSU's graduate programs.

Retention Efforts

Salem State strives to achieve FTFT retention rate ideals of 80% or more for students across all demographic groups, based on the key performance indicator (KPI) rate of 79% set for 2028 in SSU's strategic plan. Undergraduate retention increased by over 2% in the last two years, remaining in the mid-70% range, moving incrementally toward our goal. Continued growth in retention complements efforts to increase completion and sustain overall enrollment. Retention efforts include extensive use of the university's comprehensive student success and case management platform, Navigate (N360); persistence awards; completion grants; and an array of coaching initiatives to aid progression (Standard Five and Standard Eight). Responding to the university's retention and completion challenges, SSU also established funds for grants to advance strategic plan goals, each with an assessment plan.

Retention initiatives also include targeted strategies addressing D/F/W grade outcomes, residential staffing, as well as ongoing analyses of student experiences to inform efforts. The summer credit recovery program enables any undergraduate who received a D, F, or withdrew to retake that course

in the summer for a reduced rate. Participating students are supported by a dedicated success coach, imbedded tutors in a few specified classes, and expanded support in the Mathematics Learning Center. Passing rates are higher for summer credit recovery students than those who retake courses during the academic year. Additionally, 88% of students successfully completing credit recovery were retained over the four years of the program.

Another retention strategy is increased support for residential students. Beginning in fall 2023, SSU replaced live-in graduate staff with full-time professional hall directors to supervise residence halls. Graduate students now serve as paraprofessionals. The shift to professional staff increased the experience, education level, and availability of hall personnel. Resident student retention rates were over 1.5% higher than the overall retention rate for first-year students, while the resident rate was 3% higher than among commuters in 2023-2025.

SSU students report generally positive experiences on multiple surveys that SSU conducts periodically. Over 80% of new students said their first choice was SSU in the last three years of N360 surveys (2024–25 n=1001; 23–24 n=962; 22–23 n=860). In the 2025 NSSE (n=141), 80% of seniors rated their experience as "excellent" or "good"—3% higher than the 2022 NSSE (n=595). SSU first-year students rated their experience similarly at 77% in 2025/2022 NSSE results. Moreover, 88% of undergraduates were satisfied with their experience, giving faculty high ratings (4.19/5) for their engagement and support on the 2025 Graduating Senior Survey (n=378). Graduate student exit surveys (n=221) indicated that 86% were satisfied with the quality of instruction in 2024–2025, while 86% of graduate students completed their degrees within three years, and 69% reported or anticipated a salary increase based on their new degree.

Identifying obstacles and factors contributing to retention and completion is critical for student and institutional success. In 2022, four multidisciplinary SSU faculty formed the Student Persistence Team (SPT) to analyze Salem State's student persistence data. The faculty created a data set comprised of 167 variables for 30,484 undergraduate students from fall 2010–21. Using this data, SPT constructed a series of statistical models that do well in predicting fall-to-fall, first-year student persistence. SPT reported these statistical models show that a student's GPA at the end of the fall semester, the net cost of attendance, and number of engagements with campus resources (e.g., Mapworks, Navigate) are statistically significant contributors to persistence; affirming resource investments by Salem State (Standard Five). Currently, the National Institute of Student Success (NISS) is conducting a holistic analysis of Salem State's policies, operations, and practices. NISS's analyses identify administrative barriers to access, retention, and graduation, inadvertently created by institutions. NISS provides both an evidence-based assessment and a road map for improving outcomes. SSU plans to implement NISS's final recommendations as of fall 2026.

Standards Narratives: Standards One to Nine

Standard One: Mission and Purpose

In 2023, SSU revised its [mission](#) to reaffirm its core values of academic excellence and student success while incorporating additional values that support inclusive student achievement, career readiness, and civic engagement. Since the last NECHE report, Salem State has embraced the identity of "The Commonwealth's Civic Engagement University," reflected in its mission, vision, [strategic plan](#), curriculum, and Carnegie classification as a community-engaged campus. SSU has also leaned in as the first four-year Massachusetts state university to achieve HSI status.

SSU's strategic plan is designed to meet the needs of its increasingly diverse student population and is centered around seven key [goal areas](#): (1) Academic Excellence and Active Learning; (2) Civic Engagement and Public Good; (3) Justice, Diversity, Equity, and Inclusion; (4) Environmental Stewardship and Climate Action; (5) Campus Community and Culture; (6) Operational Excellence and Infrastructure; and (7) Financial Vitality and Sustainability. These goals reflect the university's commitment to student success; inclusive excellence; and the cultural, social, and economic vitality of the North Shore region, all the while preparing students of varying backgrounds to contribute to a global society ethically, sustainably, and meaningfully. While advancement of the Strategic Plan has been driven by unit-level initiatives aligned to the seven goal areas, the institution is actively building more centralized structures to evaluate effectiveness, monitor progress, and better support continuous improvement. Current collaboration and evaluation efforts of the strategic plan are addressed in [Standard Two](#).

SSU clearly communicates and actively integrates its mission and vision into student orientation ([Standard Five](#)), employee onboarding ([Standard Six](#)), faculty development ([Standard Six](#)), and institutional decision-making ([Standard Two](#)). Through civic engagement initiatives, backed by strong support from university leadership, SSU is fulfilling the university's mission and vision. Salem State earned Carnegie classification as a community engaged campus a second time in January 2026, in acknowledgement of the civic engagement practices embedded in classroom practices and community partnerships. The Center for Civic Engagement, and its embedded Frederick E. Berry Institute of Politics (launched in 2019) leads campus-wide nonpartisan initiatives, such as [Vikings Vote](#), contributing to increased student voting engagement. SSU was the only Massachusetts public university to earn a Silver Seal for campus voter engagement from Civic Nation's "All In" challenge in 2024.

As an HSI, SSU embraces "servingness," a concept developed by Garcia, Núñez, and Sansone (2019) as a multidimensional and conceptual framework for institutional change, moving from simply enrolling Latinx students to serving them. At SSU, servingness reflects its commitment to evolve as an institution to better meet students' needs. While servingness is not attached to any one group, it centers the needs of underserved or underrepresented populations, thereby establishing universally-designed models of delivery and care that can ultimately extend to all students. In developing and pursuing strategies aimed at best serving students, SSU created the [*Roadmap to Servingness*](#), a guide to preparing the institution to reduce equity gaps and eliminate barriers. Tracking progress toward servingness has required a more active commitment to assessing success through analyses of student access, persistence, retention, completion, and post-graduation outcomes that are now routinely disaggregated; doing so better ensures that reviews of equity gaps accurately and intentionally align with the *Roadmap*. Mindful that the population of students that SSU serves is changing, the institution is here to embrace the change, responding to the needs and expectations of the students (and their families) "in the moment," e.g., through providing multilingual publications (such as the commencement program) and offering culturally-informed options for campus tours.

Standard Two: Planning and Evaluation

Since the 2021 NECHE self-study, SSU has undergone significant transformation in response to the most recently evolving demographics of its student body, especially as a new HSI/MSI. As such, planning efforts have increasingly centered on ensuring equitable student success and institutional readiness to serve a more diverse population. As Table 1 illustrates, while the total number of degree seeking undergraduates is contracting, down 671 (just over 14%) since 2021, the number of Hispanic/Latino students has grown by nearly 24%, and the count of Non-Resident Alien students has increased by 7%.

Table 1: Degree Seeking Undergraduate Enrollment

DEGREE SEEKING UNDERGRADUATE HEAD COUNT BY GENDER AND RACE/ETHNICITY	2021	2022	2023	2024	2025
Full-time Total	**4,198**	**3,889**	**3,719**	**3,722**	**3,627**
Female	2,794	2,577	2,392	2,349	2,333
Male	1,404	1,312	1,327	1,373	1,294
% Female	67%	66%	64%	63%	64%
Non-Resident Alien	98	118	113	147	171
Hispanic/Latino	825	830	848	928	1,022
American Indian	3	5	4	3	5
Black or African American	389	344	299	310	325
White	2,509	2,262	2,119	1,963	1,743
Asian	132	103	97	98	108
Hawaiian/Pacific Islander	3	1	0	0	0
Two or more races	156	138	142	144	131
Unknown	83	88	97	129	122
% Non-White	38%	39%	40%	43%	48%
Unknown	28	15	18	29	23
% Non-White	44%	46%	47%	49%	50%
% Non-White excludes Non-resident Alien students and students with Unknown race/ethnicity.					

This increased demand for more detailed, more fully disaggregated data analysis spurred SSU to restructure the former Strategic Planning and Decision Support office into the Institutional Research & Assessment (IR&A) office, adding staff and resources for centralizing data reporting, assessment, and survey administration. IR&A now oversees key surveys such as the National Survey of Student Engagement (NSSE) and Higher Education Data Sharing Consortium (HEDS); collaborates with the recently established academic Program Area for General Education (PAGE) on General Education evaluation; and supports academic departments in collecting student learning outcome data. To address challenges with inconsistent and hard-to-access institutional data, the IR&A established a campus-wide data governance body to align data systems, enhance clarity, and support equity goals tied to SSU's HSI/MSI designation and the Commonwealth's Equity Agenda.

Planning

Institutional planning efforts include the implementation of the new, campus-wide strategic plan, university financial planning, a comprehensive campaign to support institutional needs, a new campus master plan, in addition to PAGE (Standard Four). Additionally, focused initiatives such as the *Roadmap to Servingness* and the elective Carnegie Classification for Community Engagement serve as key frameworks for embedding inclusive practices and ensuring culturally responsive and sustaining support across university functions.

Core priorities that reflect the evolving needs of SSU's students and communities drive SSU's current comprehensive campaign, Meet the Moment®. The campaign focuses on expanding access to education by keeping costs within reach; advancing student success through academic, personal and professional development; unifying the campus through SSU BOLD with leading-edge facilities; and staying responsive to emerging needs with flexible, unrestricted support (Standard Seven). To date, the campaign has received three of the largest gifts in Massachusetts State University history: two at $10 million and one at $6 million. Meet the Moment's success speak convincingly to improved shared governance and unified direction for the institution.

A decade of coordinated review and planning efforts has directly informed SSU's 2025 Master Plan. Reports contributing to the Master Plan have included the Modernization of Science Laboratories and Health Sciences Report (2024); Decarbonization Plan Phase I (2023); Americans with Disabilities Act (ADA) Strategic Compliance Assessment (Division of Capital Asset Management and Maintenance or DCAMM) (2023); Project BOLD Summary Report (2020); Campus Parking Study Final Presentation (2018); the North Campus Precinct Plan (2017); Science Teaching Laboratory Addition Report (2015); and Campus Master Vision Report (2013). In addition to SSU Project BOLD (Standard Seven), the Master Plan outlines major renovations such as a fully updated, American with Disabilities Act (ADA) accessible Sullivan Building framed by new green space. Sustainability is central to all projects. Key investments include 96 geothermal wells, solar expansions, and LEED Silver standards or higher for building projects, resulting in a clean, carbon-free heating and cooling infrastructure for North Campus with greater long-term predictability for utility costs.

SSU has significantly expanded its Student Success programming through enhanced digital platforms, proactive advising, and personalized support to meet the evolving needs of a more diverse student population and improve retention, engagement, and academic outcomes. The EAB Navigate (N360) platform, now features expanded advising capabilities aligned with the university's "Year of Advising" and Academic Planner. Working together, Academic Advising and Peer Advisors guide students beyond course selection, focusing on long-term academic and career goals. Wraparound services include being able to meet students in the moment and ensure their basic needs are met, such as food and shelter needs; mental health and physical well-being needs; and social needs, like inclusion and a sense of belonging (Standard Five).

Evaluation

In academic year (AY) 24–25, SSU has recently centralized evaluation processing and reporting to track progress on its strategic plan, HSI/MSI *Roadmap to Servingness*, and academic program effectiveness. Key performance indicators (KPIs) to indicate the university's overall academic and fiscal health, among other factors were established using baseline and actual measures to set targets. All SSU employees are invited to contribute to a system reporting progress on these goals. In the first year, 64 accomplishments related to plan goals were documented in the strategic plan annual report. In spring 2025, integration began on an assessment tool, eLumen Insights within Canvas, the learning management system to capture program and course-level student outcomes. The general education curriculum has also undergone assessment measures (Standard Eight).

One of the primary projections that emerged from the self-study for the NECHE comprehensive evaluation was the goal to comprehensively assess the general education curriculum. To further SSU's commitment to its changing demographics, the president and provost launched the PAGE initiative to support a unified, high-quality educational experience across all academic programs. This initiative takes a systematic and intentional approach to shaping the general education curriculum, ensuring it reflects shared learning outcomes and prepares all students for success in an increasingly complex and diverse world (Standard Four) to support a unified, high-quality educational experience across all academic programs.

SSU's 2023–2028 strategic plan, Meeting the Moment, was unanimously approved by the Board of Higher Education in May 2023, following an inclusive 18-month planning process. Substantial progress made on the seven plan goals includes building infrastructure through PAGE and IR&A (Goal One); earning Carnegie classification as a community engaged campus in 2026 (Goal Two); implementing Roadmap to Servingness initiatives (Goal Three); initiating Project DeCarbonization (Standard Seven) among sustainability initiatives (Goal Four); integrating wraparound services (Standard Five) for students (Goal Five); strategically investing in IT infrastructure and maintenance (Standard Seven), supporting operational excellence of both academic and administrative areas (Goal Six); and utilizing available state funding better to provide additional aid and reduce the cost of attendance. (Goal Seven). Three or four key university stakeholders are appointed annually for each goal as "goal stewards" to monitor implementation and report progress on the plan.

The goal stewards are accountable for preparing annual reports about their goal, which include an executive summary; goal reports; progress on annual "must do" items; key performance indicators; and listings of campus community input and related projects funded. The university funded 10 small and 10 large strategic plan grants in FY25, some of which carried over into FY26, that promote positively impacting student enrollment; collaboration among units; and/or the student and employee experience. Two grants established "The Year of Advising" to improve academic advising and enhance relationships with students and their peer and faculty advisors, respectively. Another grant expanded a platform for micro-internships and real-world projects across academic programs, creating more opportunities for experiential learning and high-impact practices.

Among the assessment efforts conducted since spring 2021 were the following: VALUE (Valid Assessment of Learning in Undergraduate Education) assessment of critical thinking among Commonwealth Honors students; NSSE administered to first-year students and seniors in 2022 and 2025; LibQual+ Survey, Student Satisfaction Index (SSI), and American College Health Association's National College Health Assessment (NCHA) administered to all students in 2023; two homegrown surveys of graduating seniors and graduate students, conducted annually before being replaced by HEDS New Student (2024–2025) and Graduating Senior Survey (2025). The IR&A team share data collection findings at multiple forums of university leadership and faculty department chairs (Standard Eight). Since 2024, more recent assessment outcomes are shared on the interactive SharePoint site that the Institutional Research & Assessment Office developed.

Because SSU has recently rolled out many of its student success initiatives over the last 18 months, the university is still collecting data. Once SSU has generated data, it can make data-informed decisions to address gaps and increase student success metrics. The current data show strong first-year retention, though gaps remain in second- and third-year retention, and six-year graduation rates declined the last two years (Standard Five). While some of the decline can be attributed to the pandemic, current efforts (e.g., advancing strategic plan goals, community college partnerships, HSI/MSI initiatives, Meet the Moment campaign, SSU BOLD, access and retention efforts) enable us to be strategic to slow enrollment decline and accelerate success.

Standard Three: Organization and Governance

Governing Board

An 11-member [board of trustees](#) governs SSU, and the governor has appointed most members to five-year terms, according to the [laws of the Commonwealth](#). One trustee is elected by the alumni board, while the student trustee is elected by peers for a one-year term. The board maintains seven committees, with a current composition of seven men; three women; two members from BIPOC groups, several of whom are alums; and one current vacancy.

The board elects the university president, with Massachusetts Board of Higher Education approval. Charged with broad oversight of the strategic direction and fiduciary management of SSU, the board sets fees, awards degrees, and sustains the mission. Approval of the 2023–28 strategic plan, Meet the Moment campaign, and Project BOLD funding are among the major initiatives championed by the board. The board resolutely supported these strategies, preserving resources for the long-term vision of Project BOLD, and demonstrating their faith that building new labs, modernizing facilities, unifying the physical campus, and shedding deferred maintenance would best position the university for the future. Demonstrating its commitment to student access and addressing the university's enrollment challenges, the board voted not to increase academic fees for two of the last three years. Additionally, the board authorized limited use of university reserves (e.g., $3.2M in FY25 and $1.9M in FY26) to stabilize the budget, while endorsing expanded fundraising efforts. After early momentum demonstrated significant support for investing in student success, the SSU Trustees increased the initial $50 million campaign goal to $75 million, raising the bar for the board and the university.

Meetings of the respective board committees and full board are held four times annually and subject to the commonwealth's [open meeting law](#). Meetings are open to the public, unless in executive session. The board's governance structure is described in its [bylaws](#), which were last reviewed in 2023. Orientation, professional development, and periodic evaluation are tools used to manage their role. Training for the board includes fraud prevention, open meeting law, state finance, conflict of interest, public records law, procurement, and fiduciary responsibility. The board makes its best effort to conduct an annual anonymous survey, asking board members to assess their mission, strengths, weaknesses, and overall effectiveness. However, in recent years, the board has had challenges conducting the survey due to the high number of vacant trustee seats turning over. The board surveyed members this year. With the aid of a facilitator, the board chair discussed results with members in December, 2025. The board considers itself effective at practicing disciplined, shared good governance, a strong commitment to the university's mission and regular engagement with the strategic plan.

Internal Governance

The administration continues to work collaboratively with the Salem Chapter of the MSCA on several initiatives of mutual importance, including repair of the fractured relationship reported by the comprehensive evaluation's visiting team. Central to these efforts is ongoing engagement with MSCA leadership by the president (monthly meetings) and provost (biweekly meetings).

The scope and content of governance proposals vary over time, influenced by faculty activity (e.g. curriculum initiatives, accreditations or program reviews) and/or institutional initiatives (e.g., assessment of general education curriculum). Recent shared governance proposals address the changing North Shore communities' needs by establishing combined dual majors in Spanish and another high-need content area (criminal justice and healthcare studies); academic seals for social justice, public, and global engagement; tags to highlight civic learning, sustainability, and cost-saving courses; and clear and transparent definitions of credit hours so that students understand time-commitments associated with courses. The Graduate Education Council works with graduate program coordinators and School of Graduate Studies (SGS) administrators to consider proposals from departments before forwarding them to the provost for approval. Faculty also rejoined advisory committees with the end of work-to-rule

in 2023, fostering renewed collaboration with colleagues on shared goals such as inclusive excellence, undergraduate research, general education, civic and global engagement, scholarships, and budget planning.

As a campus with multiple employee unions, grievances are another indicator of employee satisfaction. The number of grievances that faculty and librarians filed fell from a high of 21 in 2021–22 to two grievances in 2024–25. New leadership for the other two unions have taken more assertive positions on contract interpretations recently, resulting in an increase in grievances. Grievances that AFSCME filed totaled seven last year, while the APA filed 10 grievances in 2024–25. The university continues to make efforts to support its employees, particularly during challenging times. Acknowledging that the last presidential election brought a mix of emotions to campus, the university provided small-group spaces for employees to gather to share thoughts and concerns during fall 2024.

SSU actively listens to and responds to student needs through strong partnerships between student leaders and university leadership. President Keenan maintains a collaborative, mentoring relationship with the student trustee, meeting regularly to discuss student concerns and university priorities and using student input to inform decisions and advocate at the board level. Student Government Association (SGA) members are required to serve on at least one governance committee, and some serve on more. In 2024, SSU named its newest residence hall for Charlotte Forten, the university's first African-American graduate. SGA student leaders initiated this action through shared governance.

Opportunities to elevate student voices and concerns take place more often in SSU's academic classrooms and student groups. One specific example of this responsiveness is the annual meeting SGA holds with the president's executive team to raise concerns and ask questions. In the variety of forums that elevate student voice, students' concerns have influenced key initiatives, including food service feedback through the Food Advisory Board, the establishment of the university's Indigenous Land Acknowledgement in partnership with local tribes, and ongoing collaboration with campus offices to address student issues and improve campus life.

Standard Four: The Academic Program

Assuring Academic Quality

SSU offers 32 degrees, 16 certificates, and 16 combined 4+1 programs at the undergraduate level and 38 degrees and 24 certificate/licensure-only programs at the graduate level, either in person or through online modalities. Since its last accreditation in 2021, the university has implemented several initiatives to enhance academic quality and strengthen student preparation. Targeted efforts to support onboarding and transition for first-year, transfer, and graduate students include expanded outreach to partner institutions and the piloting of new preadmission transfer advising models that clarify and ease the transfer process. At the undergraduate level, SSU is piloting targeted initiatives to strengthen students' foundational skills in quantitative and scientific reasoning. Examples include a one-credit biology course focused on scientific reasoning and expanded Math Lab outreach. At the graduate level, SSU has revised admission policies to now require a minimum 3.0 undergraduate GPA, with holistic review for applicants slightly below that threshold. From 2019–2023, about 85% of graduate students persisted or graduated within one year. Like many regional public universities, SSU has experienced enrollment pressures since the COVID-19 pandemic, requiring careful stewardship of academic resources, including the use of course enrollment minimums (generally ten students) and targeted course cancellations to ensure fiscal sustainability while preserving academic quality.

SSU is also establishing a consistent, institution-wide culture of assessment aimed at guiding curricular development and continuous improvement (Standard Eight). While Standard Eight provides a detailed overview, it is important to note here that assessment is becoming increasingly embedded in academic practice across all programs. Units with external accreditation—such as the Bertolon School of Business, McKeown School of Education (MSoE), and the School of Nursing—adhere to established assessment schedules. Programs without external licensure or accreditation undergo review in their respective departments approximately every five years, a process that incorporates faculty, administrators, and external reviewers and considers the interdependence between undergraduate and graduate offerings (E-series for data on program-area review).

General Education

In 2024, SSU established PAGE—a faculty-led program area—to oversee the general education curriculum's review and assessment. Currently, PAGE is establishing an assessment schedule for a rotating review of general education categories based on category criteria and American Association of Colleges and Universities' (AAC&U) VALUE Learning Outcomes. During AY 2024–2025, pilot reviews of syllabi and artifacts were underway for the First Year Seminar (FYS) and the Professional Growth and Responsibility categories (Standard Eight). Concurrently, there is a robust assessment of the vertical model of writing (three scaffolded, writing-intensive courses taken across a student's academic plan). Initial assessment results indicate inconsistency in general education criteria appearing in syllabi and gaps in the scaffolded writing program.

PAGE collected data through student surveys and focus groups in spring 2025, revealing that many students lack clarity on the general education requirements and their relevance to learning. PAGE has responded to this effort by rebranding the general education program as QUEST—Question, Understand, Explore, Share, Take action—a student-centered identity that clarifies and elevates the purpose and value of general education; this new messaging will launch this academic year. Based on feedback from faculty and on student retention data, an FYS redesign is also underway to embed consistent academic and social-emotional support, aiming to strengthen belonging and success for new students. These adaptations to the FYS curriculum look to respond to a number of challenges, including an increasing percentage of first-generation students, myriad concerns faced by students post-COVID-19 in terms of social-emotional needs and academic readiness, and SSU's mission to serve all students as a newly minted HSI/MSI.

The Major or Concentration

Several majors have been significantly updated to better align with student interest, professional standards, and workforce needs. The School of Nursing (SON) implemented a comprehensive overhaul of its curriculum to reflect evolving practices in health care and nursing education. Similarly, the McKeown School of Education (MSoE) revised initial teacher preparation coursework to meet new professional standards promulgated by the Massachusetts Department of Elementary and Secondary Education (DESE) and more effectively serve preK–12 students and their communities.

The faculty have launched new interdisciplinary programs through collaboration across departments, recognizing that the multifaceted nature of today's careers demands graduates who can integrate knowledge and skills across disciplines. Notably, a joint major Healthcare Studies and Spanish and another in Criminal Justice and Spanish integrate language proficiency and cultural competencies with career-specific content, giving students flexible pathways for experiential learning while supporting heritage and non-heritage Spanish-speaking students.

To support student progress and degree completion, the university has developed four- and five-year degree maps for all majors. These maps offer students clearly sequenced academic pathways, beginning with foundational coursework and progressing toward advanced learning and skill development. To further strengthen advising and educational planning, the university has implemented N360 Academic Planner. This digital tool supports both undergraduate and graduate students by enhancing the consistency of academic advising, enabling students to map out their degree plans, and helping faculty and staff align course offerings with student needs and program completion patterns.

Programs with applied components—such as those in health, education, arts, sciences, and business— more fully incorporate field-based experiences that help students translate theoretical knowledge into professional practice. Majors in other areas also offer meaningful opportunities for community engagement and applied learning aligned with the degree's disciplinary focus. In response to enrollment trends, SSU allocates new faculty lines selectively to programs with sustained or growing demand, while managing reductions through attrition in lower-enrolled areas, ensuring that staffing decisions align with student need and long-term program viability.

Undergraduate Programs

SSU intentionally structures undergraduate degree programs to provide students with a comprehensive and coherent academic experience that integrates general education, in-depth study within a major or concentration, and room for elective exploration. SSU's general education curriculum introduces students to broad domains of knowledge and requires proficiency in key learning outcomes, including written and oral communication, scientific and quantitative reasoning, critical thinking, information literacy, and lifelong learning skills. It also builds understanding of scientific, historical, and social phenomena, along with appreciation for aesthetic and ethical dimensions of human experience. General education foundational courses are complemented by major or concentration requirements that provide focused, discipline-specific knowledge, as well as by electives that allow students to further tailor their academic pathways based on interests and career goals. Degree maps show that all undergraduate majors require at least 25% of credits in advanced, content-specific courses.

The university has prioritized academic preparedness and equitable support across undergraduate programs. In response to elevated DFW rates in quantitative reasoning, SSU launched several targeted initiatives. In 2025, SSU established a fully revamped Mathematics Learning Center to provide specialized support, and departments introduced skill-building interventions to enhance student success. For example, the Biology Department developed a one-credit science, technology, engineering, and math (STEM)-readiness course through a Davis Education Foundation grant. These academic support initiatives reflect shifts in SSU's student population since the pandemic, including increased enrollment of first-generation students, greater financial need, and more pronounced gaps in academic readiness and social-emotional support needs, consistent with the university's commitment to servingness.

Graduate Degree Programs

SSU offers a total of 64 graduate degrees and certificates. Twenty-three percent of SSU's student population are graduate students, with 75% of these students taking classes online. Graduate program coordinators lead graduate programs and often receive a reduced teaching load based on program size. In the last two years, SGS has developed an online resource that coordinates university information and resources to support individuals in this role, and it has introduced a formal onboarding process for new coordinators. Program coordinators regularly review their curricula according to regulatory or departmental review cycles and, when appropriate, collaborate with their Departmental Graduate Committee—comprised of graduate faculty—to propose updates, per the university contract. All faculty whom SGS employs have research-relevant or practice-relevant expertise, and 47% of the faculty are full-time university professors.

It should be noted that currently, most graduate programs lack clear program learning outcomes on their webpages and catalog pages; in all departments, faculty are actively developing, updating, and publishing these outcomes to enhance transparency, with a goal of full compliance by the fall semester 2026.

SGS and Academic Affairs annually evaluate graduate program degree awards and enrollments. They consider data in relation to broader trends, incorporating information from the Department of Economic Research, Bureau of Labor Statistics, and Integrated Postsecondary Education Data System (IPEDS). These annual reviews ensure that the SGS effectively allocates resources and any necessary changes are planned well in advance to avoid disruption to enrolled students.

Transfer Credit

To better meet students' needs and promote equitable access to degree completion, SSU has strengthened its transfer pathways by focusing on transparency, support, and timely credit evaluation. The university maintains clear and consistent transfer policies through MassTransfer mapping, articulation agreements, and collaboration with community colleges. The Transfer Connections program, undertaken in the 2021–2022 academic years, closely aligned advising services between SSU and North Shore Community College and Northern Essex Community Colleges to enhance advising and transition support for more efficient transcript evaluation and degree audits. This initiative aligns with SSU's strategic goal of broadening access and removing systemic barriers to degree completion. Academic departments, the Registrar's Office, and PAGE coordinate closely to maintain high-quality transfer credit assessments and ensure alignment with curriculum standards.

Graduate-level credit transfers are rigorously reviewed by discipline-specific experts (graduate program coordinators) who examine course syllabi, content, and academic rigor to ensure alignment and uphold academic integrity. Additionally, transferring more than nine credits requires special permission from the School of Graduate Studies or an approved exemption through the Graduate Education Council (e.g., the Master's in Social Work program allows additional credits from other programs that the Council on Social Work Education accredits). In both cases, the integrity of the degree is preserved through a close review.

Integrity in the Award of Academic Credit

Within the last year, the university has reevaluated and clearly defined the [credit hour](#) at both the graduate and undergraduate levels to align with state and federal standards. SSU has enhanced support defining the credit hour for faculty and students by providing guidance through the Center for Teaching Innovation, integrating expectations into student programming and advising, and updating course policies to include required credit hour information.

Credit for Prior Learning

SSU has strengthened its approach to prior learning assessment by revising its challenge exam policy, piloting its implementation with five challenge exams in 2024–2025 in the McKeown School of Education (MSoE), and engaging in statewide efforts to expand recognition of prior learning. SSU plans to continue building out its placement and prior learning assessment policies over the coming years, including establishing additional oversight and ongoing assessment of the effectiveness and quality of these assessments.

Early College Programs

The university has significantly increased its investment in Dual Enrollment and Early College programs since 2021. SSU houses both programs in Academic Affairs under the leadership of an associate dean and executive director of Early College Programs. The Commonwealth Dual Enrollment Program serves approximately 150 students annually, offering five courses in local high schools and the opportunity for students from 15 school districts across Essex, Middlesex, and Suffolk counties to take one SSU course free of charge each semester.

SSU's Early College program provides a more structured pathway for more than 300 high school students in the communities of Salem and Lynn to earn 24–30 credits toward an education or health care degree. In 2023, the DHE invited SSU and its district partners to participate in the Early College Educator Pipeline Project, which aims to build and strengthen the educator workforce by recruiting and engaging students early and supporting them in their journey toward teacher licensure.

The Early College Promise Year (ECPY) program offers dedicated advising and peer support to 25 students from Early College programs who choose to pursue a full-time course load at SSU after high school completion, serving as a valuable recruitment tool in partner districts. During a state-funded pilot from 2021–25, the ECPY successfully recruited nonmatriculated students to SSU at a consistently rising rate each year, from 56% initially to 85% in fall 2025.

Credentialed SSU faculty teach all Dual Enrollment and Early College courses, both on campus or on-site at the high schools, through clear contractual agreements and in alignment with the faculty collective bargaining agreement. Faculty teaching these courses are subject to standard evaluations, including student course surveys administered through the state university platform.

Online Programs

Online learning participation has grown steadily, as have resources. At the undergraduate level, engagement with online coursework has increased over time. In 2020, 32% of undergraduates participated in at least some online learning, rising to 47% by 2024. However, fully online participation remained low, increasing modestly from 3% in 2020 to 7% in 2024. Graduate students showed a more significant shift toward online learning. The percentage of graduate students completing coursework partially online grew from 15% in 2020 to 75% in 2024.

SSU has expanded its online programming by investing in instructional design, faculty development, and individualized course support, with strong models in the bachelor's in social work (BSW) and master's in social work (MSW) programs. Fourteen graduate and four undergraduate programs are available online. SSU designed undergraduate programs in Fire Science and BSW to be fully online, while Criminal Justice and Healthcare Studies offer major courses sequenced online, in addition to classes in person. SSU offers the MSW and MS in geo-information science degrees both in person and online. While a university-wide strategy for online programming is still in development, efforts are underway to create a coordinated, high-quality, and mission-aligned framework for future growth (Standard Six).

Standard Five: Students

As of fall 2025, SSU enrolled 6,009 students, including 4,676 undergraduates and 1,333 graduate students. The student body comprises traditional first-year students, transfers, adult learners, and international students, with 4,188 (69.7%) full-time and 1,821 (30.3%) part-time enrollees. Among them, 5,473 (91.1%) are degree-seeking, and 536 (8.9%) are nondegree-seeking, all engaged in SSU's mission to provide quality education.

Admissions

From 2021 to 2025, SSU's new student enrollment declined 14%, with fluctuations in first-year, transfer, and graduate numbers (Figure 2). These trends reflect both local and national challenges, including the impact of COVID-19. The university's adoption of the Common Application in 2023 contributed to a 29% increase in 2024 applications compared to the five-year average and a 64% increase over the previous year.

Figure 2: New Students Entering
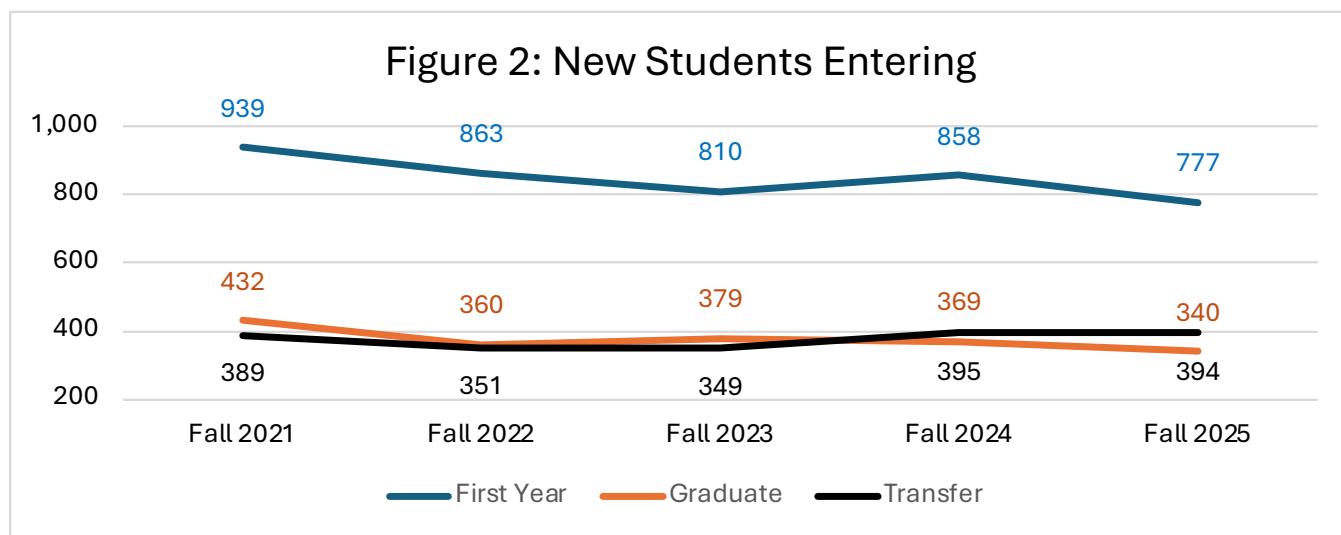
Building on these enrollment trends, SSU continues to draw many of its first-year students from nearby racially and ethnically diverse communities. The top five feeder high schools are all within a 13-mile radius of campus, with four located in gateway cities. This local connection reflects SSU's broader commitment to access and equity. Ongoing admission strategies include expanding recruitment from gateway cities using geofencing technology to engage prospective students, offering multilingual outreach, promoting affordability and financial support options, and increasing support for inclusive events and programming. The Summer Bridge Academy is an alternative admissions program helping high school graduates build essential college skills.

In the long term, Student Success is initiating discussions with the campus community to develop a three-year strategic enrollment management plan. These efforts include consultation with academic and student-facing areas to ensure that SSU's academic programs align with student goals and the regional workforce needs. Additionally, goals of the process include confirming that the SSU mission is well articulated, reaching target audiences, as well as addressing any barriers identified for applicants and students. Beginning in fall 2025, the *Remarkable Salem State Difference* offers free tuition and fees to eligible in-state students with household incomes below $75,000.

Student Services and Co-Curricular Experiences

The Student Success division was created in 2021, reorganizing existing areas to bring more direct service, student-facing teams together to increase collaboration and mitigate administrative silos. Offices such as first year experience, academic advising, retention services, and the Center for

Accessible Academic Resources (CAAR), joined student life (e.g., career services, counseling and health, residence life) and enrollment management areas (e.g., admissions, financial aid, registrar) working together under one vice president. The restructuring was seamless for students as each team maintained its function, identity, and location. Measurable outcomes include saving resources among senior positions, balancing direct reports, increasing engagement, and meeting student needs better, as summarized below. Student Success is building a strong structure to meet emerging student needs as improving retention and graduation remain the division's North Star.

SSU has significantly advanced its student-support infrastructure, prioritizing an integrated and student-centered approach that promotes academic persistence, personal development, and timely graduation. The Student Navigation Center (SNC) centralizes essential services such as financial aid, billing, and registration. A hallmark of the SNC is its coaching model, which provides personalized guidance through proactive outreach and one-on-one sessions that strengthen both academic planning and financial literacy. SSU employs coaching in a variety of contexts - e.g., First Year Experience and First Generation Student Success Center (FGSSC) - to support student success, with financial wellness being one model used (Standard Eight). The Viking Completion Grant, offering financial and coaching support to seniors, has awarded more than $600,000 to 256 students since spring 2021, achieving a 99% graduation rate. Its success led to the launch of the Junior Persistence Grant in fall 2022, which provides juniors with an average $3,000 award and yields 89% persistence and 85% graduation rates. Building on these outcomes, SNC expanded its staff and launched FAFSA Friends, a peer-led initiative that has helped 513 incoming students complete financial aid applications since fall 2023.

SNC's centralized infrastructure and coordinated service model are strengthened through close collaboration with Retention Services. Together, these areas aligned processes, adapted business practices, and customized N360 to support a unified approach to student success. Housed within the Center for Academic Excellence (CAE), Retention Services aligns people, processes, and data systems to strengthen persistence and completion outcomes. At the core of this coordination is N360, which streamlines student services and co-curricular experiences by integrating academic, financial, wellness, and co-curricular support into a unified system for holistic student success. The platform enables real-time collaboration through case management, early alerts, progress reports, and appointment campaigns while consolidating student records from offices. This integration allows staff to holistically understand each student's circumstances and design coordinated interventions that address academic and personal needs. By centralizing data and workflows, Retention Services and N360 facilitate proactive outreach, identify emerging trends, and evaluate the impact of university initiatives. This ecosystem transforms student support from a set of independent programs into a coordinated network of care, advancing SSU's commitment to equity, engagement, and success across every dimension of the student experience.

CAE unites Retention Services, Academic Advising, the Office of Student Success and the First Year Experience, Summer Bridge Academy, TRIO (Student Support Services), CAAR, and Veterans Affairs. Within this network of coordinated support, the First-Year Experience office established the FGSSC, providing a focused space where first-generation students can build community and receive personalized guidance. Established in 2023 through donor support, the FGSSC created a dedicated space for first-generation students to connect, study, and receive individualized coaching as a part of a cohort of first- and second-year students. In 2023–24, the FGSSC facilitated more than 895 coaching and mentoring sessions for 164 students and in 2024–25 more than 719 coaching and mentoring sessions for 112 students.

Complementing this individualized approach, Academic Advising expanded the Peer Advisor Program to enhance proactive advising and academic planning across all majors. Funded through a university strategic grant, the program's expansion supported the campus-wide implementation of the N360 Academic Planner. Since fall 2024, peer advisors have facilitated more than 850 appointments with over 600 students, assisting them in using the Academic Planner to prepare for faculty advising meetings.

During fall 2024, 621 students met with a peer advisor, and 85% registered for spring 2025 courses during their dedicated registration period. In fall 2025, 90% (n=221) registered for spring 2026 during their dedicated registration period. SSU supports students through a variety of symbiotic staffing, coaching, and advising roles. In addition to the respective offices delivering services, each student is advised by a faculty member in their program as well as being able to access academic advisors who serve as generalists. N360 serves as a common platform for collaboration and student case management across campus.

Continuing this emphasis on coordinated academic support, SSU established CAAR, a name that a student client proposed, in 2024 to integrate Disability Services, Peer Tutoring, and Supplemental Instruction. The CAE strengthens foundational academic skills through partnerships with the Mary G. Walsh Writing Center and the Math Learning Center. Since its integration, Peer Tutoring has facilitated more than 1,100 appointments, while disability services appointments increased 5% in 2024–25 and 90% since 2021. Despite these gains, academic preparedness remains a challenge: the number of students scoring below the state benchmark on Accuplacer assessments in summer 2025 rose 290% (n=187) compared to spring 2024 (n=48). Requests for residence hall accommodations have also more than doubled, reflecting a growing need for individualized living arrangements that support academic success.

While CAAR advances academic accessibility, the university's commitment to holistic success also encompasses physical and mental health through Counseling and Health Services (CHS). CHS served one-quarter of all students in 2024–25, well above the national average of 6%–10% for similar offices. Nearly half of all students of color utilized counseling services (+10% than in 2023–24), while nearly one-third of medical appointments served BIPOC students (+28% than the prior year). To meet demand, CHS added counseling staff, eliminated waitlists, and expanded partnerships, including a 24/7 Mental Health Support Line that saw 151% growth in usage. CHS also expanded nonclinical supports—such as wellness vending machines, menstrual-product dispensers, and a naloxone program, with vending machine usage up 400%. Survey data (n=93) show 95% would recommend CHS; 98% felt their treatment was culturally sensitive; and 72% reported being more likely to complete their degree because of CHS's support.

Complementing CHS's clinical and preventive services, the Wellness Care Team provides case management and coordinated outreach for students facing complex personal or academic challenges. The team responds to nearly 800 referrals annually; in 2024–25, 792 cases reflected 577 unique students, most frequently addressing concerns related to mental health (37%), physical health (15%), academics (12%), housing (9%), finances (7%), and family crises (7%).

In response to interconnected well-being needs, Student Life also addresses basic needs through the Salem State University Food Pantry. In 2023 the Wellness Care Team partnered with the Salem Food Pantry to add a Mobile Market, offering free access to fresh foods for students and employees. Mobile Market visits totaled nearly 1,500 visits during the 2024–25 academic year.

As the university supports students in meeting immediate needs, Career Services prepares them for long-term success through career readiness and professional development. In 2021–22, Career Services counseling appointments increased (+10%); employer engagement rose (+22%); and online job board new listings were up (+25%). In 2022–23, student appointments increased by 18%, and job postings rose by 22%, reflecting continued growth in engagement. To reduce barriers to professional attire, the office launched the Career Closet, stocked with donated clothing from faculty, staff, and community members. Nearly 400 students used the Career Closet in 2024–25 to prepare for interviews and career fairs.

In addition to supporting career preparation, Campus Life and Recreation programs foster belonging, leadership, and engagement. In 2024–25, Campus Life and Recreation engaged more than 75,000 participants through fitness memberships, intramurals, esports, trips, and signature weekend events such as Blacklight Dodgeball; a 21% increase over the prior year. The Center for Justice and Liberation supports identity-based student organizations open to all, hosting cultural and educational programming

that promotes inclusion and belonging. [Student Involvement and Operations](#) supports over 50 student organizations, engages 250 student leaders, coordinates more than 200 activities, and facilitates roughly 2,000 meetings and events annually.

Finally, SSU's commitment to engagement extends globally through the [Center for International Education](#). Over the past two years, more than 30 students studied abroad annually, and 165 participated in 10 faculty-led study-travel programs. The university also launched its first international living-learning community, bringing together domestic students and participants in the 1 + 2 + 1 Sino-American Dual Degree Consortium, now in its 25th year. In 2025–26, Salem State will host six cohorts totaling 38 students from six partner institutions in China.

Standard Six: Teaching, Learning, and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who—in structures and processes appropriate to the institution—collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Faculty and Academic Staff

SSU employs a well-qualified and increasingly diverse faculty to support its mission of preparing students of diverse backgrounds to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As of 2025, the university employed 293 full-time and 373 part-time faculty members. This reflects a shift from 2020, when SSU had 318 full-time and 439 part-time faculty. The university has a higher percentage of full-time faculty today compared to five years ago, because SSU believes in the importance of program and curriculum development, which full-time faculty engage in as part of their workload. The current average faculty-to-student ratio is 11:1. Faculty roles are defined in Article XX of the MSCA contract. Academic staff are supported by the AFSCME, APA, or nonunit classifications.

As of 2025, the percentage of full-time employees of color is 23.4% for faculty and 24.9% for staff, an increase of 2.4% among faculty and 3.9% of staff since 2021. To support retention, the university offers voluntary, employee-led Employee Resource Groups that are open to all staff. As SSU serves a growing population of first-generation and racially and ethnically diverse students, and as demand for counseling and mental health services continues to increase, the university is actively planning for and allocating additional academic and student support staffing to ensure sufficient capacity and sustained academic quality.

Teaching and Learning

SSU is committed to high-quality, inclusive, and student-centered instruction; as noted earlier, the university cultivates an environment of servingness. Faculty lead curriculum development and assessment, supported by robust professional development, instructional design resources and a growing infrastructure for online and experiential learning. The Center for Teaching Innovation (CTI) provides comprehensive support for faculty development.

In 2024, 88% of new full-time faculty attended new faculty orientation. CTI invites new faculty to these events and introduces them to resources with a welcome email that includes an invitation to consult with an instructional designer and to view resources on the CTI's main website. CTI also publishes a New Faculty Guide and a New Faculty Orientation course. It offers ongoing programming such as Early Career Faculty Fridays, an informal monthly gathering designed to create community, and ResourcedU@ SSU, a monthly virtual series focused on an aspect of "hidden curriculum," such as learning the advising system. End-of-year survey data of new faculty indicates that 100% agree or strongly agree that being a part of the SSU community helps them achieve their personal success.

Since 2022, SSU has made key investments in instructional support, including hiring a full-time director and assistant director of the CTI, converting part-time instructional designers to full time, and adding an educational technologist. CTI collaborates with campus partners to offer robust programming such as course redesign initiatives, faculty learning communities, and campus-wide teaching events. These efforts enhance faculty development and support high-quality, inclusive instruction. Survey data from CTI workshops indicates that over 90% of participants found the sessions useful or very useful.

In response to the growth in online courses, CTI developed a Canvas course template to foster connection, including features such as welcome videos. While promoting and supporting faculty members' academic freedom in course design, the university is also encouraging greater uniformity

in key elements that enhance the student experience, such as consistent navigation, communication tools, and orientation materials. The Writing Center also adapted to evolving student needs, with 45% of visits remaining remote after the return to in-person instruction in September 2022. Standard Five covers additional information on the university's academic support infrastructure—including the Math Lab, CAAR, and other student-centered resources—and details the range of academic and co-curricular supports available to support SSU students.

Attendance at professional development events has grown steadily, with 75 faculty and staff participating in the 2023 Spring Symposium and over 100 in 2024. Participation is higher when sessions are offered in virtual or HyFlex formats, reflecting a preference for flexible learning environments. CTI develops professional development around emerging technologies such as artificial intelligence (AI) and around faculty-driven initiatives, including learning communities. In collaboration with campus partners, CTI aligns programming with institutional priorities and student needs, with a focused commitment to support a growing multilingual and multiethnic population. CTI has introduced anti-bias training, inclusive Canvas templates, and targeted teaching resources. Annual offerings include an Equity-Minded Syllabus Review and Course Redesign Institute. From 2022–2024, 89% of participants rated CTI workshops as "very useful" and 9.75% as "useful." Consultation data from the same period show faculty most often sought support for Technology (61%), Teaching Strategies (12%), and Course Design (9%).

With AI increasingly shaping higher education and the workforce, SSU has proactively convened an AI Task Force to support its faculty, staff, and students in building strong AI literacy, ethical awareness, and equity-driven practices. This group is helping the university explore meaningful and discipline-specific ways AI can enhance teaching, learning, research, and administrative workflows while honoring SSU's commitments to data privacy, sustainability, academic integrity, and HSI/MSI identity. The task force has already identified opportunities for centralized resources, transparent guidance, expanded professional development, and supportive approaches to varied digital literacies. Through this work, SSU is positioned to empower students for an evolving workforce and to ensure that AI integration reflects the university's mission, values, and inclusive campus culture.

Scholarship

Faculty scholarship is supported through The Mary G. Walsh Writing Center and the Center for Research and Creative Activities (CRCA). Programs such as Just Write and Finish It offer structured writing time, peer support, and editorial assistance. SSU's annual Research Day, held for more than two decades, showcases the scholarly and creative work of students, faculty, librarians, and staff. In addition to these events, the library compiles bibliographies of faculty publications each year and maintains a public-facing institutional repository that includes selected scholarly and creative works of the university community.

The University Research Advisory Committee, in partnership with the recently reorganized CRCA, awarded 144 internal grants from 2021 to 2024, supporting faculty research and innovation through Scholarship Support, Seed, and Summer Grants. SSU was named a top Fulbright Scholar-producing institution in 2023–2024 and 2024–2025, with seven faculty receiving awards over two years, and seven additional faculty earned Whiting Foundation Awards between 2020 and 2023. Even with a 24-credit teaching load, SSU faculty remain active scholars and innovators.

In the past five years, SSU's McKeown School of Education (MSoE) and the School of Social Work (SSW) have significantly expanded their grant activity. MSoE secured a multimillion National Science Foundation (NSF) grant focused on STEM disciplines. In academic year 2023–2024, MSoE secured $600,000 in grant funding and submitted an additional $450,000 in proposals by January 2025. Since 2022, the SSW has secured $4 million in grants to support students, fund community-based internships, provide emergency aid, and develop online programs.

Standard Seven: Institutional Resources

Human Resources

SSU employs a data-informed, equity-centered approach to human resources planning, aligning staffing decisions with institutional goals and financial stewardship. The president's executive council reviews all vacant positions before SSU posts them for filling. SSU broadly advertises positions to attract as large a pool as possible.

As of fall 2025, SSU employs 833 full- and 473 part-time employees to support its mission. Employee turnover remains below 3%, consistent with the strategic plan key performance indicator. Attrition and/or re-organizing responsibilities are the primary tools used to re-align resources. Full-time employees include 293 faculty and 540 staff. Since 2021, part-time faculty were reduced by 11%, while part-time staff were reduced 22%. The university held full-time faculty hiring stable during this period, while strategically increasing grant funded and full-time staff positions. New positions are primarily directed at recruitment, retention, and fundraising efforts (e.g., admissions, advancement); historically understaffed areas (e.g., faculty professional development and facilities); and adjusting personnel following a voluntary employee separation program in 2019.

University leadership strategically manages resources to align personnel with enrollment priorities. Full-time employees of color represent 23.4% of faculty and 24.9% of staff—modest gains since 2021. In contrast, 48% of degree-seeking SSU undergraduates identify as people of color, a 10 percentage point increase from 2021. This gap highlights the urgent need for employee development and a culture of servingness. Innovative initiatives—such as Project BOLD—play a pivotal role in sustaining enrollment and strengthening recruitment of students and employees. Looking ahead, SSU is committed to expanding inclusive hiring practices and investing in programs that reflect its diverse student body, ensuring long-term institutional success.

Financial Resources

SSU demonstrates a strategic, transparent, and mission-driven approach to financial management, aligning resource allocation with institutional priorities such as enrollment growth, academic innovation, and student success. Guided by a multiyear strategic plan and financial forecasting tools, SSU maintains flexibility in a challenging public higher education landscape through an inclusive, iterative budgeting process. The university's commitment to access and affordability is reflected in initiatives like student-focused financial counseling, targeted aid outreach, and a landmark program launched in fall 2025 that offers free tuition and fees for Massachusetts residents with household incomes under $75,000.

The university's budget is based on strategic plan priorities and shared via the campus intranet. The board of trustees approved the SSU FY26 budget in May 2025. This budget includes Managed Revenues of $188.8 million (Figure 3), Managed Expenses of $190.7 million (Figure 4), and the use of reserves of $1.9 million. Among the comprehensive information prepared for the annual budget proposal to the board of trustees are trends for managed revenue vs. managed expense, credit hours, enrollment, student-to-faculty ratio, cash operating balance, debt service, and revenue and expenses categories. Through thoughtful allocation of resources and a steadfast commitment to strategic priorities, this FY26 budget reflects the university's dedication to student success, operational excellence, and long-term institutional growth.

FY26 Managed Expense Budget ($ in thousands)

- Facility- related: $28,863; 13%
- Support: $29,330 15%
- Compensation: $137,467; 72%
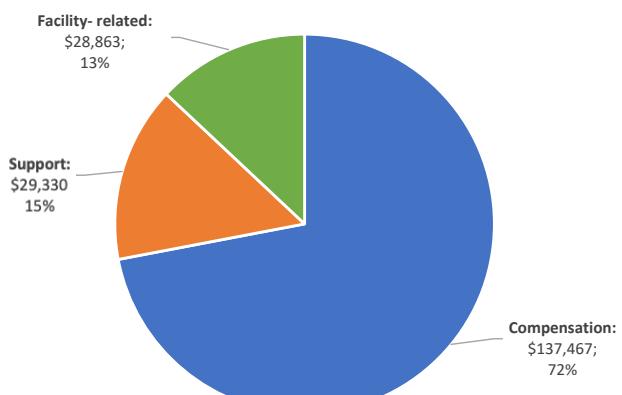
FY26 Managed Revenue Budget ($ in thousands)

- Other Revenue: $4,738 ; 3%
- Auxiliary Enterprises: $26,642 ; 14%
- Grants: $29,599; 16%
- State General Appropriations: $91, 398; 48%
- Net Tuition & Fees: $36,384; 19%
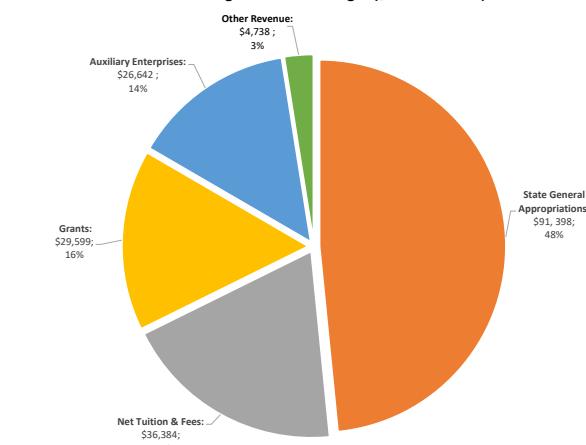
The President's Executive Council regularly reviews and approves the university's multiyear financial plan, which guides the budget process. The state budget, determined through actions of the legislature and the governor, follows the same July–June fiscal year but does not align with the university's budget cycle. As a result, scenario and contingency planning play a critical role. State support, the largest revenue source, is incorporated into the university's budget for board of trustees approval, based on estimates developed with the DHE. Within its assigned financial targets, individual vice presidents have significant flexibility to reallocate resources. Through thoughtful allocation of resources and a steadfast commitment to strategic priorities, this FY26 budget reflects the university's dedication to student success, operational excellence, and long-term institutional growth.

To strengthen its financial base and advance equity, SSU actively leverages state investments and philanthropic support, too. The state's Fair Share program is poised to transform both the scale and strategy of funding for higher education. Through the Fair Share Act, the state has earmarked a supplemental income tax to support statewide investments in education and transportation. Although the full impact of the initiative is still unfolding, it has already enabled the launch of targeted student support programs, most notably, the DHE SUCCESS grant. In FY25, the university received $2.05 million in SUCCESS Funds from DHE. These funds provide additional financial support in the form of financial aid, wraparound support services, and other initiatives aimed at boosting student retention, enhancing academic achievement, and stabilizing enrollment. Academic Affairs and Student Success area heads solicited their teams to identify unmet needs that aligned with strategic plan priorities for this first installment.

SSU has increased total scholarships and fellowships by 13%, which includes an 8% increase in institutional aid to students from FY22 to FY25. In FY23, 62% of undergraduate students received institutional financial support with Viking grants of over $2.6 million awarded to students, in addition to the completion awards granted. Further, over 285 additional donor-provided scholarships were awarded to students each of the last three years.

Simultaneously, SSU's $75 million Meet the Moment® campaign—the largest among state universities— raised over $68 million to date, supporting scholarships, campus modernization, and student completion. In 2021, alumna Kim Gassett-Schiller '83, '18H, and Philip Schiller donated $6 million to establish Viking Completion Grants geared toward helping juniors and seniors overcome their final financial barriers to graduation. The grants have helped over 252 students to date. Since the start of the campaign, 1,790 students experienced increasing benefits from donor-supported financial assistance, notably through Viking Completion Grants and the Student Emergency Fund, providing critical support to food and housing insecure students.

In August 2022, Cummings Foundation gifted $10 million to the MSoE to support the educator pipeline, a priority for the state. This transformative investment is a prime example of matching a donor's goals to university priorities to foster long-term community success. A few examples of the impactful initiatives supported include the Forten Scholars, which provides academic support to high-achieving students from underrepresented backgrounds; the Community of Inclusive Scholars—which expands post-secondary access for adults with intellectual disabilities, developmental disabilities, and autism; and launching the Center for Educational Leadership, which partners with school district leaders to drive school and district transformation.

An anonymous donor gave $10M to establish Clipper Scholarships in MSoE and the Maguire Meservey College of Health and Human Services in June 2024. The gift targets the gap in financial support for students in the "murky middle," just over the cusp of Pell Grant eligibility, often leaving them out of federal and state aid programs. Sixty-three students benefited from the scholarship in fall 2024. Furthermore, in 2024 an anonymous corporate donor provided $1 million in persistence and retention grants over the next three years. These efforts underscore SSU's commitment to institutional resilience, equitable access, and community impact.

Physical Resources

In April 2022, the state approved SSU BOLD, a transformational capital project. Funded with $45 million from the commonwealth, proceeds from the sale of the South Campus property, philanthropy, and university funds, SSU BOLD addresses major capital needs through a multipronged approach to unify the campus, modernize facilities, streamline campus operations, and maximize programmatic synergies. This project includes renovating a vacant, four-story academic building on North Campus to house the majority of Health and Human Services academic departments, now located on South Campus. The relocation and renovation creates an efficient campus core while modernizing SSU's healthcare labs and some general classrooms. SSU BOLD also includes a new lab addition to SSU's arts and sciences hall, creating seven new, high-intensity teaching labs and support spaces. These new spaces will make SSU recruitment more competitive; streamline its operations; and shed nearly one-third of the $253 million of deferred maintenance on campus. SSU collaboratively designed the project with faculty and staff and broke ground in April 2025. The new facilities are expected to open in fall 2027.

The university completed its next master plan in 2025. This vision focuses on right-sizing classrooms; designing flexible, hybrid-ready teaching spaces; and creating a more welcoming and accessible campus. The development of the master plan included extensive outreach to over 780 unique participants (Standard Two). Among the findings from these analyses were that the 21,553 net square footage (NSF) of instructional space is more than SSU needs, but the existing spaces are misaligned with course sizes and types. The most common class sizes are one to 14 students (40%) and 15–29 (52%). Classes of 30–44 students (8%) are the type needed least often. However, SSU's classroom inventory includes 4% of the smallest class size, 36% of the medium type, and 47% of the largest class size. New construction and renovations through BOLD begin to adjust these imbalances.

The master plan included a space assessment which identified a deficit of lab spaces, and the plan projects that up to 31 labs and two specialty labs are needed over the next 10 years. SSU currently has 22 mostly antiquated labs and one specialty lab. The plan identified a 13,000 NSF deficit of collaboration spaces, because multiple academic hubs lack any such areas to assemble. BOLD addresses some of these lab deficits and will create examples of such hubs for Health and Human Services programs. The master plan further determined that parking is sufficient for the size of the campus community, enabling SSU to recapture more green space, expanding opportunities for collaboration and community building. Collectively, these projects invest in revitalized academic spaces to create more modern, welcoming, holistic learning environments.

The commonwealth identified SSU for major decarbonization funding and implementation from a 2021 study. The state allocated $56.7 million for decarbonization infrastructure and projects at SSU—one of

only two state institutions used as models for such efforts. Additionally, the commonwealth developed a reliable funding model for critical maintenance that comes in five-year tranches, requiring a match by the university. For FY24–FY28, SSU will receive $7.36 million from the state and contribute (at least) $3.99 million for critical maintenance purposes.

Together, these efforts (e.g., Project BOLD, Meet the Moment, SUCCESS funds) illuminate the path forward to support recruitment and enrollment by maximizing resources and/or reducing costs. Selling the 23-acre South Campus property generated critical resources to right-size and unify the campus footprint, fund construction of new labs, renovate facilities, and slash deferred maintenance. New labs and facilities will replace existing recruitment liabilities with new prospects for attracting and retaining more STEM and healthcare students to meet the needs of our region's workforce and a more cohesive, collaborative, streamlined campus. SSU further reduced expenses by consolidating space and services (e.g., relocating the bookstore and other offices from a leased facility; shifting four departments to largely remote work); vacating limited usage facilities (e.g., closing of glass blowing studio and Cat Cove aquaculture facility); and employing the strategic use of financial reserves to advance strategic plan goals.

Information Resources

The Frederick E. Berry Library provides access to extensive information resources, research tools, as well as digital and print collections, including over 3 million books, journals, and media through its membership in the NOBLE library consortium. In spring 2023, the library conducted the nationally recognized LibQual+ survey (n=462). Using a rating scale up to nine, the survey revealed undergraduate and graduate students' high levels of satisfaction on a range of items across four dimensions, including the library's physical spaces (mean ratings of 7.5-8), customer services (7.3-7.9), information control (7.1-7.5), and information literacy outcomes (7 – 7.7). To better understand the student experience, a fall 2024 assessment used focus groups—involving over 60 students— asked to complete eight tasks and rate the usability of the library's virtual collections and services. The average rating was 4.1 out of 5. Berry Library also leads the Viking Open Education Resource (OER) & Textbook Affordability Initiative, supporting faculty development for learning about, creating, and/or adopting OER in their teaching, saving students in 593 course sections nearly $1 million in FY24. Through continual assessment and resource development, the library is a key contributor to academic excellence and student engagement.

Technological Resources

SSU's Information Technology Services (ITS) is modernizing campus infrastructure with a focus on cybersecurity, digital learning, and long-term sustainability to sufficiently meet institutional needs. Despite historical budget constraints—previously only $700,000 annually—ITS completed a major wireless network upgrade in 2022 and, in 2024, secured a $750,000 budget increase and a one-time $640,000 investment to deploy over 750 new student-use computers. A 10-year technology refresh plan identified a need for a budget of $1.9 million annually, though a $450,000 gap remains, delaying other critical upgrades. Modernization efforts include a transition to Voice-over-Internet-Protocol phones and ongoing enhancements to classroom technology.

ITS expanded digital learning tools in collaboration with the Center for Teaching Innovation, accelerated by the pandemic, and launched a faculty-informed academic technology evaluation process. In 2024, SSU partnered with BlackBeltHelp to offer 24/7 Tier 1 tech support, with student services already live and faculty/staff services launched in spring 2025. SSU also became the first Massachusetts state university to complete a full National Institute of Standards and Technology (NIST) 800-171 cybersecurity audit, with remediation and Center for Internet Security (CIS) 8.1 implementation underway. These strategic investments underscore SSU's commitment to delivering a secure, modern, and student-centered technology ecosystem.

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

SSU promotes ethical governance, academics, and operations through well-defined policies such as the [Academic Integrity Policy](#), [Conflict of Interest Law](#), and [Student Code of Conduct](#). Integrity is reinforced through the board of trustees' transparent decision-making; open forums with university leadership; and mandatory training, including biennial conflict of interest trainings for employees. SSU regularly reviews policies for clarity and accessibility, with particular attention to equity-related policies aligned with DHE's Equity Agenda, the university's 2023–28 strategic plan, and the [Massachusetts Strategic Plan for Racial Equity, 2023–2033](#). In response to recent legal changes, SSU implemented the updated Equal Opportunity, Nondiscrimination, and Title IX Plan approved in 2024 and reinstated the 2020 Massachusetts State Universities [Title IX](#) Sexual Harassment Policy in 2025 to ensure federal compliance.

Academic integrity is supported through clear syllabi expectations department chairs and deans review, while SSU maintains campus safety via tools like the Rave Alert System and bias reporting mechanisms. SSU recently introduced a revised Freedom of Speech and Expressive Activities Policy that affirms students' rights to open discourse while protecting diverse viewpoints. In addition, the university is enhancing digital accessibility across platforms to ensure ADA compliance, including in learning management systems and online resources. These ongoing efforts support a transparent, inclusive, and secure campus environment rooted in institutional values. SSU actively evaluates institutional integrity through climate studies, policy reviews, and student feedback. The 2023 Student Satisfaction Inventory (n=1030) shows that students generally feel that SSU protects free expression (78% agree/strongly agree) and that their academic advisor is concerned about their success (68% agree/strongly agree), though responses indicate a need for improved communication (know what's happening on campus; 49% agree/strongly agree). To promote equity, SSU has expanded admissions materials in Spanish and Portuguese, with plans to add Kreyol, ensuring broader access for multilingual families.

SSU further supports transparency with tailored weekly newsletters for various campus audiences, public reporting on institutional performance and finances, and regular engagement with university leadership. Each member of the president's executive council, including SSU President Keenan, hosts monthly office hours to encourage community input and reinforce trust and accountability. Together, these practices reflect SSU's sustained commitment to institutional integrity and inclusive engagement.

Transparency

SSU prioritizes clear, accessible, and accurate information for students, faculty, staff, and the public. The university website serves as the central hub for academic offerings, student success outcomes, financial aid details, governance policies, and job postings—facilitated through the PageUp system, which streamlined hiring and improved transparency. The site adheres to ADA accessibility standards and is regularly updated to reflect institutional changes, including academic catalogs and admissions processes. Financial transparency is reinforced through public access to university budgets and audited financial statements on the [Facts and Figures](#) page. The university complies with public records laws to ensure stakeholder access to institutional data.

Recent investments, such as the integration of Siteimprove, have enhanced ADA compliance and search functionality. However, findings from the 2023 SSI (n=1030) highlight challenges: while students find the website generally useful (66% agree/strongly agree), some report difficulty locating essential academic and financial information. Confusion persists around graduate tuition's tiered pricing, prompting continued efforts to streamline cost-related content and improve clarity.

To address these concerns, SSU is expanding digital accessibility training for faculty and staff and proposing a policy for structured website updates. This policy aims to ensure that academic programs

consistently present accurate information on career outcomes, requirements, and accreditation. These initiatives reflect the university's commitment to improving user experience, transparency, and equitable access to institutional resources.

Public Disclosure

SSU ensures wide public access to key institutional data, policies, and performance metrics, including admissions criteria, financial aid tools like the Net Price Calculator, accreditation and program licensure information, student success rates, campus safety reports, and updated Title IX and nondiscrimination policies. These required policies and consumer information are compiled centrally for public disclosure and transparency. Academic catalogs, fact books, strategic reports, and social media channels further support transparency and stakeholder engagement. While most undergraduate students feel confident about admissions and financial aid transparency, some graduate students seek clearer guidance on program-specific requirements.

Despite strong public engagement with millions of website visits annually, challenges remain in keeping all content current and consolidating messaging to reduce information overload. To address these, SSU plans to refine tuition and fee details, enhance digital accessibility across materials, and increase proactive communication on policy changes. The university is also committed to complying with Title IV regulations, particularly by improving clarity and access to professional licensure and certification pathways for students. It maintains a central website listing all university policies. While SSU may revise policies at any time, every five years SSU conducts an in-depth review of the site and all policies listed. Overall, ongoing policy updates and commitments to equity, freedom of expression, and digital accessibility reflect SSU's dedication to fostering a transparent, inclusive, and accountable institutional culture aligned with state and federal mandates.

Standard Eight: Educational Effectiveness

Introduction

The university is deeply committed to strengthening teaching, learning, and institutional effectiveness through evidence-informed planning, decision-making, and practice. SSU has woven continual improvement into its culture, which is reflected in thoughtful disciplinary reviews, accreditation work, and campus-wide assessments. During the period of review, SSU established a consolidated IR&A Office (2023–24), including a new assessment coordinator position (2024); created and resourced a new Program Area for General Education (PAGE, 2024); invested in a fully integrated assessment platform (eLumen Insights, 2024–25) within Canvas, SSU's learning management system; and reestablished a data governance process (2025). SSU implemented these initiatives to integrate a formerly siloed approach to assessment. Investing in a centralized team of assessment professionals and data analysts, SSU is expanding access to institutional data, increasing rigor in data collection and analysis, and creating structures and processes for assessing student learning outcomes systematically.

IR&A developed an interactive data dashboard on SharePoint with transparent metrics and analysis for institutional use, achieving one of the 2025 strategic planning goals. This dashboard went live in fall 2024, replacing static, annual reports previously posted in a variety of locations. The SharePoint site includes reporting drawn from the fall census, retention and graduation rates, admissions reports, enrollment data, survey data, and collections and analyses and is widely used across campus. As an example, there were 423 visits by 205 unique viewers, each averaging five minutes on the site in 30 days from mid-September to mid-October 2025. This new resource also achieved the first recommendation from the HSI *Roadmap*: to "increase and improve institutional data collection and analysis, including disaggregated data, to better understand institutional gaps as well as ..." to improve access to student data. Additionally, the IR&A team created an HSI-specific metrics page, assessment results site, and human resources dashboard, which are linked from the main IR&A page and NECHE accreditation sites. Also linked to the accreditation site were the NECHE Dashboards, that were shared with the working groups preparing this report, which are a substantial improvement over the data first forms. SSU teams tended to utilize SSU's interactive dashboard, in part, due to the access to more current information. The IR&A team developed a new Power BI application for senior leaders with internal reporting on D,F,W metrics, financial aid, and enrollment revenue and projections, too. IR&A also established data governance groups.

These data governance groups offer a formal framework to enhance systems integration, data warehousing, data integrity, analytics, reporting, and security—bringing together data stewards from every division—including key areas such as enrollment management and admissions. This creates a collaborative structure that supports shared accountability and coordinated improvement. With a vice president serving on the main data governance body and championing this work at the president's executive council, the university is actively cultivating a strong culture of assessment and continuous improvement aligned with institutional priorities

Targeted continual improvement efforts are proceeding as a result of these assessment infrastructure advancements. In June 2025, IR&A, CTI, and colleagues conducted a faculty development program for academic department chairs. The focus of the hands-on, four-hour program was to share recent student data; to review resources and efforts in progress; and to create assessment plans, including program and course-level outcomes. Based on these activities, programs are establishing outcomes to import into the eLumen Insights dashboards with accountability through annual reports. Many academic areas have developed strong assessment plans that are (or soon will be) integrated with eLumen Insights, enabling systematic data collection and analysis.

PAGE (Program Area for General Education) is advancing the development of common intellectual experience outcomes that will serve as consistent metrics for the General Education curriculum. The University-wide Assessment Committee previously endorsed an Institutional Learning Outcomes (ILO)

framework based on AAC&U's Essential Learning Outcomes which map to the General Education categories. This proposal entered the governance process after thoughtful review and two rounds of revision by academic department chairs, although the proposal was paused during work-to-rule. Subsequent institutional changes, such as the new strategic plan, HSI status, NISS outcomes, and the renewed momentum of PAGE's efforts will inform a revised ILO proposal to support a more cohesive, student-centered learning experience.

Assessment of Student Learning

Assessment of student learning at SSU continues to be an evolving work in progress. SSU employs an array of direct and indirect measures—including capstone projects; licensure and exam results; program reviews; accreditations; and a variety of course-level assessments such as quizzes, papers, rubrics, and research projects. Institutional indicators such as general education outcomes, social mobility, employment and earnings data, and retention and graduation rates also contribute to a comprehensive picture of student achievement. To strengthen this work, the university invested in eLumen Insights, a system that provides a structured curricular framework to map program and institutional learning outcomes to specific assignments and delivers timely learning analytics to instructors. Throughout the past academic year, IR&A staff collaborated closely with several academic departments to refine learning outcomes, align assessment plans, and integrate course mapping. This transition marks a significant advancement in SSU's ability to document educational effectiveness, with robust learning data expected to inform teaching and program improvement beginning in 2025–26.

The university also implements a regular schedule of assessment activities to gather data on student experiences (Standard Two). IR&A has strengthened the university's assessment portfolio by launching New Student and Graduating Senior surveys through HEDS in 2025. These instruments provide valuable longitudinal insights into students' goals, their vision for life after college, and how their SSU experiences support that trajectory—while also encouraging students to discuss these aspirations with campus partners. Benchmark results from these and other surveys—including NSSE, the Senior Survey, and the Graduate Student Exit Survey—informed the strategic planning committee's development of key performance indicators related to student engagement, belonging, inclusiveness, satisfaction, and cultural diversity.

General Education

SSU students engage with a rich [General Education](#) curriculum that spans ten categories and one overlay course, offering broad knowledge and multiple ways of understanding the world through courses drawn from a wide range of disciplines. Assessment of this curriculum is now being substantively addressed, as sustainable institutional resources were not committed to systematic, direct assessment of learning, until PAGE. With the establishment of PAGE, which reports to the Dean of Arts and Sciences, the university has strengthened its capacity to assess Gen Ed learning in a systematic and meaningful way. PAGE has developed a sustainable five-year assessment cycle and a clear methodology for evaluating each category using direct measures. Beginning in 2025–26, PAGE will apply AAC&U's VALUE rubrics to student work to assess three areas—First Year Seminar, Personal Growth and Responsibility, and Oral Communication—advancing a cohesive, evidence-informed approach to continuous improvement in the Gen Ed curriculum.

As a starting point to measure SSU's gen ed curriculum, PAGE conducted a pilot assessment of the [vertical writing model](#) in 2024–25. This model—requiring all students to complete three progressively rigorous writing-intensive courses—supports students in developing a deep understanding of writing as both a process and a mode of learning. The pilot provided valuable insights into how students experience the upper-level courses and the transitions between levels, highlighting opportunities to strengthen alignment and enhance support for student learning. These findings will guide targeted improvements and further exploration.

General education curriculum outcomes align with several NSSE items. SSU students consistently report substantial gains across many of these items. In 2025, SSU seniors reported greater gains when compared to students from New England (NE) public universities on four of 10 NSSE items, including two respective items associated with SSU's civic engagement and HSI identities: "being and informed and active citizen" and "understanding people of other backgrounds" (Table 2). Both of these items were significantly higher (p>.05) than NE peers reported. NE peers indicated greater gains than SSU students on five items, with small differences (0%–3%) on three of these items. Items that NE peers reported substantially greater gains compared to SSU seniors also relate to areas where the university recently invested additional resources (e.g., Gen Ed, Math Learning Center, and Career Services). SSU first-year students reported greater gains when compared to NE peers on eight of the 10 items listed.

Table 2: NSSE Items Aligned with General Education Outcomes

SSU Seniors Perceived Gains (NSSE 2019; 2022; 2025)				
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	SSU SR '19	SSU SR '22	SSU SR '25	NE Publics '25
Writing clearly and effectively	72%	76%	73%	72%
Speaking clearly and effectively	72%	74%	68%	68%
Thinking critically and analytically	84%	84%	80%	85%
Analyzing numerical and statistical information* ▼	58%	62%	59%	67%
Acquiring job- or work-related knowledge and skills** ▼	63%	65%	59%	68%
Working effectively with others	71%	74%	75%	77%
Developing or clarifying a personal code of values and ethics	66%	69%	73%	65%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) * ▲	68%	78%	75%	64%
Solving complex real-world problems	63%	65%	63%	66%
Being an informed and active citizen * ▲	62%	65%	66%	60%

Percent responded "very much" or "quite often" on each item

▲ = significantly higher than NE Publics: *(p< 0.05), **(p< 0.01), *** (p< 0.001)

▼ = significantly lower than NE Publics: *(p< 0.05), **(p< 0.01), *** (p< 0.001)

2019 n=415 (18%); 2022 n=595 (32%); 2025 n=141 (10%)

SR = senior students; NE Publics = New England public university peers

Although these NSSE items align well with SSU's general education outcomes, they also illustrate shortcomings of SSU efforts to assess student learning and success. The survey results are an indirect measure of student gains, not tied to learning in any specific courses, underscoring the importance of the adoption of eLumen for future assessments. Moreover, response rates were increasing over time, but the lower response rate in 2025 affords less assurance in comparing the smaller sample. These NSSE results provide useful benchmarks for student success, but more direct assessment measures are needed.

Salem State previously used the VALUE scoring collaborative to assess learning outcomes, including critical thinking, written communication, and quantitative literacy. Program level assessments of senior theses from the university's Commonwealth Honors Program were also conducted using VALUE in 2020-21 and 2021-22. The VALUE analysis indicated that 78.6% of seniors scored at one of the two higher levels of the rubric, demonstrating greater learning in critical thinking than both students nationally and SSU students who were not in the Honors Program. Honors students scored almost twice as high on the top two rubric levels than either of group of their peers. The rubrics provide a meaningful tool for direct assessment of student learning, however, the timeliness of results from the scoring collaborative led the university to search for other approaches, such as eLumen and applying VALUE rubrics by PAGE faculty.

Academic Program

Academic departments periodically affirm their program learning outcomes in annual reports, using a template modeled after the NECHE E Series. An array of continual improvement efforts were implemented across academic disciplines in recent years. These program changes are summarized below to document improvement efforts across four broad categories: innovation and competitiveness; student support and accountability; career readiness and experiential learning; and raising standards.

Academic Program Changes: Innovation and Competitiveness

Multiple academic departments implemented changes to make their programs more innovative and competitive. Art + Design launched a new Studio Art & Photography concentration to meet emerging student interest. World Languages and Cultures (WLC) collaborated with Criminal Justice (CJ) and Healthcare Studies to create two new degree programs to meet the high demand for Spanish-speaking professionals in those respective disciplines. CJ and Geological Sciences now cross-list six forensic science courses, preparing students for careers in forensic investigation, and created a new Crime Scene Analysis certificate. Computer Science created a new Cyber Security Minor and a new undergraduate certificate on the Fundamentals of Cyber Security. Revised curriculum in both Music and Dance programs, including the establishment of peer mentors to improve student advising.

Bertolon School of Business (BSB) developed an assurance of learning framework addressing eight key competencies with clearly defined learning goals. Each fall, the BSB assesses learning outcomes, and analyzes data to identify strengths and areas for improvement. Working with the faculty each spring semester, the BSB undergraduate curriculum committee designs and implements targeted interventions aimed at addressing identified deficiencies. This iterative process drives real instructional changes, providing a clear map for faculty interventions in future courses and enhancing student learning. For example, the BSB assesses content knowledge through a Major Field Test (MFT) administered in the capstone. BSB administers the MFT every semester, unlike other learning goal assessments, to ensure continuous monitoring of student learning outcomes in core subject areas. Over the last two academic years, average scores improved markedly, rising each term from a mark of 64 in fall 2023 to an 83 score in spring 2025. These results reflect substantial increases in student mastery across core business disciplines, driven by targeted, faculty-led interventions and informed by the structured assessment cycles.

Academic Program Changes: Student Support and Accountability

Several academic departments focused on accountability and/or student support initiatives in their programs. English surveyed seniors and alumni to learn that two gateway courses prepared majors well. Based on this survey, faculty also renamed these courses to clarify their purpose and sequencing. Geography and Sustainability developed a cohort-model seminar program for all senior research students and faculty. Interdisciplinary Studies (IDS) refined rubrics and learning outcomes, building upon five years of data collected. Occupational Therapy (OT) developed an AI policy template for faculty. The OT faculty have added AI literacy to two OT courses to better prepare students for

the benefits, barriers, and ethical issues of AI usage. Media and Communication (MCO) reviewed all flowsheets, requirements, minors, and concentrations. Psychology hired a field experience coordinator to help students find appropriate internships. The Master of Science in Counseling program adapted its comprehensive exam to align with changes to the licensing exam. Sociology approved a new set of student learning outcomes, using the capstone to evaluate them. The Childhood Education and Care and Secondary and Higher Education departments adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. The History Department created a new seminar for incoming freshmen and developed enhanced sequencing for required courses.

McKeown School of Education (MSoE) employs a comprehensive set of assessment measures to evaluate candidates' development in meeting professional standards for teachers. These measures include three gateway assessments administered at key programmatic transition points as well as two formative pre-practicum observations that provide evaluative feedback on instructional practice in real classroom settings. In addition, MSoE uses four structured coaching cycles to assess candidates' ability to plan, implement, and reflect on standards-aligned lessons, with a particular focus on their impact on PK–12 student learning and engagement. For candidates who do not meet benchmarks in areas such as professional disposition, content knowledge, or lesson delivery, MSoE provides targeted intervention supports. These supports are modeled after multi-tiered systems of support used in PK–12 schools and offer individualized and supplemental assistance to ensure candidate growth and success. During the most recent regulatory review, the Master of Teaching programs were also repositioned in the academic affairs organizational chart to enable all teacher licensure programs to be more clearly aligned with the authority vested in MSoE as a "licensing sponsoring organization," regardless of disciplinary content.

Academic Program Changes: Career readiness and experiential learning

Business introduced a one-credit career management course to better prepare students for internships and careers as a graduation requirement. In collaboration with Career Services, CJ created a new career prep course for majors to explore opportunities, learn to conduct a successful capstone internship search, develop AI readiness skills for entry-level positions, and refine long-term interests and post-graduate goals. Geological Sciences is broadening capstone experience to include internships and has also recently modified the field geology program to increase accessibility and strengthen applicability to the work force. MCO reevaluated curriculum, splitting course content between its Junior Career Seminar and portfolio courses. Psychology is replacing the comprehensive exam with a two-semester thesis or applied research project to provide more research and experiential learning options for students.

Biology faculty implemented four assessments to strengthen program quality: curriculum mapping, capstone portfolio analysis, alignment with national objectives, and multipoint surveys. In 2023, the department adopted the BioSkills Guide, integrating a seventh goal on "Reflection, Self-Efficacy, and Science Identity," and mapped outcomes across all syllabi to close gaps between 100-, 200-, and upper-level courses. Nationally benchmarked objectives, drawn from 800-plus Biology faculty, guide annual reviews. Impact data include ACES survey (2018–21), showing growth in data analysis and experimental design skills; BIO131 synthesis assignments tracking graphing/statistical skills since 2018; Science Identity & Self-Efficacy Survey (2023–present) showing growth from sophomore to senior year; and a new alumni survey (2024–25) providing feedback on career readiness.

Academic Program Changes: Raising standards

Among departments addressing academic standards, Chemistry & Physics adopted a new policy requiring a C or better in all departmental courses. Geography and Sustainability is piloting a new process of evaluation requiring students to present their final research project or original research findings at a conference. The faculty share IDS artifacts and assessment results are shared in a CANVAS course for longitudinal data analysis. Math faculty added dimensions to the rubric used for

their capstone course to address topic and presentation competence. OT identified several action steps to improve teaching effectiveness, including full-time faculty portfolios and professional development plans. World Languages & Cultures (WLC) weighted oral assessments more in introductory courses, added intercultural learning assessments to intermediate language courses, and adopted an oral language proficiency test for licensure majors and graduating seniors as a requirement. A faculty committee now reviews WLC senior theses.

In 2024–25, Bachelor of Social Work (SWK) students exceeded benchmarks on eight of nine competencies, scoring 13% or more above the standard on two-thirds of them. The only shortfall— in applying research-informed practice—led to an expanded evidence-based practice paper in SWK 401, requiring students to use peer-reviewed journal articles to research interventions. Curricular improvements included a new course to better support the development of professional behaviors, including self-care, boundaries, and ethical practice. Additionally, upon reviewing program electives, the SWK chair identified conflicts with required courses. In response, faculty expanded online electives to reduce scheduling conflicts for working students.

The changes that faculty and departments made at the course and program levels are informed by learning from observation, experience, and assessments. These continual improvement initiatives illustrate the responsiveness of faculty and academic departments. While not yet systematic across the institution, more programs are contributing to the evolving culture of assessment.

Program Reviews and Accreditations

Thirteen SSU programs, involving 16 academic departments, are externally accredited and their accrediting body reviews are conducted periodically in conjunction with the accrediting bodies' schedule. Another 20 academic programs participate in external program reviews on a five-year schedule. Since 2021, 11 programs, encompassing 14 departments completed accreditation reviews, while 13 departments conducted program reviews successfully, including five departments scheduled for program reviews and four undergoing reaccreditations in the current academic year. The pandemic delayed some of these inquiries, leaving a few departments overdue and another two years before the cycle resumes. Subsequent recommendations included calls to revise or streamline curriculum; invest more institutional resources; and/or fund faculty lines, among respective programs. As a result, SSU hired 13 new faculty in 2023–24, with 15 more hired in 2024–25 and another 18 full-time and temporary faculty added in 2025–26, as the president and provost authorized. These new faculty hires do not include adjunct hirings.

Time to Degree

Retention and graduation rates have long been the primary focus for institutional and student success, as demonstrated by investments in early intervention (N360) and completion grants. More than one-third of first-time, full-time (FTFT) undergraduates earn their degree in four years (40.4% for cohort 2021). Since cohort year 2015, 46%–55% graduated in five years (50.1% for cohort 2020), while six-year graduation rates ranged from 49%–57% in the last five cohorts. More students completed in four years (+6.4% in cohort 2021) and five years (+4.4% in cohort 2020) than the most recent six-year cohort (2019). Transfer students completed at higher rates, approximately 10% more than FTFT cohorts.

A holistic approach to supporting students means that any one issue is intertwined with others. While cost and financial concerns are substantial, recent investments in financial aid, persistence, and completion grants gave rise to a hope that removing this barrier could result in greater increases in retention and completion among the SSU students. Although such investments have been life-changing, making a difference for many students, lessening the financial burden for students seems to bring into starker relief the scope of challenges students face due to time demands, stress, mental health, academic rigor, and preparedness. Affordability may be a necessary condition for success, but it is often not sufficient on its own for students to succeed.

N360 administers an annual intake survey of new students (2020–24), illustrating some of their challenges. Results from 2020–24 (n=4,058) indicated how much time students devote to supporting themselves and their families. Only 28% of new students were not working for pay, while 16% work 16–20 hours; and 34% work more than 20 hours a week. When asked about external commitments (n=6131) other than work "that may interfere with your ability to complete coursework," the top two issues were personal matters (61%) and family obligations (45%). These pressures and time constraints undoubtedly impact student academic success.

SSU uses N360 to identify why students depart, tracking withdrawals and leaves of absence (W-LOA), too. In spring 2025, reasons given when requesting a leave were academic challenges, health, dissatisfaction with SSU, shifting goals, and transferring schools (n=38). SSU staff reported additional W-LOA cases (n=45) citing transferring (54%), medical (15%), family (11%), personal (9%), and finances (4%) as reasons for leaving, 51% from first-year students.

Intervening early and often has proven to be a key to keeping students on track. For students whom faculty identified as "at risk," the return on investment from N360 is an increase of as much as one letter grade when the students connect to institutional resources. In 2023–24, less than half of the faculty submitted progress reports, but those reports submitted marked over 2,600 students at risk, underscoring the need for university resources to engage more students and for broader adoption of N360 among faculty. New features, including a graduate advising module, aim to further expand its use ([Standard Four](#)).

Since 2023, First Year Experience (FYE) invited students who were placed on academic warning after their first term to attend the Student Success Summit. This mid-academic year intervention is designed to reengage students by sharing academic strategies, reintroducing them to support services, and encouraging them to rebound. An overarching goal of these efforts is helping students develop the skills to learn effectively and independently. In 2025, 195 students attended some or all of the conference. On post-conference surveys, 89% of student attendees affirmed that the summit provided valuable tips and motivation to persist and be academically successful. By the end of the spring semester, 70% of summit attendees and 46% of those who had partially attended the summit registered for classes in fall, while only 40% of nonattendees had done so. In a similar comparison, more students who attended additional success planning meetings with coaches (64%) registered for fall courses than those who did not participate (51%).

While some students encounter issues that interrupt their academic progress, new students have demonstrated a wealth of personal and cultural assets they bring with them. For example, students indicated a strong degree of perseverance on the Grit scale (averaging a score of 4 out of 5) as well as a high level of confidence in choosing SSU (scoring 3.5 on a scale of 4) on the 2024 HEDS New Student Survey (n=216, or 25%). Baseline measures showed strong academic motivation (3.7/5) and high levels of worry (3.4/4), focused on academics, finances, and mental health. Notably, 25% of new students proactively opted to meet with an FYE success coach, signaling early interest in support. These results also reflected SSU's growing diversity, with participants identifying 13 languages as spoken at home, while Latinx students identified with over a dozen national backgrounds. When asked in surveys what servingness means to them, students requested multilingual materials to serve families. As a result, the university created a translation protocol, investing in bilingual support and translating admissions and financial aid materials to engage more families in the students' application process and college experience.

SSU also participated in the National College Health Assessment (NCHA) in spring 2023 (n=740, or 12%), which provides a profile of health trends among students. Overall, 81.5% of students described their health as "good," "very good," or "excellent." Most students perceived themselves as resilient. When asked whether they "are able to adapt when changes occur," 67% of students responded, "often true" and "true nearly all of the time." Only 4% of respondents said they are "rarely" or "not at all" able to

adapt. Among those students, 46% said they received mental health services in the last year. Similarly, 68% of students said they are "often" or "nearly all of the time" able to "bounce back after illness, injury, or other hardships." Among the 6% of students who said they bounce back "rarely" or "not at all," most (52%) received mental health services in the last year.

NCHA results also identified challenges that students face and/or bring with them. For example, 31% indicated that their health condition negatively impacted their performance in a class, while 7.5% reported that a health condition delayed progress toward their degree. Substantial numbers of SSU students identified as "highly stressed," including among nonbinary students (46%), Latinx students (45%), gender diverse students (41%), females (36%), and males (25%).

Moreover, four out of five students reported having some kind of co-morbidity. Overall, 80% reported anxiety; 70% experience depression; and 30% reported having ADHD. Over 20% of students said they "often" experiencing feelings of loneliness. Among SSU students who sought help from a mental health professional in the last 12 months, 30% identify as Black or African-American; 31% identify as Asian or Asian-American; 32% as Hispanic or Latinx; 45% as White; as well as 45% identify as females and 30% as males. These NCHA findings illuminate the strength and resiliency of SSU students as well as their potential challenges and vulnerabilities. Embracing their cultural knowledge and personal strengths as well as supporting them are keys to leveraging students' time to earn their degree.

Post-Graduate Outcomes

SSU is proud to highlight that U.S. News and World Report cited the university as highly ranked in social mobility multiple times in recent years, including #23 in the nation in 2025. Additionally, on the CollegeNET Social Mobility Index, SSU ranked #2 in the Commonwealth in 2024. Despite these accolades, collecting and reporting employment and earnings data from students has historically been a shortcoming in institutional assessment efforts.

Knowing how critical post-graduate employment is for students and families, DHE—in conjunction with other state agencies—unveiled a new resource that SSU anticipates will meet this need more comprehensively. The DHE Employment and Earnings dashboard is in a pilot phase currently, but it will make available salary and employment data from recent graduates. The initial model displays data from 2010–21, which individuals can disaggregate by major/program, location, demographic group, and state university.

Table 3: Employment and Earning Outcomes—Undergraduate and Graduate Cohort 2017

Years After Graduation	SSU 2017 Undergraduates and SSU 2017 Graduate Students									
	1 year—2018		2 years—2019		3 years—2020		4 years—2021		5 years—2022	
Year	Under	Grad	Under	Grad	Under	Grad	Under	Grad	Under	Grad
# of Graduates	1,502	409	1,502	409	1,502	409	1,502	409	1,502	409
% Employed in Massachusetts	66%	77%	65%	74%	66%	72%	67%	69%	67%	69%
% Employed in Massachusetts & Study Higher Education	21%	9%	19%	8%	16%	8%	14%	8%	12%	8%
% Neither Employed in Massachusetts nor Studying Higher Education	11%	13%	13%	16%	15%	18%	17%	20%	19%	22%
% Employed Full Time in Massachusetts	46%	68%	49%	67%	47%	64%	53%	63%	54%	63%
Full-Time Mean Wage	$54,190	$72,131	$60,516	$77,274	$68,603	$82,823	$70,688	$86,319	$74,093	$86,303

The available reporting lags by a few years, but it is more robust and accurate than self-reported data. A critical benefit is the validity of this resource, because it shares data as reported to state agencies. Table 3 illustrates longitudinal student outcomes in employment, post-graduate education, earnings, salary ranges, and wage growth over time, enabling the university to demonstrate and track outcomes among recent undergraduate and graduate alumni, which users can also disaggregate by academic program. Since 2018, the university implemented two instruments to collect data from graduating seniors and graduate students, respectively. This data provided a snapshot near the time of graduation, but the picture was incomplete, because the job search story was unfinished for most graduates. The university has not developed a method to capture student employment outcomes through the first post-graduate destination, in part due to data governance challenges around systems integrations.

Licensure and Exam Rates

Six Salem State academic programs publish records of program outcomes, including licensure and exam rates. Student achievement and success rates are documented through this evidence. These programs include Occupational Therapy, Behavior Analysis, Nuclear Medicine Technology, Athletic Training, Social Work, and Nursing.

Student retention and graduation

SSU uses disaggregated data to understand students' experiences, identify institutional gaps, and address retention and graduation gaps. In the past five years, undergraduate (first time, full time) retention rose from 73.5% in 2019 to 75.7% in fall 2025. Retention trends have consistently been in the low- to mid-70s, reflecting a stable foundation with notable gains in first- to second-year persistence over the last two years. Overall credit hours also stabilized, signaling continued enrollment vitality and sustained student engagement.

Translating incremental improvements from first-year retention into increased completion rates has proven more challenging. Six-year graduation rates were consistently in the mid-50% range, until both cohorts dipped below 50% in 2018 (49.8%) and 2019 (48.8%). SSU is the only comprehensive state university in the commonwealth where the graduation rate for Hispanic students had been consistently over 50%, again, until 2024. While the 2018 cohort experienced a notable drop—perhaps influenced by the pandemic's disproportionate impact on gateway communities and students who work substantial hours—the graduation rate fell further for the 2019 cohort. Recent second- to third-year retention rates have fallen from the mid-60s to low 60s, limiting prospects for the six-year graduation rate to rebound to the mid-50's level in the near future. Completion rates for these last two years underscore the need to build on SSU's historic strengths, pursue strategic plan initiatives underway, and deepen support for those students who were most affected by COVID-19's economic and social disruptions.

The institution remains focused on advancing the strategic plan goals to enable more students to succeed. The lingering negative impact of COVID-19 and changes in the student population highlight the institutional imperative to maximize retention rates. The 2025 new student class includes more historically underserved students, e.g., students of color (+16.9%) than in fall 2021, while 46% of degree-seeking undergraduates were awarded Pell grants (+6%) during that span. Moreover, 20%–25% of first-year students begin their second year on academic warning or probation in each of the last five years.

Figure 5: First- to Second-Year Retention Rate

**Retention Rate
First to Second Year**

Cohort Year	Retention Rate
2020	75.4%
2021	74.5%
2022	73.7%
2023	75.2%
2024	75.7%
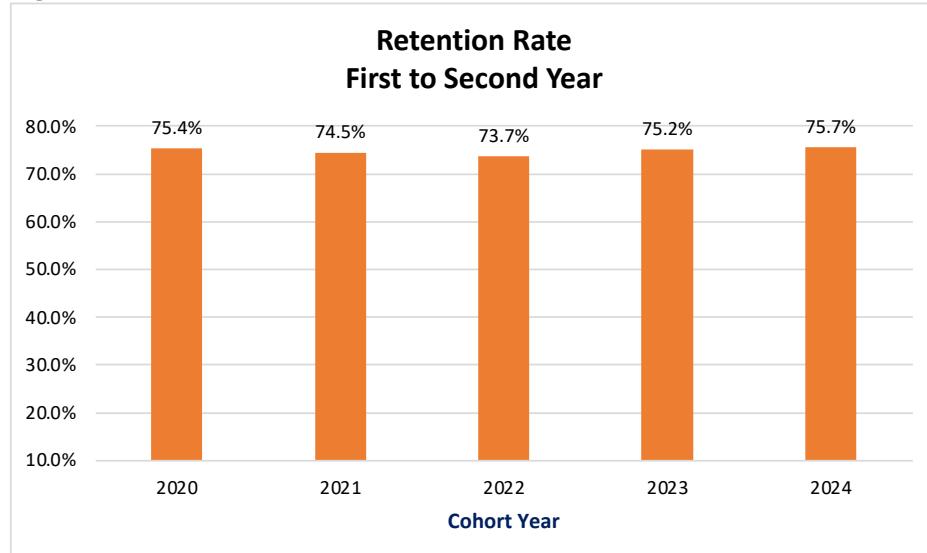
Figure 6: Six-Year Graduation Rate

Six-Year Graduation Rate

Cohort Year	Graduation Rate
2015	56.7%
2016	55.3%
2017	55.0%
2018	49.8%
2019	48.8%
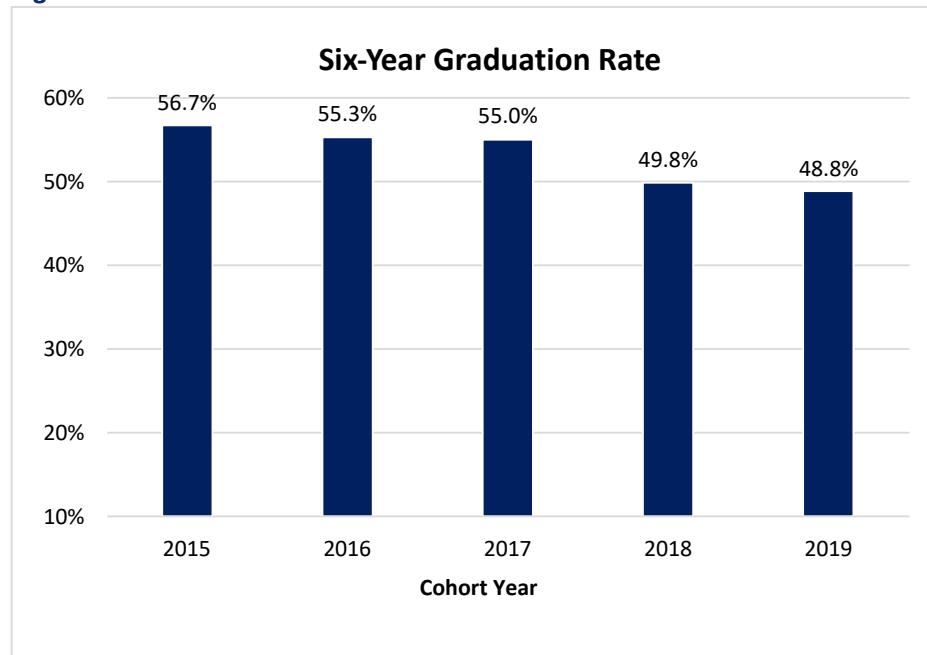
Although competition with other institutions to enroll transfer students has intensified, retention and graduation rates have remained stronger for those students who transferred to SSU.

Transfer student graduation rate percentages have ranged from the mid- to high 60s. The highest six-year graduation rate was 70% in the 2017 cohort. The commonwealth's free community college initiative is boosting two-year enrollments and shaping four-year institution trends. SSU expects this growing pipeline to lead to increased transfer students in the coming years.

Graduation rates for graduate students have been steady, consistently in the low to mid-80% range when calculated at 150% time-to-degree over six years. Due to the varying lengths of programs and based on the prevalence of part-time graduate students, completion rates among graduate students can be a somewhat apples and oranges comparison. In 2023–25 exit surveys that graduate students filled out at the time of completion, 86%–89% of respondents reported completing their degree in three or fewer years.

Equity Gaps/HSI/MSI

Figures 7 and 8 illustrate the overall retention and graduation rates, and the respective rates of the largest demographic sub-groups. While the completion rate for the FTFT population incrementally declined over each of the last five years, retention and graduation rates among student sub-groups have not followed that same consistent trajectory, as fluctuations in retention and completion outcomes occurred. Although gaps emerged across all sub-groups, each population succeeded in surpassing the retention and/or graduation rates of the overall cohort at least once in the last five years.

Figure 7: Retention Rate Demographics

Retention Rate to 2nd Year by Demographic Groups
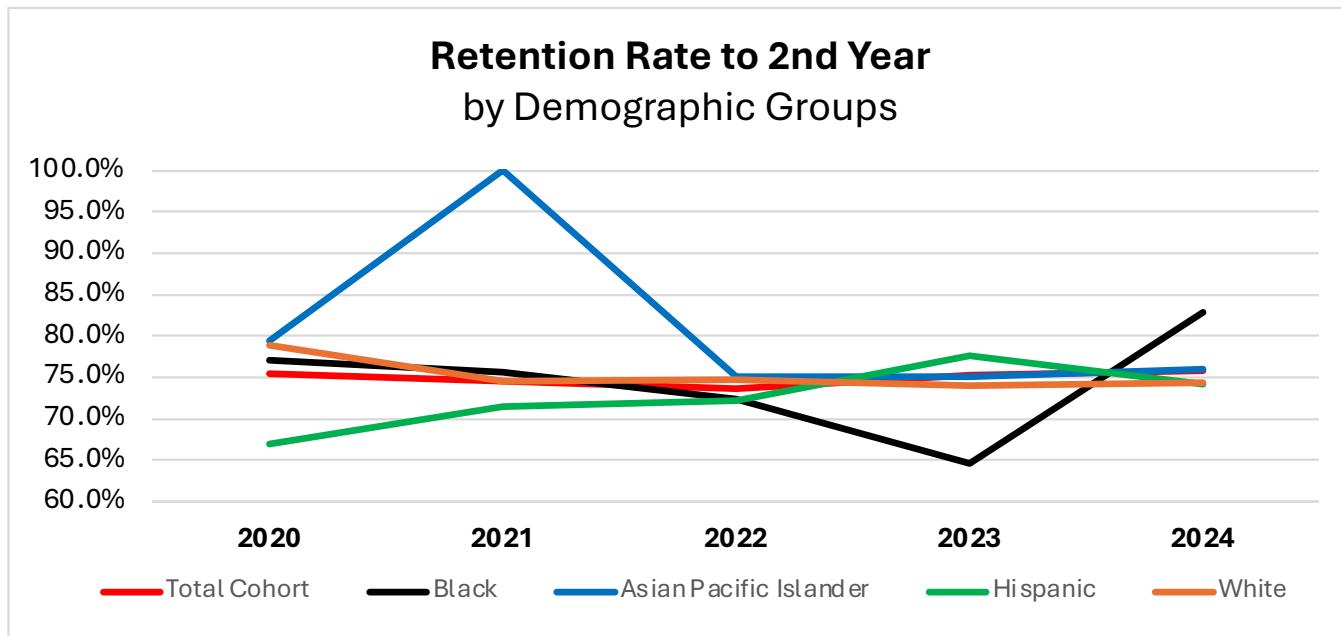
Figure 8: Graduation Rate Demographics

Six-Year Graduation Rate by Demographic Groups
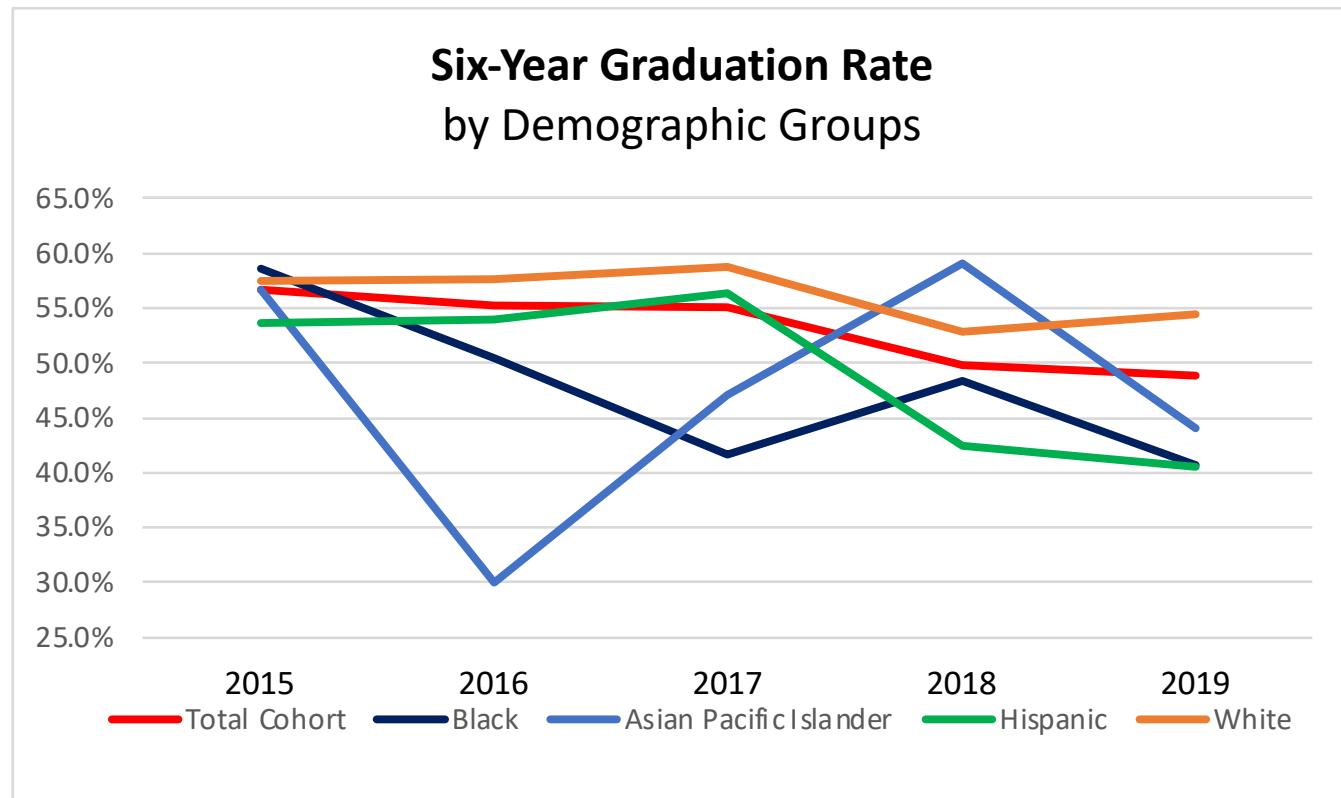
Many factors contribute to these annual variations in results. Because sub-groups have shown the capacity to achieve higher rates of success in some years, fragile opportunities exist to develop sufficient supports to sustain greater retention and completion rates over time. Scaling up additional and/or more tailored support is needed to enable more students to succeed more frequently and consistently. Through coaching initiatives, N360 case management, servingness culture, completion/persistence grants, and the National Institute of Student Success road map, among other efforts, SSU is building the structure needed to improve student outcomes.

SSU is increasinging capacity to make data-informed decisions and close opportunity gaps. The HSI metrics page was visited by 197 unique viewers since 2024, with 38 of them visiting in the last 90 days of fall 2025. Two cohorts of 11 SSU staff in all completed the Data Institute. This intensive technical assistance opportunity offered by *Excelencia* in Education, the leading non-profit focused on Latino student success, is designed to expand capacity to use disaggregated data reviewing academic outcomes to identify equity gaps and create practices to address them through an asset-based lens. For example, when the Bertolon School of Business identified gaps among students accessing internships, they created more opportunities, tailoring them to serve all business graduates. Identifying persistence gaps among second year students, SSU launched Strive to Thrive, providing student success coaching for 100 College of Arts and Science sophomores in 2025 and building campus-wide capacity to implement evidence-based coaching and support strategies for all students, through a private grant from Inside Track. SSU also participated in *Excelencia* in Education's transformative self-assessment, the Seal Serving Institutional Transformation Assessment (SSITA), to identify intentional efforts to advance student success based on data, practices, and leadership. SSU plans to apply for the Seal of Excelencia in 2026.

Student Academic Success

Engagement matters. Connecting students with peer and professional support has made a difference for several student groups, including student-athletes, TRIO program students, and a variety of FYE programs. Maintaining compliance with NCAA expectations for Division III athletes requires consistent support, monitoring, and early intervention by coaches and athletics staff. SSU consistently retains student-athletes at higher rates than SSU peers. SSU retained more first-year student-athletes than FTFT cohort peers—over 13% higher in 2022, +15% in 2023, and +24% in 2024.

TRIO Student Support Services are federally funded programs focused on increasing the retention and graduation rates of first-generation students, students of low income, and students with disabilities. Comprehensive services for students include academic support in reading, writing, math, and science, in addition to course tutorials, testing, personal counseling, academic planning, and financial aid assistance. SSU served up to 89 TRIO students during this period of review. It retained students at higher levels than first-year students by as much as +19.6% in 2020; to +0.4% in 2023. However, six-year graduation rates for this student sub-group have trailed the overall undergraduate population in recent years by as little as 0.3% in cohort 2017 to as much as 9.3% in 2018.

FYE provides a wealth of services and support as well as targeted interventions to increase student enrollment, retention, and completion success. FYE increased coaching resources and services, because cohort-based student coaching shows a positive impact on retention. Moreover, the university is better able to expand these best practices through coordination with Advancement, which identified a generous donor to contribute $500,000 to the cause.

Funding from donors also created a First-Generation Success Center, staffed with a full-time success coach to provide individualized coaching and resources, such as a student organization for first-generation students. The center transitioned to institutional funding after the initial investment to launch it. The primary focus of the center is the Resources and Inspiration for Student Empowerment (RISE) coaching program, which supports up to 100 first- and second-year students—pairing them with success coaches who help them navigate academic and campus life. Last year, RISE students persisted at a 90% rate as of FY25.

The Student Transition and Engagement Program (STEP) is a first-year mentoring and coaching program serving up to 75 new first-year students with a particular focus on students who are first generation and eligible for the Pell Grant. Last year's STEP cohort persisted at an 89% rate as of FY25. Emerging Scholars is another FYE initiative. Comprised of first-year students, 79% of this cohort persisted through FY25.

Some coaching program investments are targeted to serve students already connected with community-based organizations (CBOs), further leveraging the transitional support that the CBOs provide. SSU's La Vida Scholars is a success coaching cohort that is an extension of the college prep program based in Lynn, Massachusetts, focusing on low-income, first generation, high-achieving public high school students.. Serving up to 55 full-time, first-year through senior students, 95% of students in this program persisted during FY25. Students from the nearby gateway communities of Lynn, Chelsea, or Revere as well as former high school La Vida Scholars are eligible.

Persistence rates repeatedly top 80% among students who participate in another FYE and Center for Civic Engagement's signature program, the First Year Day of Service. Up to 200 new students start their academic year early, volunteering with faculty, staff, and student leaders at over 25 sites across the North Shore in the week before fall classes begin. Through this decade-long initiative, new students learn and experience what it means to be part of the commonwealth's Civic Engagement University. In 2023, FYE established a Tri-Alpha chapter, an honor society for first-generation students. All but two of the 380 students initiated over the years are enrolled or have graduated as of fall 2025.

The Graduate School conducts an annual survey asking students about their experience. Graduate students in 2025 (n=221) reported that their primary motivation for pursuing an advanced degree was personal development (60.7%), followed closely by obtaining a salary increase (55.7%). Respectively, 86% were "satisfied" or "extremely satisfied" with both the quality of their instruction within their major as well as faculty interactions outside of the classroom. Moreover, strong levels of satisfaction are consistently reported about key aspects of their graduate experience, such as research opportunities (68.3%), research support (68.3%), professional development support (67.7%), and professional development opportunities (69%) among completing graduate students who responded (2025). Students' overall satisfaction with the graduate experience is 86.1% over the last three years.

Programs, like those noted above, thrive when students receive support that meets them where they are and when supports are delivered through timely, professional coaching. This labor-intensive nature reflects the complexity of students' lives and underscores the opportunity for SSU to continue building the structure needed to provide a larger case model system providing individualized support, enabling more students to access these high-impact practices.

Student Engagement

High-Impact Practices (HIPs) have been widely recognized as effective educational strategies that enhance student engagement, academic achievement, career readiness, and retention as well as addressing equity gaps among under-represented student populations. SSU's strategic plan established goals to "provide an array of transformative experiential learning opportunities" and must do objectives to "increase high-impact practices." NSSE results indicate that SSU students are not participating in high-impact practices as frequently as students at regional public universities, but the breadth of students accessing these opportunities extends across demographic categories. African American, Latinx, and multiracial SSU students accessed most high-impact practices at comparable levels to White students based on NSSE results over the last decade. Internships and field experiences are the HIPs that SSU White students engage in more frequently, by double digits, than other groups. As a result, the strategic plan measures success in engaging more students in high-impact practices and experiential learning more broadly, such as these examples from STEM, Humanities, and Arts and Sciences majors.

In 2024, SSU faculty in Biology, Chemistry, and Math collaborated on a Davis Educational Foundation grant "Curricular Innovations and Intervention to Improve Outcomes for STEM Majors." This project incorporates two HIPs: (1) a faculty learning community for STEM gateway course innovation and (2) new course interventions: "See Yourself in STEM" first-year seminar and "Launch into STEM" one-credit

support seminar. Year one outcomes were accomplished, building the new courses and assembling the STEM Redesign Team. Faculty are piloting the two courses this year while the STEM Redesign Team works on its modified courses. These projects have the potential for broad student impact and lasting institutional change because they leverage existing campus structures and programs, integrate faculty development, create structural changes to curriculum, and use rigorous assessment plans.

SSU launched the Discovery Scholars program to strengthen undergraduate learning and boost retention in summer 2025. Eleven faculty mentors guided more than 50 first- and second-year students through all phases of research and scholarship, with a 96% persistence rate in fall 2025. Ongoing analysis of outcomes will inform future iterations, supporting persistence and helping to close opportunity gaps for historically underrepresented students.

The Humanities Brigade Project draws upon SSU humanities programs to prepare students to address social justice issues across the North Shore. This three-year project creates cohorts of 20 first-year students each year who will complete a set of dynamic humanities courses together and collectively focus on tools to combat social justice issues in their backyards. Students will then apply their "humanities toolbox" to help a North Shore-based nonprofit organization achieve its goals through a paid, civic humanities-related internship. This $480,000 grant from the Andrew W. Mellon Foundation is another example of leveraging external funding to support SSU's changing student demographics and incorporating HIPs to achieve student success.

Experiential Learning and HIPs

Establishing ourselves as the commonwealth's Civic Engagement University is an iterative, continual process. As practice, civic engagement is embedded in every discipline. As pedagogy, this mantle encompasses active, experiential, critical, reflective, community-centered, efficacy-based teaching and learning approaches that are highly valued by SSU faculty, as evidenced by recent curriculum reviews. As a strategy, Admissions and the Civic Engagement Committee are collaborating on making the identity more accessible and tangible for recruiting new students.

Aligned with the strategic plan's focus on expanding HIPs, SSU is compiling an inventory of experiential learning (EL) courses and developing a plan to ensure every student participates in at least one EL course. Curriculum review results show that EL is deeply embedded across SSU's programs. Of the 121 undergraduate programs, 120 require at least one EL course, 103 include an EL course beyond a capstone or internship, and 101 require a culminating EL experience. Within the College of Arts & Sciences, 87 programs require a culminating EL course; 82 require both a culminating experience and an additional EL course at the 100–300 level; 36 include EL at every level from 100 to 400; and 19 require EL in at least two lower- or mid-level courses.

SSU is actively strengthening access to, delivery of, and assessment of HIPs and experiential learning. Curriculum reviews show that HIPs are deeply embedded and highly valued across programs, reflecting strong faculty commitment to these approaches. At the same time, the findings highlight opportunities to better understand student learning and the impact of HIPs, particularly because SSU works to increase participation rates. Ongoing efforts—from CCE's curriculum review to PAGE's assessment of general education learning and IR&A's work to improve data governance—are building the infrastructure needed to broaden access, enhance learning, and measure the impact of HIPs more effectively.

Institutional Plans

As a regional public university deeply committed to equity, civic engagement, and student success, SSU enters the next five years with both momentum and a clear sense of purpose. Building upon recent institutional achievements, SSU must sustain the progress it's already made while addressing the structural realities that will shape its trajectory. The work ahead focuses on strengthening data governance, advancing inclusive excellence, integrating AI responsibly, renewing both physical and assessment infrastructure, revitalizing shared governance and professional culture, and deepening the university's civic and social mobility impact.

A central institutional priority is the development of a comprehensive data governance structure that promotes transparency, accountability, and evidence-based decision-making. SSU will build more effective mechanisms for collecting, managing, and sharing data across divisions so that consistent and reliable evidence drive planning, evaluation, and resource allocation. Currently, the university faces some limitations in achieving a full cycle of planning and evaluation, with uneven participation in data-informed governance processes. Establishing a formal data governance framework will allow SSU to close the loop between evidence and action, improve responsiveness to student needs, and align resources with strategic priorities. In doing so, the university will move toward a culture in which it not only collects data but also meaningfully uses it to advance continuous improvement in academic quality, student success, and institutional effectiveness. Within five years, SSU will implement a fully operational data governance system that enables transparent reporting, cross-divisional collaboration, and measurable improvement in institutional outcomes.

As the landscape of higher education rapidly evolves, SSU recognizes AI's transformative role in shaping teaching, learning, assessment, and operational practices. Over the next five years, the university will develop a clearly articulated AI vision and mission to guide ethical and purposeful adoption. SSU will invest in training faculty and staff to support the responsible integration of AI in instructional design, assessment work, and data analysis while also exploring the use of AI to increase administrative efficiency. Importantly, SSU will ground this effort in the understanding that AI enhances—but does not replace—human judgment, creativity, and the interpersonal dimensions of education. SSU will ensure that personnel remain central to decision-making, recognizing that technology is only as effective as the people who use it.

SSU will also look toward the next campus master plan and major capital projects that will sustain the university's physical and academic vitality. In particular, it will turn its attention to facilities such as the Sullivan Building, one of the university's oldest and most heavily used spaces, with an eye toward renovation and modernization that supports contemporary teaching, accessibility, and sustainability standards. Over the next five years, SSU expects to advance the next phase of its campus transformation, with plans and funding in place to modernize key academic facilities and create learning environments that reflect the university's mission and future.

Equally important is SSU's ongoing work to revitalize shared governance and strengthen the university's culture of collaboration and respect. The university remains committed to fostering an environment where all community members feel valued and heard and where decisions are made through shared responsibility and mutual trust. True collaboration depends on professionalism and a collective understanding that higher education is, at its core, a service enterprise—one in which SSU serves students; the university community supports one another; and SSU fosters, creates, and maintains a healthy workplace. SSU will continue to assess campus climate through institutional surveys and direct engagement, ensuring that accountability structures and professional expectations reflect the values of inclusion, collegiality, and integrity. By 2030, SSU will solidify a culture in which it not only articulates shared governance and professional respect in policy but consistently demonstrates those in daily practice across all divisions. In modeling these principles, the university prepares students to enter the workforce as engaged, respectful, and community-minded professionals.

SSU takes great pride in its social mobility outcomes and the measurable value it provides to students, families, and communities. Over the next five years, the university will more deeply analyze the factors contributing to its strong performance on social mobility indicators and will use those insights to reinforce equitable access to high-impact practices such as internships, clinical placements, research, and civic engagement opportunities. SSU will intentionally communicate the value-added outcomes of an SSU education, emphasizing how the university equips graduates not only for workforce success but also for civic participation and lifelong learning. This approach will balance continuous improvement with intentional recognition of what the university already does well: leveraging strengths in social mobility, affordability, and student-centered teaching to enhance recruitment, retention, and reputation.

To support institutional effectiveness and transparency, SSU will strengthen centralized decision-making and resource coordination. This effort will reduce siloed operations and ensure that leadership will share information, innovations, and best practices are shared across divisions. The university's HSI/MSI Roadmap to Servingness, strategic plan, and civic engagement identity will serve as guiding frameworks for this coordination, ensuring that academics, student support services, and equity initiatives are intentionally aligned. Achieving and sustaining federal designation as an HSI will remain a defining institutional initiative. SSU will operationalize and assess its Roadmap to Servingness by closing equity gaps, improving retention and completion for historically underserved students, and embedding culturally sustaining pedagogies throughout the curriculum. This commitment to servingness reflects a belief that a rising tide lifts all boats—the prioritization of accessibility, affordability, and student-centered support benefits all students, particularly first-generation students, students of low income, and underrepresented populations, regardless of race or ethnicity. Within five years, SSU will have fully implemented its HSI/MSI Roadmap, with documented improvements in student outcomes and institutional practices that reflect authentic servingness across all areas of the university. These actions will ensure that servingness is not simply an aspiration but a measurable and sustained institutional practice, thereby assuring that SSU remains the commonwealth's HSI leader among four-year institutions and becoming the first institution in New England to achieve the Seal of Excelencia.

SSU will also continue to advance its civic engagement identity, positioning itself as a regional and national leader in engaged learning and community partnership. Over the next five years, the university will work toward formal recognition for civic engagement excellence, aligning this work with the strategic plan's civically minded initiatives. Expanding partnerships with local organizations, schools, and industry will strengthen both the regional workforce and the civic fabric of the North Shore, reinforcing SSU's role as an anchor institution committed to public good. In the next five years, SSU will formalize and scale its civic engagement infrastructure—establishing clear evaluation measures, data systems, and feedback loops to assess partnership quality, student learning outcomes, and community impact—thereby ensuring continuous improvement and sustained institutional distinction.

Like most higher education institutions, SSU must also maintain a steady focus on enrollment and community responsiveness. The next five years will include intentional strategies to grow enrollment in sustainable, mission-aligned ways—aligning academic programs and delivery models with regional workforce demands and student aspirations. Ongoing market analyses, community partnerships, and data on student access and persistence will inform this work. SSU plans to build a coordinated enrollment strategy grounded in data analysis and program evaluation, using evidence from student outcomes and market trends to guide academic offerings and outreach efforts.

Finally, the university will continue to build capacity in assessment, especially to strengthen its commitment to fostering a more robust "culture of assessment" in service to continual improvement. As part of SSU's general education review, the university will identify and adopt a coherent set of Institutional Learning Outcomes (ILOs) that articulate what all SSU students should know and be able to do upon graduation. From these ILOs, each academic department will derive program-level outcomes, while student service units will identify complementary co-curricular learning outcomes that reflect both academic and developmental growth. These outcomes will anchor an integrated assessment system, aligning course-level and program-level results with institutional goals. By 2030, SSU will fully implement a unified assessment system, using results to inform curricular and co-curricular improvement cycles, in which every program and service contributes measurable evidence of learning, growth, and impact aligned with the university's mission. This work will deepen SSU's capacity to demonstrate the impact of its educational mission—preparing graduates who are knowledgeable, skilled, and civically engaged contributors to their communities and professions.

Through these priorities, SSU affirms its identity as an inclusive, equity-minded, and forward-looking public institution. Collaboration; data-informed decision-making; and a shared commitment to excellence in teaching, learning, and service to the commonwealth will guide the university's next five years.

Appendix

1. **School of Nursing Accreditation Status** – Massachusetts Board of Registration in Nursing

2. **Nuclear Medicine Technology Program Accreditation Status** – Joint Review Committee on Educational Programs in Nuclear Medicine Technology

3. **Affirmation of Compliance**

4. **Most Recent Audited Financial Statement**

5. **The Auditor's Management Letter**

6. **Interim Report Forms**

7. **Making Assessment More Explicit (The E Series) Forms**

8. **Glossary of Acronyms and Abbreviations**

Appendix 1

Baccalaureate Degree Nursing Program Update

The Salem State University School of Nursing (SON) is committed to upholding high standards of academic quality, regulatory compliance, and continual improvement. The program was placed on "Approval with Warning" status, effective January 8, 2025, following the Massachusetts Board of Registration in Nursing (BORN) site visit in October, 2024. Since that time, the program has made substantial progress in resolving all deficiencies identified by BORN. Comprehensive corrective action implemented included revision of the school's Systematic Evaluation Plan (SEP); Nursing curriculum review and changes; enhanced SON organizational structures; improved student support services; and strengthened assessment and evaluation processes.

The baccalaureate and masters programs at the School of Nursing have demonstrated excellence by achieving accreditation from the Commission on Collegiate Nursing Education (CCNE). Nursing's SEP previously included both BORN regulatory requirements and CCNE accreditation standards. Separating the CCNE framework from the SEP allows for targeted alignment with state regulations, which incorporates all elements of the BORN requirements.

A deficiency identified by the BORN related to the organizational structure of the School of Nursing indicated that the Program Administrator must have full authority to administer all aspects of the nursing program. As many Schools of Nursing within the Commonwealth have department chairpersons who also serve as Program Administrators, a decision was made to restructure the SSU School of Nursing following the retirement of the Associate Dean/Program Administrator. Consequently, Nursing Department Chairperson Dr. Marion Frost was appointed Interim Program Administrator on May 19, 2025, and was formally approved and appointed as the Program Administrator during the BORN monthly meeting on June 11, 2025.
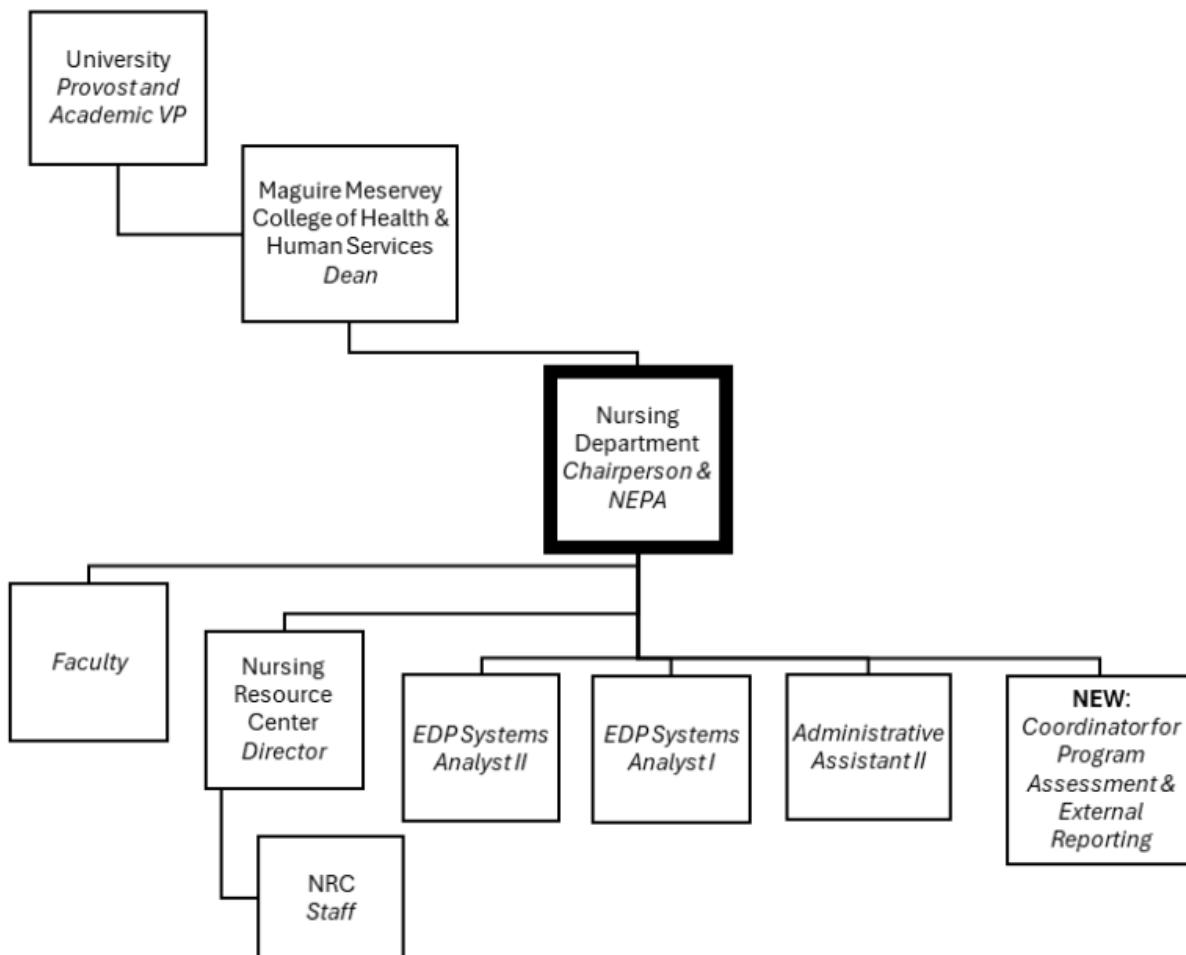
Based on the extensive curriculum review conducted, a new framework for teaching foundational and core nursing knowledge and competencies was established. Faculty reviewed course syllabi to ensure alignment with leveled Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs). End-of-Program Objectives (EOPOs) were also reviewed and revised for consistency with the new framework and the American Association of Colleges of Nursing (AACN) Essentials. The AACN Essentials guide curriculum design, program outcomes, and assessment, ensuring consistency, academic rigor, and alignment with evolving healthcare needs, regulatory expectations, and accreditation standards. Moreover, the University's investment in Canvas Insights is measuring student achievement in meeting SLOs and EOPOs. Insights provides robust tools for monitoring and improving student academic performance, supporting students more efficiently and effectively, while also enabling faculty to make more informed interventions with struggling students.

In collaboration with regulatory compliance, the School of Nursing continues to review the 14 BORN mandated academic policies for admission; progression; attendance; academic integrity; use of social media; course exemption; advanced placement; transfer; advanced placement or transfer of military education, training or service for a military health care occupation; educational mobility; withdrawal; readmission; graduation; and student rights and grievances to determine that they remain in accordance with the [Massachusetts Board of Registration in Nursing Policies](#) as well as congruent to the overall mission of the University. Policy revisions were undertaken in multiple areas, including audits of background reviews to ensure CORI checks were documented and faculty records were updated to comply with the Records, Maintenance, and Retirement policy.

While many of the deficiencies have been resolved, the SON is committed to sustained focus and development of continual improvement initiatives to return the program to Full Approval status from BORN which is expected in Spring 2026. Looking further ahead, the multi-pronged [SSU BOLD](#) modernization and renovation project will provide nursing students access to new, state of the art simulation and lab spaces, enhancing their skill acquisition and providing them with greater opportunities for learning and success in the advancing healthcare field. This transformative initiative supports the missions of SSU and the School of Nursing to ensure quality and clinical excellence while implementing innovative instructional methodologies, supporting students in their continued success and retention.

Appendix 2

Biology – Nuclear Medicine Technology Program Update

The Nuclear Medicine Technology (NMT) program at Salem State University is accredited by the [Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT).](#) Completion of the program leads to a BS in biology with a concentration in nuclear medicine technology and prepares the student for the national certification examination. [More information about program outcomes is available **here**](#). At its October 3-4, 2025 meeting, the JRCNMT placed Salem State's Nuclear Medicine Technology on probation for one year. This decision was taken in response to evidence gathered as part of a regularly scheduled evaluation for continued accreditation, identifying eight (8) accreditation standards that the JRCNMT deemed out of compliance. As directed by the JRCNMT, Salem State University has made all required notifications.

The JRCNMT has directed Salem State's Nuclear Medicine Technology program to provide evidence of having corrected the accreditation deficiencies, with a first report due on February 1, 2026 and a second report due on August 1, 2026. The current probationary status notwithstanding, Salem State's Nuclear Medicine Technology program remains in operation. As informed by the above mentioned JRCNMT policy, Salem State University affirms that, "While on probation, [our] program may not add affiliates, increase student capacity or expand to an additional campus unless doing so is necessary to address a deficiency that contributed to the program being placed on probation."

The leadership of the College of Arts and Science and the Biology Department (representing the academic department in which our NMT program is housed) have begun the process of correcting the regulatory deficiencies laid forth in the JRCNMT letter, with a goal of having the conditions satisfied and the accreditation status updated to one without qualification within the next twelve months. President Keenan and Provost Silva have expressed support for these efforts and are providing resources in service to be done.

Appendix 3

NECHE

AFFIRMATION OF COMPLIANCE WITH
FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://catalog.salemstate.edu/content.php?catoid=62&navoid=16770&hl=transfer+credit+policy&returnto=search#TransferCreditPolicy
Print Publications	University catalog, specifically: https://catalog.salemstate.edu/content.php?catoid=62&navoid=16770&hl=transfer+credit+policy&returnto=search#TransferCreditPolicy
Self-study/Fifth-year Report Page Reference	p. 16

2. **Student Complaints**. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	Re Student Conduct: https://catalog.salemstate.edu/content.php?catoid=66&navoid=18670 Re Student Rights: https://catalog.salemstate.edu/content.php?catoid=62&navoid=16770#PRTSR
Print Publications	University catalog, specifically: https://catalog.salemstate.edu/content.php?catoid=62&navoid=16770&hl=student+complaint&returnto=search#student_grievance_academic
Self-study/Fifth-year Report Page Reference	p. 28

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Students register with a secure login and password. Two-factor authentication is required with each login. The university uses a learning management system that requires a secure login and password. Students are required to update their username and password, and to agree to an acceptable use policy that prohibits them from sharing login and password information with others. In addition, student ID pictures are also available in each class roster for faculty to verify participation in coursework.
Self-study/Fifth-year Report Page Reference	p. 17

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study/Fifth-year Report Page Reference	

The undersigned affirms that _____Salem State University_____ (institution name)
meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: _12 JAN 2026_____
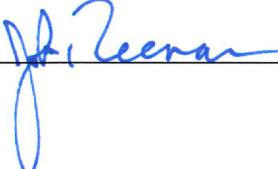
March,2016, June 2020, August 2021

Appendix 4

Most Recent Audited Financial Statement (FY25)

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2025

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Financial Statements

June 30, 2025 and 2024

<u>TABLE OF CONTENTS</u>

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of
Salem State University:

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units, of Salem State University (an agency of the Commonwealth of Massachusetts, the "Commonwealth")(the "University"), as of and for the years ended June 30, 2025 and 2024, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University, as of June 30, 2025 and 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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AN INDEPENDENT MEMBER OF HLB - THE GLOBAL ADVISORY AND ACCOUNTING NETWORK

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the other required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS and *Government Auditing Standards*, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the University's basic financial statements. The supplemental schedules listed in the accompanying table of contents, which are the responsibility of management, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2025, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

WithumSmith+Brown, PC

October 23, 2025

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
## Management's Discussion and Analysis
(Unaudited)

Introduction

Salem State University (the "University") offers readers this narrative overview and analysis of the financial statements and activities of the University for fiscal years ended June 30, 2025 and 2024. Readers are encouraged to consider the information presented here in conjunction with the financial statements and related footnotes. In accordance with Governmental Accounting Standards Board ("GASB") requirements, the University financial statements report the component unit Salem State University Assistance Corporation ("Assistance Corporation") along with the University Statements. The Salem State University Alumni Association and Foundation, Inc. ("Foundation") component unit is presented separately.

Background

The University was founded in 1854 as the Salem Normal School, at which time it offered innovative, ground-breaking education for women pursuing careers in education. Today, Salem State, which is one of the most diverse state universities in the Commonwealth, thrives as a comprehensive institution of academic strength offering high quality education at the undergraduate and graduate levels. Salem State is located on 115 acres, which is spread across five sites: North Campus, Harrington Campus, South Campus, School of Social Work and International Programs and the O'Keefe Athletic Complex. The curriculum spans the arts, sciences and professional programs contained within the College of Arts and Sciences, the Bertolon School of Business, the Maguire Meservey College of Health and Human Services, the McKeown School of Education, the School of Social Work, the School of Graduate Studies and the School of Continuing and Professional Studies. For the Fall 2024 semester, Full-Time Equivalent (FTE) Enrollments were 4,053 (undergraduate) and 839 (graduate). Total FTE enrollment for the past five years is shown below.
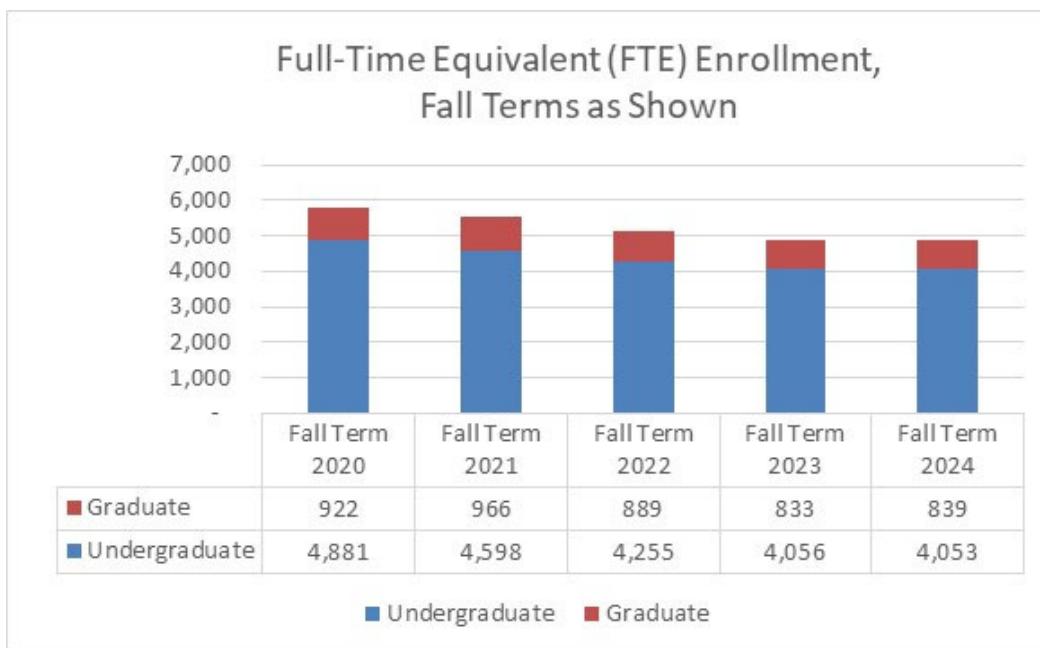
Full-Time Equivalent (FTE) Enrollment, Fall Terms as Shown

	Fall Term 2020	Fall Term 2021	Fall Term 2022	Fall Term 2023	Fall Term 2024
Graduate	922	966	889	833	839
Undergraduate	4,881	4,598	4,255	4,056	4,053

SALEM STATE UNIVERSITY
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Management's Discussion and Analysis
(Unaudited)

The university has a 12:1 undergraduate student to faculty ratio and these students select from 33 majors, 100 plus concentrations, and more than 80 minors. In addition, we offer 30 graduate programs, and 22 licensures only and/or graduate certificate programs. University students are diverse, hailing from 40 states and 47 countries. Over 48.3% of our first-year students (freshman) have self-identified as students of color (fall semester 2024). The approximate gender breakdown is 37% male and 63% female. The University operates five residence halls with a design capacity for 1,928 students. Salem State fields men's and women's teams in 15 sports; plus 10 intramural/club teams. Athletic teams compete in the Eastern Collegiate Athletic Conference (ECAC) Division III, the Little East Conference (LEC), the Massachusetts State College Athletic Conference (MASCAC), the National Collegiate Athletic Conference (NCAA) Division III, and the New England College Athletic Conference (NECAC).

In support of the university, there are two component units. The Salem State University Assistance Corporation (SSUAC, or the Assistance Corporation), formed in 1995 by the legislature, promotes the orderly growth and development of the University. The Salem State University Alumni Association and Foundation (SSUAF, or the Foundation), a separate 501(c)(3) corporation is the primary recipient of endowments, alumni funds and various other donations made to benefit the University. Of the University's alumni (nearly 75,000), more than 58,000 remain in Massachusetts.

Mission and Strategic Plan

Salem State University developed its mission and strategic plan through an extensive community-wide process, and the Massachusetts Department of Higher Education approved it in May 2023. The mission, values, and strategic goals are provided below:

University Mission

As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.

Core Institutional Values

Academic Excellence –We are dedicated to assuring teaching excellence and providing experiential and culturally responsive pedagogies and other high-impact strategies that promote learning in and beyond the classroom. We are committed to building and supporting a diverse faculty of highly qualified teachers and scholars who are equity-minded and student-focused. We balance an unwavering commitment to an educational experience firmly grounded in the liberal arts with the responsibility to be responsive to regional workforce trends. We believe in promoting faculty and student research and creative endeavors that expand knowledge and academic disciplines, inform or inspire others, and connect us with the wider world.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
(Unaudited)

Student-Centeredness –We believe in, care about, and empower every student, and we believe everyone on campus, no matter the job description, has a role to play in contributing to student success. Being student-centered means learning who our students are and what they bring when they enroll; understanding who they wish to become and where they want their education to lead them; helping them discover their strengths and passions; and then supporting and challenging them to dig deeper, reach higher, and go farther than they imagined possible.

Justice, Equity, Diversity, and Inclusion –We promote an inclusive campus environment that respects human differences, welcomes, and celebrates diversity in all its dimensions, promotes global awareness, and inspires students, faculty, and staff to be champions of equity and social justice. We believe justice, diversity, equity, and inclusion should be key considerations in university decision making, resource allocation, program design, and policy development.

Belonging –We are committed to ensuring that the campus life and the classroom experience provide a sense of belonging to all students, particularly those from under-represented or marginalized backgrounds, first-generation students, and students who struggle economically or with challenges that may make them feel alone, different, or excluded.

Open Inquiry –We promote and value critical exploration of diverse perspectives and democratic principles through open dialogue and civil discourse.

Civic Engagement –We believe a public university must be connected with and contributing to local, state, national, and global communities by engaging meaningfully in all spheres of civic life and fostering productive exchanges of knowledge and skills to the mutual benefit of students, faculty, and community.

Access and Affordability –As a public institution, Salem State's education should be readily and affordably accessible to any student from any background who qualifies for admission. Ability to pay should not be a barrier to access or completion.

Environmental Sustainability –Salem State is deeply committed to reducing its environmental impact and to wise stewardship of natural resources. We believe the university must do all it can to promote and model environmental sustainability and to help Salem State students understand both what is at stake and what can be done to address an accelerating climate emergency.

Collaborative Leadership –We value all voices and viewpoints, and through a commitment to transparency, clear communication, collaboration, and shared governance, we are committed to providing all members of the Salem State community meaningful opportunities to discuss and have input on issues affecting the future direction of the university.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
(Unaudited)

Salem State's Strategic Goals (2023-2028)

Our commitment to student success and life readiness is the unifying commitment at the very center of the strategic plan and will remain Salem State University's North Star. We are committed to fostering student success and life readiness by creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals. This core commitment is reflected in and supported by the strategic plan's seven goals and associated objectives.

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

Goal II. Civic Engagement and Public Good
Cultivate a civically engaged community of learners and scholars committed to public problem solving in a diverse democracy, and align curriculum, co-curriculum, research, and creative activity with opportunities to promote the public good.

Goal III. Justice, Diversity, Equity, and Inclusion
Increase the diversity of our campus community, and promote equity and inclusion in all programs, policies, and practices.

Goal IV. Environmental Stewardship and Climate Action
Reflect Salem State's core commitment to protecting the natural environment in campus facilities, operations, academics, and decision making, and equip faculty, staff and students to understand and engage in addressing the climate emergency.

Goal V. Campus Community and Culture
Foster a campus culture that fuels school spirit, sense of community and collegiality, mutual respect and trust, and shared commitment to student success and the Salem State's long-term future.

Goal VI. Operational Excellence and Infrastructure
Continuously assess and improve the administrative and operational systems, structures, and processes that support the university's mission of teaching, research, and public service, and maintain physical facilities and technologies necessary to deliver the mission effectively and efficiently.

Goal VII. Financial Vitality and Sustainability
Fortify Salem State's financial foundation by stabilizing enrollment, growing income from existing and new revenue streams, advocating for greater public funding support, continuing to build a culture of philanthropy, and aligning resources with strategic priorities.

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Accreditation

The university is accredited by the New England Commission of Higher Education ("NECHE") and successfully completed a comprehensive 10-year accreditation review in the fall 2021. Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Salem State is currently in the process of our NECHE mid-accreditation report, which is to be submitted no later than mid-January 2026.

Significant Events and Accomplishments

Salem State had many academic and campus accomplishments to celebrate during FY25. What follows is an itemized list representing a range of these activities.

University Programs, Celebrations or Recognitions

- Salem State Earns National Recognition for Marketing Excellence
- Salem State University Cleared HSI Eligibility Milestone
- SSU BOLD: Campus Unification and Modernization Project Broke Ground in April 2025
- Celebrating Hispanic and Latinx Heritage Month
- Phi Kappa Phi Honor Society Initiates Outstanding Students
- The 2025 Civic Engagement Hall of Fame Winners Honored
- Fire Captain Wins Salem State Viking Business Pitch Competition
- Bertolon School of Business Students Visits Nasdaq
- Women's History Month 2025 Events Celebrated
- Salem State's Darwin Festival Returned for 46th Year
- Berry IOP Fellows Announced: Marylou Sudders and James Hills
- Salem State Hosted a Three-Day Hip-Hop Dance Symposium
- Students Participated in an Alternative Spring Break at the Massachusetts State House

Grants / Awards to Students

- $10 million Anonymous Donor Established Clipper Scholarships in Support of Students in the McKeown School of Education and the Maguire Meservey College of Health and Human Services
- Professor Elizabeth Duclos-Orsello Received a $480,000 Mellon Grant for The Humanities Brigade
- The Nate Bryant and Family Student Emergency Fund Created
- Salem State Received $930,000 to Support Behavioral Health Internships

Grants / Recognition of Faculty

- Professor Avia Chomsky Invited to Prestigious Oxford Debate
- School of Social Work Launched a Faculty Presents Series
- Professor Marcos Luna Received Latino Excellence Award at the Massachusetts State House
- Salem State Launched a New Institute Funded by the Cummings Foundation

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Statement of Net Position Summary & Analysis

The Statement of Net Position presents information on the University's assets and deferred outflows of resources, less its liabilities and deferred inflows of resources, with the residual balance being reported as net position. Total net position as of June 30, 2025 is $122.9 million, compared to $102.5 million as of June 30, 2024. Within FY25's net position, the largest component is the net investment in capital assets of $92.6 million. The University's total unrestricted net position for fiscal year 2025 is $16.2 million, however this figure includes the impact of GASB No. 68 and 75 standards relating to pension and other post-employment benefits, discussed below.

Excluding the impact of GASB No. 68 and 75, unrestricted net position at June 30, 2025 is $74.9 million, an increase of $6.0 million compared to fiscal year 2024.

Impact of GASB No. 68 and 75 - Accounting and Financial Reporting for Pensions and Other Post-Employment Benefits ("OPEB")

The Governmental Accounting Standards Board (GASB) issued two standards that materially impacted the presentation of the university's financial statements some years ago, notably GASB Statement No. 68 - Accounting and Financial Reporting for Pensions and GASB Statement 75 - Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (commonly referred to as OPEB). The following table shows the impact of GASB 68 (Pension) and GASB 75 (OPEB) on the Statements of Net Position and Revenues, Expenses & Changes in Net Position for FY 2025 and FY 2024.

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	FY 2025	FY 2024
	(In Thousands)	
Statement of Net Position Excerpts related to GASB 68/75		
Deferred Outflows (like an Asset):		
GASB 68 - Pension	$ 3,428	$ 3,897
GASB 75 - Other Post Employment Benefits	4,268	6,246
Total deferred outflows	7,696	10,143
Net Pension & OPEB liability (Non-Current Liability):		
GASB 68 - Pension	(18,433)	(22,111)
GASB 75 - Other Post Employment Benefits	(20,776)	(23,516)
Total Net Pension & OPEB Liability	(39,209)	(45,627)
Deferred Inflows (like a Liability):		
GASB 68 - Pension	(5,512)	(7,259)
GASB 75 - Other Post Employment Benefits	(21,620)	(34,662)
Total deferred inflows	(27,132)	(41,921)
Net position impact - (Decrease)	$ (58,645)	$ (77,405)
One-year Change	18,760	18,220
Statement of Revenues, Expenses & Changes in Net Position Excerpts related to GASB 68/75		
Pension & OPEB Expenses:*		
GASB 68 - Pension	$ (4,956)	$ (4,775)
GASB 75 - Other Post Employment Benefits	(13,804)	(13,445)
Total Net Pension & OPEB Expense**	$ (18,760)	$ (18,220)

* These Pension and OPEB amounts are related solely to the GASB 68 & 75 adjustments and have been allocated among the Operating Expense categories.

** These "Negative Expenses" for FY25 and FY24 are a decrease of expenses and cause Net Position to be increased.

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The table below shows the impact of GASB 68 (Pension) and GASB 75 (OPEB) on unrestricted net position for the years as presented.

	Without Pension & OPEB	Pension Adjustment	OPEB Adjustment	With Pension and OPEB	Difference
	Unrestricted Net Position Impacted by GASB 68 (Pension) and 75 (OPEB)				
	(In Thousands)				
Unrestricted Net Position at June 30, 2023	61,641	(30,249)	(65,376)	(33,984)	
Unrestricted net increase (decrease) for FY 2024	7,219	4,775	13,445	25,439	
Unrestricted Net Position at June 30, 2024	68,860	(25,474)	(51,931)	(8,545)	$ (77,405)
Unrestricted net increase (decrease) for FY 2025	6,002	4,956	13,804	24,762	
Unrestricted Net Position at June 30, 2025	$ 74,862	$ (20,518)	$ (38,127)	$ 16,217	$ (58,645)

GASB No. 87 and 96 - Accounting and Financial Reporting for Leases and Subscription-Based Information Technology Arrangements

The Governmental Accounting Standards Board (GASB) issued two additional standards that materially impacted the presentation of the university's financial statements. GASB 87 – *Leases*, was applicable for yearend June 30, 2022, and GASB Statement No. 96 – *Subscription-Based Information Technology Arrangements ("SBITA")*, was applicable for yearend June 30, 2023. Both standards required the University to restate its prior year net position as of July 1st to provide comparability with the current year's financial statements.

As part of the university being required to implement GASB 87 and 96, right of use assets ("Leased assets") are recorded within the financial statements under capital assets. These leased assets represent the University's authority (right) to utilize a leased item over the duration of an agreed-upon lease term with another entity or vendor. The leased assets under GASB 87 are for buildings with the MSCBA, equipment with a vendor and space rental with the Assistance Corporation and under GASB 96 are for software with vendors. These leased assets are amortized on a straight-line basis over the lease term for each lease. The total remaining unamortized leased assets related to lease liabilities were $178.5 million and $186.6 million at June 30, 2025 and 2024, respectively.

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The table below shows the significant impacts of GASB 87 and 96 on assets and liabilities in the Statements of Net Position and on interest expense in the Statement of Revenues, Expenses & Changes in Net Position.

	(In Thousands)		
	6/30/2025	**6/30/2024**	**6/30/2023**
Capital Assets - Leased	$ 218,966	$ 219,597	$ 219,597
Capital Assets - SBITA	6,026	6,896	5,546
Capital Assets Total - Leased & SBITA	**$ 224,992**	**$ 226,493**	**$ 225,143**
Accumulated Amortization	(46,516)	(39,861)	(29,488)
Net Leased & SBITA Assets	**$ 178,476**	**$ 186,632**	**$ 195,655**
Leased & SBITA Liability	**$ 195,168**	**$ 199,196**	**$ 212,461**
Impact on Net Position from GASB 87 & 96	**$ (16,692)**	**$ (12,564)**	**$ (16,806)**

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Statement of Net Position Summary & Analysis

A summarized comparison of the University's assets, deferred outflows, liabilities, deferred inflows and net position at June 30, 2025, 2024 and 2023 follows on the next page. Note that this information includes the impact of the Pension, OPEB and Lease accounting standards:

Statement of Net Position Summary & Analysis		
(In Thousands)		
Assets:	**2025**	2024	2023
Current Assets	$ 127,264	$ 125,285	$ 111,544
Capital and Right to Use Assets (net)	323,120	335,643	347,079
Noncurrent Assets	1,150	1,282	1,902
Total Assets	451,534	462,210	460,525
Deferred Outflows of Resources	7,696	10,143	11,824
Total Assets and Deferred Outflows	$ 459,230	$ 472,353	$ 472,349
Liabilities:			
Current Liabilities	$ 39,812	$ 43,918	$ 37,355
Noncurrent Liabilities	255,078	268,754	286,724
Total Liabilities	294,890	312,672	324,079
Deferred Inflows of Resources	41,437	57,197	65,669
Net Position:			
Net investment in capital assets	92,590	97,611	103,032
Restricted	14,096	13,418	13,553
Unrestricted	16,217	(8,545)	(33,984)
Total Net Position	122,903	102,484	82,601
Total Liabilities, Deferred Inflows and Net Position	$ 459,230	$ 472,353	$ 472,349

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Highlights for Statement of Net Position Summary & Analysis

Total assets decreased in FY 2025 by $10.7 million or 2.3% from the prior year compared with a 0.4% increase of $1.7 million in FY 2024. Most of the changes within the asset categories are primarily associated with an increase in cash and investments of $2.5 million which is offset by a decrease in receivables and other assets of $0.7 million and capital and right to use assets of $12.5 million. The decrease of capital and right to use assets was due to depreciation ($9.9 million), amortization of right to use assets ($10.4 million) exceeding the capital asset additions of $7.8 million by $12.5 million. Decreases in deferred outflows are primarily related to adjustments in actuarial pension and OPEB costs from FY 2024 to FY 2025.

Total liabilities decreased in FY 2025 by $17.8 million or 5.7% over the prior year. This change is attributable to decreases in pension and OPEB liabilities of $6.4 million, bonds and notes payable of $2.7 million, lease and SBITA liability of $4.0 million, accruals and deferred revenue of $4.1 million and federal financial assistance loans of $0.6 million. The decrease in deferred inflows of $15.8 million are primarily due to the decreases for Pension and OPEB determined by actuarial calculations of $14.8 million.

For fiscal 2025, 2024 and 2023, total net position amounted to $122.9 million, $102.5 million, and $82.6 million, respectively. The University's net position in the investment in capital assets (e.g., land, buildings, equipment, and leases) less any related debt used to acquire those assets is the largest positive component of the total net position, which is consistent with prior years and is detailed below in the next section. The University uses its capital assets to provide services to students, faculty, and staff; consequently, these assets are not available for future spending. Although the University's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, such as room rents, auxiliary and other fees, since the capital assets themselves are not in cash form and cannot be used to satisfy these liabilities.

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A summarized comparison of the University's capital assets categories at June 30, 2025, 2024 and 2023 is as follows:

Capital Asset Summary			
(In Thousands)			
	2025	2024	2023
Building and improvements	$ **271,431**	$ 266,517	$ 256,836
Construction in Progress	**2,714**	2,548	6,668
Land	**2,536**	2,536	2,536
Furniture and Equipment	**23,319**	23,022	22,036
Leased buildings	**204,307**	204,344	204,344
Leased space	**13,791**	14,658	14,657
Leased equipment	**868**	596	596
Leased software	**6,026**	6,897	5,546
Total capital assets	**524,992**	521,118	513,219
Less:			
Accumulated depreciation	**(155,356)**	(145,614)	(136,652)
Accumulated Amortization	**(46,516)**	(39,861)	(29,488)
Total capital assets, net	$ **323,120**	$ 335,643	$ 347,079

The following graph shows the progression of certain gross capital asset values over the last five years:
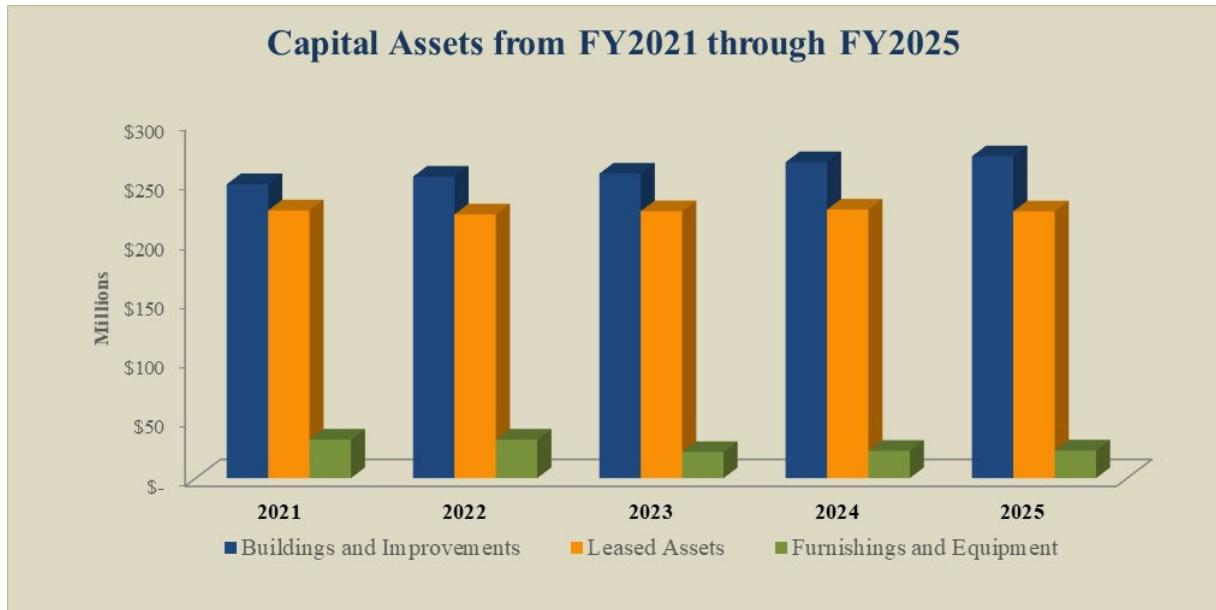
Capital Assets from FY2021 through FY2025

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Capital Assets Changes

The University's total capital asset changes as of June 30, 2025, 2024 and 2023 are depicted below:

Changes in Capital Assets		
		(In Thousands)	
	2025	2024	2023
Building and Land Improvements			
Meier Hall Renovation/Roof Repair	$ -	$ 1,298	$ 686
Bertolon Roof	**2,076**	-	-
Ellison Roof and Steampipe	**762**	647	-
Sullivan Building Repairs	**-**	2,807	-
Information Technology	**290**	908	1,545
Parking and Softball Field Improvements	**1,861**	-	-
Various Other Improvements	**24**	-	293
Energy and Lighting	**-**	4,175	2,155
Net Additions to Buildings and Improvements	**5,013**	9,835	4,679
Construction in Progress ("CIP")			
Various Ongoing Renovation Projects*	**3,918**	5,802	7,177
Energy and Lighting Projects		213	1,306
Project BOLD	**922**	940	-
Decarbonization	**502**	-	-
Additions to Construction in Progress	**5,342**	6,955	8,483
Transfer of Construction in Progress to Capital Assets	**(5,176)**	(11,075)	(4,679)
Net Additions (Reductions) to CIP	**166**	(4,120)	3,804
Furniture & Equipment			
Vehicles	**234**	-	-
Facilities and fitness	**146**	883	199
IT		357	-
Net Additions to Furniture and Equipment	**380**	1,240	199
Leased Assets			
Leased buildings	**(37)**	-	-
Leased space	**(5)**	-	160
Leased equipment	**272**		
Leased software	**2,059**	1,351	2,618
Net Additions (Reductions) to Leased Assets	**2,289**	1,351	2,778
Total Net Asset Additions	**7,848**	8,306	11,460
Depreciation Expense for the Year	**9,926**	9,369	9,425
Amortization Expense for the Year	**10,446**	10,373	10,272
Loss on Disposal		-	219
Net Decrease in Capital Assets	**$ (12,524)**	$ (11,436)	$ (8,456)

* These various CIP projects consist of roofing, building renovations, IT and softball field upgrade.

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Net Investment in Capital and ROU Assets and Long-Term Debt Comparison

The University is a lessee of multiple long-term leases for buildings, equipment, and office space from the MSCBA, a vendor, and the Assistance Corporation under GASB 87, *Leases.* Long-term leases for software vendors are covered under GASB 96, *Subscription-Based Information Technology Arrangements*. Lease payments reduce the principal of the lease liability obligation recorded in the Statement of Net Position; interest expense is recorded within the Statement of Revenues and Expenses. The University paid interest on these leases and software subscription arrangements of $6.3 million and $6.8 million for the years ended June 30, 2025 and 2024, respectively.

The University paid interest on Bonds and Notes Payables of $465 thousand and $471 thousand for the years ended June 30, 2025 and 2024, respectively.

The following graph displays long-term debt for the Lease Liability and Bond and Notes Payables on the university's books and the Net Investment in Capital Assets balances for fiscal years ended 2021 through 2025:

Capital & ROU Assets, Net and Long Term Debt Comparison

(Millions)

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Capital & ROU Assets, Net	$372	$356	$347	$336	$323
Lease & SBITA Liability	$225	$217	$212	$199	$195
Bonds, and Notes Payable	$33	$31	$29	$25	$22
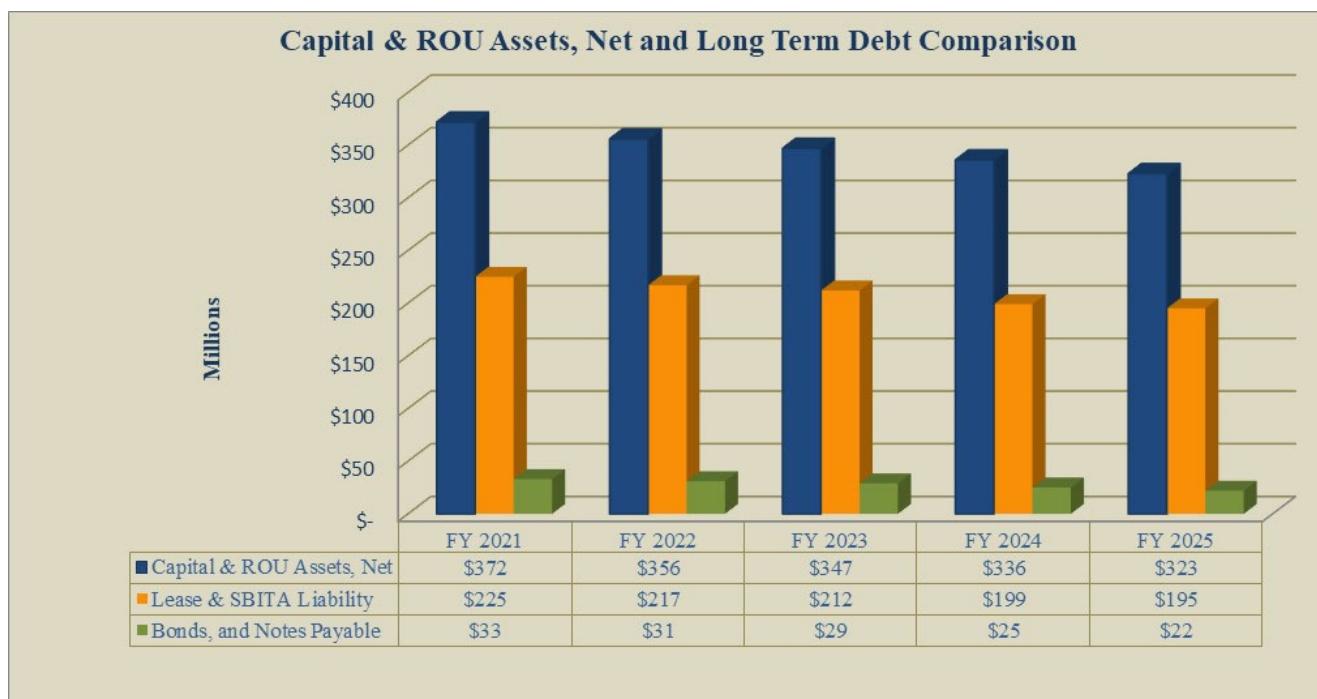
It should be noted that the asset category "Capital and ROU assets, net" is not the same as the "Net Investment in Capital Assets" in the net position category. Net Investment in Capital Assets includes the same activity as the Capital and ROU assets but also includes any related debt liabilities and deferred inflow of resources that are attributable to the acquisition, construction, improvement or refinancing of those Capital and ROU assets.

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Statements of Revenues Expenses and Changes in Net Position Summary & Analysis

The Statement of Revenues, Expenses and Changes in Net Position Summary shows how the University's net position changed during the last three fiscal years. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods (e.g., the accrual for compensated absences). A summarized comparison of the University's operating and non-operating revenues and expenses and the resulting increase or decrease in net position at June 30, 2025, 2024 and 2023 follows. Note that this information includes the impact of the GASB 68 Pensions, GASB 75 OPEB, GASB 87 Leases and GASB 96 Subscription-Based Information Technology Arrangements accounting standards.

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	(In Thousands)		
	2025	2024	2023
Operating Revenues:			
Tuition and Fees, Net	**$ 52,468**	$ 51,291	$ 55,548
Federal, State, and Private Grants	**39,320**	29,078	22,749
Sales and Services	**595**	585	433
Auxiliary and Other	**24,911**	23,516	22,862
Total Operating Revenues	**117,294**	104,470	101,592
Operating Expenses:			
Compensation, benefits and other *	**115,277**	111,352	100,559
Supplies and services	**35,876**	33,939	29,507
Utilities	**4,471**	3,948	3,540
Depreciation	**9,926**	9,369	9,424
Amortization	**10,446**	10,373	10,272
Scholarships	**24,562**	18,163	12,701
Total Operating Expenses	**200,558**	187,144	166,003
Non-Operating Revenues (Expenses):			
State appropriations	**93,850**	89,565	78,474
Federal Grants	**44**	748	1,536
State Grants	**-**	-	4,700
Gifts	**3,690**	4,206	4,246
Investment Income (Loss), net	**9,008**	10,765	7,296
MSCBA funds received	**400**	771	1,118
Interest Expense	**(6,773)**	(7,297)	(7,611)
Other Non-Operating Expenses	**-**	-	(219)
Total Non-Operating Revenues, Net	**100,219**	98,758	89,540
Capital Grants	**3,464**	3,799	6,287
Increase in Net Position	**$ 20,419**	$ 19,883	$ 31,416

* This total is comprised of the following:

Compensation and Benefits	**$134,037**	$ 129,572	$ 118,120
Pension and OPEB expense	**(18,760)**	(18,220)	(17,561)
	$115,277	$ 111,352	$ 100,559

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Highlights for Operating Revenues

The increase in total operating revenues of $12.8 million (12.3%) in FY 2025 resulted primarily from the following:

Tuition and Fees, net: Tuition and fees, net of certain scholarships and fellowships increased by 2.3% ($1.2 million) in FY 2025. The increase is due an increase in tuition and fees revenues of $2.4 million offset by an increase in scholarship allowance of $1.2 million.

Federal, State and Private Grants: Federal, state and private grant revenues increased $10.2 million or 35.2% over FY 2025. This change is primarily due to increased federal ($2.6 million) and state ($7.1 million) grant revenue for student financial aid.

Auxiliary Enterprises and Other: Auxiliary enterprises and other revenues increased $1.4 million or 5.9% in FY 2025. This was due to higher housing and meal plan revenue associated with rate increases over FY 2024.

Highlights for Operating Expenses

The increase in total operating expenses of $13.4 million (7.2%) in FY 2025 over prior year resulted primarily from the following:

Compensation and Benefits: Compensation and benefits showed an increase during FY 2025 of $3.9 million (3.5%). This was primarily due to changes in Collective Bargaining Agreement (CBA) contractual agreements, and its related compensation increases, including unpaid increase payments retroactive to the prior fiscal year.

Depreciation and Amortization (GASB 87 and 96): Depreciation for buildings, building improvements and other assets and amortization on leased assets increased $0.6 million or 3.2% when compared to FY2024.

Changes in GASB 68, *Pensions* and GASB 75, *OPEB* Activity: GASB 68 for pensions resulted in a negative expense (decrease of expenses) of $5.0 million in FY 2025. GASB 75 for other post-employment benefits resulted in a negative expense (decrease of expenses) of $13.8 million in FY 2025. This is due to actuarial computations and changes in the discount rate utilized in calculating theses liabilities, as provided by the Commonwealth's Comptroller's Office.

Changes in GASB 87 *Leases* and GASB 96 *Subscription-Based Information Technology Arrangements (SBITA)* Activity:
GASB 87 for Leases resulted in interest expense of $6.2 million for FY 2025, with a decrease of $492 thousand from FY 2024. GASB 96 for SBITA's resulted in interest expense of $128 thousand for FY 2025, with a decrease of $27 thousand from FY 2024.

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Highlights for Non-Operating Revenues (Expenses)

The increase in non-operating revenues (expenses) in FY 2025 of $1.5 million (1.5%) resulted primarily from the following:

State Appropriations: State appropriations increased by $4.3 million (4.8%) in FY 2025 over prior year, primarily to support employee payroll and related fringe benefit costs, including retroactive and current year salary increases due to CBA changes in compensation. Greater than half (70.7%) of the University's payroll and fringe is funded by state general appropriations.

Federal Grants: Federal grants in the amount of $44 thousand and $748 thousand in FY 2025 and FY 2024 respectively, represented funds received from FEMA for reimbursement of expenses incurred due to the COVID pandemic.

Gifts: During FY 2025 gifts transferred from the Salem State University Foundation decreased $516 thousand (12.3%) from FY 2024.

Investment Income, net: Investment income decreased by $1.8 million in FY 2025 and is attributable to less favorable market conditions compared to FY 2024.

Interest Expense on Bonds and Notes: Interest expense decreased by $524 thousand in FY 2025 and is attributable to reduced interest associated with the prior year end bond refunding.

Managed Revenue and Expense Report

The university operates using an internal Managed Revenues and Expenses Report format which is not intended to conform to Generally Accepted Accounting Principles (GAAP); this report distinguishes between managed *and* non-cash *revenue and expense activity.* The Managed Revenues and Expenses format allows the reader to focus on the elements of financial activity that university administration must control and manage while displaying certain non-cash GAAP based revenue and expense items in a section at the bottom. Importantly, Managed Revenue and Managed Expense are calculated on an accrual basis; thus, they are not intended to represent cash in and cash out. To illustrate, while the Managed Net Income figure for FY 2025 is $9.8 million, cash actually decreased by $3.1 million. Other classification differences between the management report and GAAP basis report exist. For example, in the management report all financial aid expenses are displayed in the Statement of Net Position as a deduction from revenue rather than how they are reported in the GAAP report as a contra revenue in some cases and an expense in other cases. Increase in Net Position per the management report is the same as per the GAAP-basis audited Statement of Revenues and Expenses for completed years.

The next page shows the Managed Revenue and Expense report for the three fiscal years 2025, 2024 and 2023. Managed Net Income was positive for each of the three years. Managed Net Income for FY 2025 was approximately $9.8 million, which represents a 34.3% increase over the prior year.

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The description of the Managed Revenue and Expense Report below is on the preceding page and must be read to understand the intent and meaning of this non-GAAP report.

Managed Revenue and Expense Report Format					
(In Thousands)					
	FY2025		FY2024		FY2023
Managed Revenue:					
Net Tuition and Fees	$ **27,906**	$	33,128	$	42,848
Federal, State, Private Grants and Assistance	**39,364**		29,826		28,984
Auxiliary Enterprises	**24,709**		23,360		22,710
State General Appropriations	**93,850**		89,565		78,474
Other Revenue	**12,108**		10,288		7,975
Total Managed Revenue	**197,937**		186,167		180,991
Year over Year Change	*6.3%*		*2.9%*		*-0.8%*
Managed Expenses:					
Compensation	**134,037**		129,571		118,120
Support	**29,516**		27,780		26,229
Facility-related	**24,591**		21,522		20,679
Total Managed Expenses	**188,144**		178,873		165,028
Year over Year Change	*5.2%*		*8.4%*		*-0.1%*
Managed Net Income	**9,793**		7,294		15,963
Non-Cash Revenue/(Expenses):					
Capital Grants	**3,464**		3,799		6,287
Depreciation	**(9,926)**		(9,369)		(9,425)
Unrealized Gains/(Losses)	**1,387**		5,424		4,152
GASB 68 Pension	**4,956**		4,775		5,896
GASB 75 OPEB	**13,804**		13,445		11,665
GASB 87 Leases	**(4,059)**		(5,938)		(3,163)
GASB 96 Leases	**93**		(23)		60
GASB Lease Refunding Gain Amortization	**907**		476		200
Loss on Disposal of Capital Assets	**-**		-		(219)
Total Non-Cash Revenue/(Expenses)	**10,626**		12,589		15,453
Year over Year Change	*-15.6%*		*-18.5%*		*595.3%*
Total Increase in Net Position	$ **20,419**	$	19,883	$	31,416

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
(Unaudited)

Statement of Cash Flows

The Statement of Cash Flows is reported on the direct method. The direct method portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services).

A summarized comparison of the University's cash flows and the resulting increase (decrease) in cash at June 30, 2025, 2024 and 2023 follows. *It should be noted that for the presentation below, the state appropriation funds are shown in Operating Activities rather than Non-Capital Financing Activities since State appropriations are intended and used to support operations.* According to accounting standards, the state appropriation is presented as required in Non-Capital Financing Activities on the audited Cash Flow Statement of the Financial Statements.

Summary of Cash Flows			
(In Thousands)			
	2025	2024	2023
Operating Activities	$ **11,083**	$ 17,453	$ 19,982
Non-Capital Financing Activities	**2,315**	5,121	8,745
Capital Financing Activities	**(19,865)**	(17,764)	(19,591)
Investing Activities	**3,376**	3,249	1,615
Net Increase/(Decrease) in Cash	$ **(3,091)**	$ 8,059	$ 10,751

Highlights for Cash Flows

The overall decrease in cash and cash equivalents for FY 2025 amounted to $3.1 million. Cash applied to Operating Activities decreased over FY 2024 due to lower tuition and fees receipts coupled with higher payments outpacing increases in grants and state appropriations. Cash provided by Non-Capital Financing Activities in FY 2025 was lower than the prior year primarily from a reduction in COVID pandemic related funding received from FEMA. Cash applied to Capital Financing Activities in FY 2025 was higher than the prior year primarily due to the timing of deferred bond refinancing credits affecting interest payments. Cash provided by Investing Activities in FY 2025 was fairly consistent with the prior year.

Compliance with Debt Policy

In FY 2025, the University did not undertake significant new debt for projects. Therefore, the University was not required by its debt policy to perform a feasibility study with financial ratios.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
Management's Discussion and Analysis
(Unaudited)

<u>**Looking Ahead to FY 2026**</u>

Salem State's 2023–2028 Strategic Plan, approved in May 2023, continues to serve as a guiding framework for our commitment to student success and life readiness. University leadership meets regularly to ensure steady progress toward our strategic goals, with formal progress reviews held three times annually.

In alignment with this commitment, the FY26 budget includes sustained and expanded funding for initiatives launched through the Strategic Planning Committee. It also supports new efforts focused on enhancing student success, reinforcing our dedication to preparing students for meaningful lives and careers.

Throughout its 171-year history, Salem State has remained true to the values of its founders, continuing its work to meet the needs of those it serves on the North Shore. The demographics of these communities have shifted over time, and our student body has always mirrored the demographics of our communities. Today, the cities and towns we serve have growing Hispanic populations, which has positioned us to become the Commonwealth's first public, four-year institution to achieve the federal Hispanic Serving Institution (HSI) designation.

For Salem State University, our status as a developing HSI and Minority Serving Institution is not just a source of pride. It is also the latest iteration of our institution's work to serve all the students who call the North Shore home. That is why we stand by our servingness approach, knowing it is more important than ever. As the Commonwealth's Civic Engagement University, Salem State submitted our application to the Carnegie Foundation for continued recognition as a Community Engagement university.

SSU BOLD addresses the major capital needs of the university identified in the Campus Master Vision. SSU BOLD will unify the campus, both physically and holistically, establishing a compact and efficient campus core that will maximize programmatic synergies and streamline operations. At the same time, in modernizing facilities on North Campus, Salem State is enhancing the academic experience for students by fostering innovation and providing critical resources, while positioning us well to serve the North Shore region and prepare its future workforce.

SSU BOLD broke ground in spring 2025. It is anticipated that both projects, along with an associated decarbonization initiative, will be completed by summer 2027 in time for fall classes.

<u>**Requests for Further Information**</u>

This financial report is designed to provide a general overview of Salem State University's finances for all those with an interest in the University's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Vice President for Finance and Facilities/CFO, 352 Lafayette Street, Salem, Massachusetts 01970-5353.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Net Position

June 30, 2025 and 2024

Assets and Deferred Outflows of Resources

	Primary Government		Component Unit	
	2025 University	2024 University	**2025 Assistance Corporation**	2024 Assistance Corporation
Current Assets:				
Cash and cash equivalents	**$ 58,997,684**	$ 62,089,050	**$ 477,967**	$ 296,295
Investments	**63,290,851**	57,655,481	**-**	-
Accounts, grants and other receivable, net	**4,725,301**	5,307,641	**10,685**	1,526
Loans receivable	**76,285**	155,390	**-**	-
Lease receivable, current portion	**-**	-	**335,185**	349,675
Other current assets	**174,530**	77,457	**4,950**	2,495
Total Current Assets	**127,264,651**	125,285,019	**828,787**	649,991
Non-Current Assets:				
Investments	**100,000**	100,000	**-**	-
Loans receivable, net of current portion	**299,863**	431,680	**-**	-
Lease receivable, net of current portion	**-**	-	**10,804,705**	10,897,427
Capital assets, net	**323,119,621**	335,643,456	**19,241,077**	19,802,417
Debt service reserve	**750,150**	750,150	**-**	-
Total Non-Current Assets	**324,269,634**	336,925,286	**30,045,782**	30,699,844
Total Assets	**451,534,285**	462,210,305	**30,874,569**	31,349,835
Deferred Outflow of Resources:				
Deferred outflows for pensions	**3,428,085**	3,896,980	**-**	-
Deferred outflows for other post employment benefits	**4,267,904**	6,246,020	**-**	-
Total Deferred Outflows of Resources	**7,695,989**	10,143,000	**-**	-
Total Assets and Deferred Outflows of Resources	**$ 459,230,274**	$ 472,353,305	**$ 30,874,569**	$ 31,349,835

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Net Position

June 30, 2025 and 2024

<u>Liabilities, Deferred Inflows of Resources and Net Position</u>

	Primary Government		Component Unit	
	2025	2024	**2025**	2024
	University	University	**Assistance Corporation**	Assistance Corporation
Current Liabilities:				
Accounts payable and accrued expenses	$ **5,970,278**	$ 8,073,998	$ **52,247**	$ 65,455
Accrued payroll	**11,117,549**	10,170,934	**-**	-
Accrued compensated absences	**7,387,378**	7,013,706	**-**	-
Accrued workers' compensation	**249,306**	249,306	**-**	-
Unearned revenues	**5,894,430**	9,390,284	**3,456**	4,732
Note payable	**53,090**	102,677	**42,230**	30,546
Bonds payable	**1,343,399**	2,591,499	**-**	-
Lease liability	**6,058,543**	4,533,758	**298,178**	219,353
SBITA liability	**1,469,951**	1,522,366	**-**	-
Deposits	**267,552**	269,751	**-**	-
Total Current Liabilities	**39,811,476**	43,918,279	**396,111**	320,086
Non-Current Liabilities:				
Accrued compensated absences	**4,948,657**	4,743,935	**-**	-
Accrued workers' compensation	**1,818,923**	1,818,923	**-**	-
Notes payable, net of current portion	**-**	53,090	**1,305,369**	953,603
Bond payable, net of current portion	**20,786,726**	22,130,133	**-**	-
Lease Liability, net of current portion	**185,918,033**	191,789,962	**10,240,670**	10,538,848
SBITA Liability, net of current portion	**1,721,799**	1,349,925	**-**	-
Loans payable - Federal financial assistance programs	**674,358**	1,240,831	**-**	-
Net pension liability	**18,433,165**	22,110,554	**-**	-
Net other post employment benefits liability	**20,776,453**	23,516,399	**-**	-
Other non-current liabilities	**-**	-	**51,666**	31,544
Total Non-Current Liabilities	**255,078,114**	268,753,752	**11,597,705**	11,523,995
Total Liabilities	**294,889,590**	312,672,031	**11,993,816**	11,844,081
Deferred Inflows of Resources:				
Public- private partnerships	**202,076**	265,188	**-**	-
Deferred inflows for pensions	**5,511,846**	7,259,455	**-**	-
Deferred inflows for other post employment benefits	**21,619,815**	34,662,336	**-**	-
Deferred inflows for bond refunding	**14,103,471**	15,009,727	**-**	-
Deferred inflows for leases	**-**	-	**9,238,067**	9,673,738
Total Deferred Inflows of Resources	**41,437,208**	57,196,706	**9,238,067**	9,673,738
Net Position:				
Net investment in capital assets	**92,590,743**	97,610,893	**7,354,630**	8,060,067
Restricted:				
Nonexpendable	**110,000**	110,000	**-**	-
Expendable	**13,986,126**	13,308,310	**-**	-
Unrestricted	**16,216,607**	(8,544,635)	**2,288,056**	1,771,949
Total Net Position	**122,903,476**	102,484,568	**9,642,686**	9,832,016
Total Liabilities, Deferred Inflows of Resources and Net Position	$ **459,230,274**	$ 472,353,305	$ **30,874,569**	$ 31,349,835

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Revenues and Expenses

For the Years Ended June 30, 2025 and 2024

	Primary Government		Component Unit	
	2025 **University**	2024 University	**2025** **Assistance Corporation**	2024 Assistance Corporation
Operating Revenues:				
Tuition and fees	$ **73,152,530**	$ 70,736,948	$ **-**	$ -
Less: scholarships and fellowships	**(20,684,653)**	(19,445,696)	**-**	-
Net tuition and fees	**52,467,877**	51,291,252	**-**	-
Federal grants and contracts	**15,009,399**	12,372,171	**-**	-
State grants and contracts	**22,449,263**	15,340,783	**-**	-
Private grants and contracts	**1,861,750**	1,364,938	**-**	-
Sales and services of educational departments	**594,948**	585,059	**-**	-
Auxiliary enterprises	**24,708,941**	23,360,468	**-**	-
Lease revenue	**-**	-	**1,074,035**	1,100,530
Other operating revenues	**202,065**	155,496	**54,073**	67,232
Total Operating Revenues	**117,294,243**	104,470,167	**1,128,108**	1,167,762
Operating Expenses:				
Educational and general:				
Instruction	**56,600,254**	55,739,755	**-**	-
Public service	**1,160,101**	1,059,959	**-**	-
Academic support	**18,802,880**	18,491,871	**-**	-
Student services	**20,623,686**	20,541,508	**-**	-
Institutional support	**20,870,751**	16,467,444	**-**	-
Operation and maintenance of plant	**24,711,910**	23,952,581	**-**	-
Scholarships	**24,561,771**	18,163,261	**-**	-
Depreciation & Amortization	**20,372,228**	19,741,542	**721,998**	715,834
Auxiliary enterprises	**12,854,164**	12,985,556	**763,451**	773,438
Total Operating Expenses	**200,557,745**	187,143,477	**1,485,449**	1,489,272
Net Operating Loss	**(83,263,502)**	(82,673,310)	**(357,341)**	(321,510)
Non-Operating Revenues (Expenses):				
State appropriations, net	**93,849,763**	89,565,045	**183,973**	208,059
Federal grants	**43,693**	748,215	**-**	-
State grants	**-**	-	**-**	-
Gifts	**3,689,612**	4,205,907	**-**	-
Investment income, net	**9,008,320**	10,765,020	**654,345**	661,271
MSCBA funds received	**399,756**	770,999	**-**	-
Gain early retirement of debt	**-**	-	**-**	-
Interest expense	**(6,773,174)**	(7,297,634)	**(670,307)**	(664,343)
Other non-operating expense	**-**	-	**-**	-
Net Non-Operating Revenues	**100,217,970**	98,757,552	**168,011**	204,987
Increase (Decrease) in Net Position Before Capital Grants	**16,954,468**	16,084,242	**(189,330)**	(116,523)
Capital grants	**3,464,440**	3,799,063	**-**	-
Total Increase (Decrease) in Net Position	$ **20,418,908**	$ 19,883,305	$ **(189,330)**	$ (116,523)

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Changes in Net Position

For the Years Ended June 30, 2025 and 2024

	University				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance at June 30, 2023	$ 103,031,709	$ 110,000	$13,443,133	$(33,983,579)	$ 82,601,263
Changes in net position for 20234	(5,420,816)	-	(134,823)	25,438,944	19,883,305
Balance at June 30, 2024	97,610,893	110,000	13,308,310	(8,544,635)	102,484,568
Changes in net position for 2025	(5,020,150)	-	677,816	24,761,242	20,418,908
Balance, June 30, 2025	$ 92,590,743	$ 110,000	$13,986,126	$ 16,216,607	$122,903,476

	Assistance Corporation				
	Net Investment in Capital Assets	Restricted Nonexpendable	Restricted Expendable	Unrestricted	Total
Balance at June 30, 2023, as restated	$ 8,533,555	$ -	$ -	$ 1,414,984	$ 9,948,539
Changes in net position for 2024	(473,488)	-	-	356,965	(116,523)
Balance at June 30, 2024	8,060,067	-	-	1,771,949	9,832,016
Changes in net position for 2025	(705,437)	-	-	516,107	(189,330)
Balance, June 30, 2025	$ 7,354,630	$ -	$ -	$ 2,288,056	$ 9,642,686

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Cash Flows

For the Years Ended June 30, 2025 and 2024

	Primary Government	
	2025 University	2024 University
Cash Flows from Operating Activities:		
Tuition and fees	$ **53,030,383**	$ 52,027,633
Grants and contracts	**35,117,043**	33,577,304
Payments to suppliers and vendors	**(40,669,956)**	(36,999,433)
Payments to employees	**(96,111,802)**	(92,497,618)
Payments for benefits	**(7,795,915)**	(7,867,424)
Payments to students	**(24,561,771)**	(18,163,261)
Loans issued to students	**(1,536)**	(99,953)
Collection of loans to students	**223,672**	404,415
Auxiliary enterprises receipts	**24,858,238**	23,164,511
Sales and services of educational departments	**614,134**	537,950
Other	**216,635**	163,072
Net Cash Applied to Operating Activities	**(55,080,875)**	(45,752,804)
Cash Flows from Non-Capital Financing Activities:		
State appropriations	**66,164,144**	63,205,919
FEMA funds	**-**	2,283,848
Tuition remitted to State	**(1,021,377)**	(761,214)
Student interest received (paid)	**(572,080)**	(263,026)
Gifts	**3,907,655**	3,860,579
Net Cash Provided by Non-Capital Financing Activities	**68,478,342**	68,326,106
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	**(2,958,360)**	(2,708,629)
Principal paid on bonds, notes payable, lease and SBITA liabilities	**(8,984,008)**	(8,164,323)
Interest paid on bonds, notes payable, lease and SBITA laibilities	**(7,922,164)**	(7,317,442)
Debt service reserve releases	**-**	425,925
Net Cash Applied to Capital Financing Activities	**(19,864,532)**	(17,764,469)
Cash Flows from Investing Activities:		
Investment income	**4,068,463**	4,514,144
Proceeds from sale of investments	**61,303,469**	14,193,557
Purchase of investments	**(61,996,233)**	(15,457,984)
Net Cash Provided by Capital Financing Activities	**3,375,699**	3,249,717
Net Increase in Cash and Equivalents	**(3,091,366)**	8,058,550
Cash and Cash Equivalents, Beginning of the Year	**62,089,050**	54,030,500
Cash and Cash Equivalents, End of the Year	$ **58,997,684**	$ 62,089,050

See accompanying notes to financial statements.

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Statements of Cash Flows - Continued

For the Years Ended June 30, 2025 and 2024

		Primary Government	
		2025	2024
Reconciliation of Net Operating Loss to Net Cash		**University**	University
Applied to Operating Activities:			
Net operating loss	**$**	**(83,263,501)**	$ (82,673,310)
Adjustments to reconcile net operating loss to net cash			
applied to operating activities:			
Depreciation and amortization		**20,372,228**	19,741,542
Bad debts		**79,578**	87,798
Fringe benefits provided by State		**28,706,996**	27,120,340
Payments to suppliers and vendors provided by State		**399,756**	770,999
Changes in assets and liabilities:			
Accounts receivable		**331,277**	433,015
Accounts payable and accrued liabilities		**(987,609)**	908,214
Accrued payroll and benefits		**1,525,002**	2,148,293
Other assets		**(133,906)**	(26,069)
Loans to/from students		**220,245**	314,256
Deposits		**(11,522)**	14,340
Unearned revenues		**(3,558,966)**	3,627,668
Deferred inflows		**(14,790,130)**	(18,219,693)
Deferred outflows		**2,447,012**	1,681,429
Net pension liability		**(3,677,389)**	1,163,564
Net OPEB liability		**(2,739,946)**	(2,845,190)
Net Cash Applied to Operating Activities	**$**	**(55,080,875)**	$ (45,752,804)

Cash Flow Information

		Primary Government	
		2025	2024
For purposes of the statement of cash flows, cash and		**University**	University
equivalents are comprised of the following at June 30:			
Cash and cash equivalents	**$**	**43,745,660**	$ 47,748,243
Restricted cash and cash equivalents		**8,608,098**	7,735,073
Deposits held by State Treasurer		**2,561,136**	2,195,298
Cash held by State Treasurer		**4,082,790**	3,573,856
Deposits held by MSCBA and DCAMM		**-**	837,180
	$	**58,997,684**	$ 62,089,650

Supplemental Investing and Financing Activities

		Primary Government	
		2025	2024
		University	University
Acquisition of capital assets	**$**	**7,914,357**	$ 8,305,789
Accounts and notes payable beginning of year		**998,283**	550,574
Accounts and notes payable end of year		**(178,822)**	(998,283)
Lease and SBITA acquisitions		**(2,311,018)**	(1,350,388)
Payments made by DCAMM and State		**(3,464,440)**	(3,799,063)
Cash payments for capital assets	**$**	**2,958,360**	$ 2,708,629
Bond refunding	**$**	**-**	$ (10,620,041)
Unrealized gain (loss) on marketable securities	**$**	**1,387,260**	$ 5,423,835
Fringe benefits paid by the Commonwealth of Massachusetts	**$**	**28,706,996**	$ 27,120,340

See accompanying notes to financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Financial Position of
Salem State University Alumni Association and Foundation, Inc

June 30, 2025 and 2024

Assets

	2025	2024
Current Assets:		
Cash and cash equivalents	$ 2,822,242	$ 2,702,063
Restricted cash and cash equivalents	1,711,532	2,200,236
Certificates of deposit	816,817	779,987
Pledges receivable, net	1,041,791	5,897,883
Other current assets	216,989	158,703
Total Current Assets	6,609,371	11,738,872
Non-Current Assets:		
Investments securities	79,547,122	68,053,656
Long-term pledges receivable, net	876,780	472,246
Total Non-Current Assets	80,423,902	68,525,902
Total Assets	$ 87,033,273	$ 80,264,774

Liabilities and Net Position

	2025	2024
Liabilities:		
Accounts payable and accrued expenses	$ 864,483	$ 940,764
Net Assets:		
Without donor restrictions:		
Operating	3,223,734	2,856,854
Board designated	1,396,934	1,065,083
Total net assets without donor restrictions	4,620,668	3,921,937
With donor restrictions	81,548,122	75,402,073
Total Net Assets	86,168,790	79,324,010
Total Liabilities and Net Assets	$ 87,033,273	$ 80,264,774

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
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Statements of Activities and Changes in Net Assets of
Salem State Unversity Alumni Association and Foundation, Inc

For the Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenues, Gains and Other Support:			
Contributions and gifts of cash and other financial assets	$ 794,867	$ 3,472,579	$ 4,267,446
Investment return appropriated for operations	1,769,404	-	1,769,404
Investment return - other	171,038	1,991,750	2,162,788
Contributions and gifts of nonfinancial assets	67,473	1,755	69,228
Speaker series	-	-	-
Provision for losses on pledges receivable	-	-	-
	2,802,782	5,466,084	8,268,866
Net assets released from restrictions:			
Satisfaction of donor restrictions	3,387,109	(3,387,109)	-
Total Operating Revenues, Gains and Other Support	6,189,891	2,078,975	8,268,866
Operating Expenses:			
Program services	4,818,851	-	4,818,851
Management services	459,692	-	459,692
Fundraising	220,894	-	220,894
Total Operating Expenses	5,499,437	-	5,499,437
Changes in Net Assets from Operating Activities	690,454	2,078,975	2,769,429
Non-Operating Activities:			
Investment return appropriated for operations	-	(1,769,404)	(1,769,404)
Investment return, net	8,277	5,836,478	5,844,755
Changes in Net Assets for Non-Operating Activities	8,277	4,067,074	4,075,351
Total Increase in Net Assets	698,731	6,146,049	6,844,780
Net Assets, Beginning of Year	3,921,937	75,402,073	79,324,010
Net Assets, End of Year	$ 4,620,668	$ 81,548,122	$ 86,168,790

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

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Statements of Activities and Changes in Net Assets of
Salem State Unversity Alumni Association and Foundation, Inc

For the Year Ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenues, Gains and Other Support:			
Contributions and gifts of cash and other financial assets	$ 931,553	$ 13,101,227	$ 14,032,780
Investment return appropriated for operations	1,522,883	-	1,522,883
Investment return - other	135,976	1,417,721	1,553,697
Contributions and gifts of nonfinancial assets	54,553	5,735	60,288
Provision for losses on pledges receivable	-	1,000,000	1,000,000
	2,644,965	15,524,683	18,169,648
Net assets released from restrictions:			
Satisfaction of donor restrictions	3,685,205	(3,685,205)	-
Total Operating Revenues, Gains and Other Support	6,330,170	11,839,478	18,169,648
Operating Expenses:			
Program services	4,916,442	-	4,916,442
Management services	363,025	-	363,025
Fundraising	128,221	-	128,221
Total Operating Expenses	5,407,688	-	5,407,688
Changes in Net Assets from Operating Activities	922,482	11,839,478	12,761,960
Non-Operating Avtivities:			
Investment return appropriated for operations	-	(1,522,883)	(1,522,883)
Investment return, net	-	6,073,315	6,073,315
Changes in Net Assets for Non-Operating Activities	-	4,550,432	4,550,432
Transfers	(50,000)	50,000	-
Total Increase in Net Assets	872,482	16,439,910	17,312,392
Net Assets, Beginning of Year	3,049,455	58,962,163	62,011,618
Net Assets, End of Year	$ 3,921,937	$ 75,402,073	$ 79,324,010

See accompanying notes to the financial statements.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)
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Notes to the Financial Statements

June 30, 2025 and 2024

Note 1 -   **Summary of Significant Accounting Policies**

Organization
Salem State University (the "University") is a public, State-supported, comprehensive four-year university, located in Salem, Massachusetts, and governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education. The University is empowered to award baccalaureate and master's degrees in education, business and arts and sciences, as well as conduct programs of continuing education. The University is accredited by the New England Commission of Higher Education.

COVID-19
On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. The pandemic has had a significant impact on the University's students, housing and other operations and its resources.

The University has applied for FEMA grant funds for costs associated with COVID-19. For the years ended June 30, 2025 and 2024 approximately $44,000 and $748,000, respectively, has been approved by FEMA and recognized as grant revenue by the University.

Basis of Presentation and Accounting
The University is an agency of the Commonwealth of Massachusetts (the "State" or the "Commonwealth"). The accompanying financial statements reflect only the transactions of the University and its discretely presented component units. Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the University had been operated independently of the State.

Note 1 -   <u>**Summary of Significant Accounting Policies – Continued**</u>

The following component unit is presented alongside the University and is summarized as follows:

In 1995, Salem State University Assistance Corporation (the "Assistance Corporation") was formed because of legislation established by the Commonwealth of Massachusetts. The Assistance Corporation was created to promote the orderly growth and development of the University and to assist the University in securing physical and financial resources necessary for the acquisition and development of a site formerly known as the GTE Sylvania plant. In June 2012, legislation was approved further defining the parameters of this "site" to include other such properties determined by the Assistance Corporation to fulfill its mission. The Assistance Corporation financial statements have been prepared using the economic resources measurement and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the *Governmental Accounting Standards Board* ("GASB").

The Assistance Corporation owns and operates commercial lease properties at this site in Salem, Massachusetts and is legally separate from the University, and the University is not financially accountable for the Assistance Corporation. The Assistance Corporation has been included because of the nature and significance of its relationship with the University.

The following component unit is presented separately within these financial statements and is summarized as follows:

The Salem State University Alumni Association and Foundation, Inc. (the "Foundation") was formed in 1977 to render financial assistance and support to the educational programs and development of the University. The Foundation is legally separate from the University, and the University is not financially accountable for the Foundation. The Foundation has been included because of the nature and significance of its relationship with the University. Complete financial statements can be obtained from the Foundation's administrative offices in Salem, Massachusetts.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements – Continued

June 30, 2025 and 2024

Note 1 -   <u>**Summary of Significant Accounting Policies – Continued**</u>

Salem State University Alumni Association and Foundation, as a nonprofit organization, reports under Financial Accounting Standards Board ("FASB") guidance on financial reporting for Not-for-Profit Entities. As such, certain revenue and lease recognition criteria and presentation features are different from GASB revenue and lease recognition criteria and presentation features. No modifications have been made to the Foundation's financial information within their report.

During the years ended June 30, 2025 and 2024, the Foundation distributed scholarships in the amount of $1,766,555 and $1,253,994, respectively, directly to students of the University.

Complete financial statements for the Foundation and the Assistance Corporation are also available from the Office of the Vice President for Finance and Facilities, Salem State University, 352 Lafayette Street, Salem, MA 01970.

The University has determined that it functions as a business-type activity, as defined by the GASB. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements and required supplementary information. The University presents statements of net position, revenues and expenses, changes in net position and cash flows on a combined University wide basis.

The University's financial statements have been prepared using the "economic resources measurement focus" and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements – Continued

June 30, 2025 and 2024

Note 1 -   **Summary of Significant Accounting Policies – Continued**

Basis of Presentation and Accounting – continued
The University's policy for defining operating activities in the statements of revenues and expenses are those that generally result from exchange transactions such as the payment received for services and payment made for the purchases of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include various amounts such as the University's operating and capital appropriations from the Commonwealth of Massachusetts, net investment activity, gifts, interest expense and other expenses and contributions.

The accompanying statements of revenues and expenses demonstrate the degree to which the direct expenses of a given function are offset by programs revenues. Direct expenses are those that are charges to students or others who enroll or directly benefit from services that are provided by a particular function. If items do not meet the definition of program revenues, they are reported as general revenue.

In accordance with the requirements of the Commonwealth of Massachusetts, the University's operations are accounted for in several trust funds. All of those trust funds have been consolidated and are included in these financial statements.

Net Position
GASB Statement No. 34 requires that resources be classified for accounting purposes into the following three net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction or improvement of those assets or related debt are also included in this component of net position.

Restricted:

> Nonexpendable – Component of net position whose net assets are subject to externally imposed stipulations or by law that they be maintained permanently by the University. Such assets include the University's permanent endowment funds.

Note 1 -   **Summary of Significant Accounting Policies - Continued**

Net Position - continued

Expendable - Component of net position whose use by the University is subject to externally imposed stipulations or by law that can be fulfilled by the actions of the University pursuant to those stipulations or that expire by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees.

When both restricted and unrestricted resources are available for use, it is the University's policy to use the restricted resources first, then unrestricted resources as they are needed.

Cash and Cash Equivalents and Deposits
The University's cash and cash equivalents are considered cash on hand, cash deposits held with the Commonwealth's State Treasurer and Receiver-General, Massachusetts State College Building Authority ("MSCBA") and the Division of Capital Asset Management and Maintenance ("DCAMM"), which are short-term, highly liquid investments with original maturities of three months or less from the date of acquisition.

Accounts Receivable
Accounts receivables are stated at the amount the University expects to collect from outstanding balances. Provisions for losses on accounts receivable are determined on the basis of loss experience, known and inherent risks in the receivable portfolio, the estimated value of underlying collateral and current economic conditions.

Pledges Receivable - Foundation
Unconditional promises to give that are expected to be collected or paid within one year are recorded at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated cash flows. The discounts on those amounts are computed using risk-adjusted interest rates applicable to the years in which the promises are received. Amortization of the discounts is included in contribution revenue. Conditional promises to give are not included in support until the conditions are met.

The Foundation provides an allowance for doubtful accounts equal to estimated pledge defaults. The estimated defaults are based on historical collection experience together with a review of the current status of the existing receivables.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments held with the Commonwealth's State Treasurer and Receiver-General in the Massachusetts Municipal Depository Trust ("MMDT") are reported at amortized cost. The MMDT is an investment pool for political subdivisions in the Commonwealth that was designed as a legal means to safely invest temporarily available cash. Its primary purpose is to provide a safe, liquid, high-yield investment vehicle offering participation in a diversified portfolio of high-quality money market instruments. The MMDT, an instrumentality of the State Treasurer, is not a bank, savings institution or financial institution, and is not subject to FDIC insurance. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on an amortized cost where the net asset value is $1 per share.

Investments include marketable debt and equity securities which are carried at their readily determinable fair values. Realized and unrealized gains and losses are included in non-operating revenues. Gains and losses on the disposition of investments are determined based on specific identification of securities sold or the average cost method. Investment income is recognized when earned and is generally credited to the trust fund holding the related assets.

Dividends, interest and net gains or losses on investments are reported in the Statement of Revenues and Expenses. Any net earnings not expended are included in net position categories as follows:

i. as increases in restricted - nonexpendable net position if the terms of the gift require that they be added to the principal of a permanent endowment fund;

ii. as increases in restricted - expendable net position if the terms of the gift or the University's interpretation of relevant state law impose restrictions on the current use of income or net gains. The University has relied upon the Attorney General's interpretation of state law that unappropriated endowment gains should be classified as restricted - expendable; and,

iii. as increases in unrestricted net position in all other cases.

Note 1 -   <u>**Summary of Significant Accounting Policies - Continued**</u>

<u>*Investments - continued*</u>
Massachusetts General Law, Chapter 15, grants authority to the University's Board of Trustees to administer the general business of the University. Inherent in this is the authority to invest the funds of the University. Chapter 15 further grants the Trustees the authority to delegate to the President any said powers or responsibilities. The Board of Trustees of Salem State University has delegated the authority to make specific investment decisions to the President of the University and the Finance Committee of the Board of Trustees. The University's investments consist of debt, marketable equity securities, mutual funds and other investments which are carried at their fair values. The primary cash equivalent funds are within the MMDT, the external investment pool for political subdivisions of the Commonwealth.

The Foundation's investments consist of debt, marketable equity securities, mutual funds and other investments which are carried at their fair value. Unrealized gains and losses are included in revenue. Restricted investment income and gains are reported as increases in unrestricted net position, unless a donor or law temporarily (expendable) or permanently (non-expendable) restricts their use. Gains and losses on the disposition of investments are principally determined based on the first-in, first-out method or specific identification of securities sold. Investment income is recognized when earned. Dividends are recorded on the ex-dividend date.

<u>*Loans Receivable and Payable*</u>
Loans receivable consist primarily of the Federal Perkins Loan Program ("Perkins") and the Federal Nursing Student Loan Program ("NSL"). The Federal Government provides the majority of the funds to support these programs. Loan payments received from students made under the Perkins and NSL loan programs provided by the Federal Government are refundable to the Federal Government upon ending (liquidation) of the University's participation in the programs. The amount due to the Federal Government upon liquidation is included as a noncurrent liability in the accompanying financial statements.

The prescribed practices for the Perkins and NSL programs do not provide for accrual of interest on student loans receivable or for the provision of an allowance for doubtful loans. Accordingly, interest on loans is recorded as received and loan balances are reduced subsequent to the determination of their uncollectability and have been accepted (assigned) by the Department of Education and the Department of Health and Human Services. Management closely monitors outstanding balances and assigns loans to the Department of Education based upon such factors as student payment history, current status of applicable students and the results of collection efforts.

Note 1 -   **Summary of Significant Accounting Policies - Continued**

Loans Receivable and Payable- continued
Perkins Loan Program Closeout
In accordance with federal requirements, the University completed the liquidation and closeout of the Federal Perkins Loan (Perkins) program during fiscal year 2025. As part of the closeout process, the university returned its federal capital contribution to the U.S. Department of Education (DOE) and assigned any outstanding Perkins loan receivables to DOE. Consequently, the administration and collection of any loans assigned under the program will be solely the responsibility of the DOE. The university has no further responsibility or liability related to the Perkins program subsequent to the closeout during fiscal year 2025. There are no Perkins loan balances within the accompanying financial statements for FY25. See Note 7 for changes in the Perkins and NSL Loan Program.

Capital Assets
Capital assets are controlled but not owned by the University. The University is not able to sell or otherwise pledge its assets, since the assets are all owned by the Commonwealth of Massachusetts. Capital assets, which include land, construction in process, buildings, building and land improvements and furniture and equipment, are reported in the statement of net position at cost or fair market value, if donated. Capital assets are defined by the University as assets with an initial individual cost of more than $50,000 for equipment and $100,000 for buildings and improvements in accordance with the Commonwealth's capitalization policy.

The University does not hold collections of historical treasures, works of art or other items not requiring capitalization or depreciation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized. Capital assets, with the exception of land and construction in process , are depreciated using the straight- line method over estimated useful lives which range from 3 to 40 years.

Right of use assets are recorded in these financial statements in accordance with GASB 87 and represent the University's authority (right) to utilize a leased item over the duration of an agreed-upon lease term with another entity or vendor. The right to use assets, measured at the shorter of the estimated useful life, within these financials are for buildings with the MSCBA, equipment and space leased from the Assistance Corporation.

The land on which the residence halls stand is leased by the MSCBA from the Commonwealth of Massachusetts at an annual cost of one dollar. The residence halls have various lease terms and can be extended at the end of these terms for additional 10-year periods each.

Note 1 -   **Summary of Significant Accounting Policies - Continued**

Capital Assets - continued

Subscription based information technology arrangements are recorded in these financial statements in accordance with GASB 96 and represent the University's authority (right) to utilize software over the duration of an agreed-upon arrangement term with another entity or vendor. The right to use assets are measured based on the term of the arrangement.

The University, in accordance with a management and services agreement between the MSCBA and the Commonwealth of Massachusetts, is charged a semi-annual revenue assessment which is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations and operating costs. These obligations may include the costs of periodic renovations and improvements to the residence halls. The revenue assessment amounts are included in the residential life auxiliary enterprises in the accompanying statements of revenue and expenses. All facilities and obligations of the MSCBA are included in the financial statements of the MSCBA. The leases the University has with the MSCBA are recorded in the financial statements as right to use assets and lease liabilities under the requirements of GASB 87.

The Assistance Corporation capitalizes property and equipment in excess of $1,000. Purchased property and equipment is capitalized at cost and depreciated using the straight-line method over the estimated useful lives of the respective assets or term of the lease.

Contributions - Foundation

In-kind rent and services contributed are recorded as contributions in revenues and other support at their fair market values on the date of receipt. The related expenses or assets are also recorded depending on the form of benefits received.

Deposits Held by Other State Agencies

Funds held by the MSCBA and the DCAMM are primarily for ongoing construction projects and are from bond proceeds and University sources.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 1 - **Summary of Significant Accounting Policies - Continued**

Pensions

For purposes of measuring the net pension liability, deferred outflow of resources and deferred inflows of resources related to pensions and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post- employment Benefits Other Than Pensions ("OPEB")

For purposes of measuring the University's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Interest Costs

During 2025 and 2024, total interest costs incurred were as follows:

	2025	2024
Interest expense on bonds & notes	$ 464,858	$ 470,542
Equipment lease interest - GASB 87	16,150	5,598
Building lease interest - GASB 87	465,874	484,436
MSCBA lease interest - GASB 87	5,698,629	6,182,823
Software lease interest - GASB 96	127,663	154,235
Total	$6,773,174	$7,297,634

Tax Status

The University is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 1 - **Summary of Significant Accounting Policies - Continued**

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, and determining the net pension and OPEB liabilities.

Adopted and Upcoming Governmental Accounting Pronouncements

GASB Statement 101 – *Compensated Absences* is effective for fiscal years beginning after December 15, 2023. The objective of this statement is to update the recognition and measurement for compensated absences. This GASB has been adopted by the university and has been included within our financial statements and has had no material effect on them.

GASB Statement 102 - *Certain Risk Disclosures* is effective for fiscal years beginning after June 15, 2024. State and local governments face a variety of risks that could negatively affect the level of service they provide or their ability to meet obligations as they come due. Although governments are required to disclose information about their exposure to some of those risks, essential information about other risks that are prevalent among state and local governments is not routinely disclosed because it is not explicitly required. The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints. This GASB has been adopted by the university and has been included within our financial statements and has had no material effect on them.

GASB Statement 103 - *Financial Reporting Model Improvements* is effective for fiscal years beginning after June 15, 2025. The objective of this statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 1 - **Summary of Significant Accounting Policies - Continued**

Adopted and Upcoming Governmental Accounting Pronouncements - continued

GASB Statement 104 – *Disclosure of Certain Capital Assets* is effective for fiscal years beginning after June 15, 2025. The objective of this statement is to provide users of governmental financial statements with essential information about certain types of capital assets.

Management has not completed its review of the requirements of GASB Statement 103 and GASB Statement 104 and their applicability.

Note 2 - **Cash and Cash Equivalents and Deposits**

The carrying amounts of the University's cash and cash equivalents and deposits, net of amounts in transit at June 30, 2025 and 2024 were as follows:

	2025	2024
Cash and cash equivalents - Unrestricted	$43,745,660	$42,777,288
Cash and cash equivalents - Restricted	8,608,098	12,706,028
Cash held by State Treasurer	4,082,790	3,573,256
Deposits held by State Treasurer	2,561,136	2,195,298
Deposits held by MSCBA and DCAMM	-	837,180
Total	$58,997,684	$62,089,050

Custodial Credit Risk

Custodial credit risk is the risk associated with the failure of a depository financial institution. The occurrence of such an event would limit the University's recovery of funds deposited with the institution to those amounts covered by the Federal Deposit Insurance Corporation ("FDIC") and other third-party insurance in effect at the time of the failure. The University's goal is to mitigate as much custodial risk associated with its cash assets as possible. Deposits in the bank in excess of the insured amounts are uninsured and uncollateralized.

The University places funds with the MMDT, which is an instrumentality of the Treasurer of the Commonwealth and therefore is not covered by FDIC insurance and its political sub-divisions. It is designed as a legal means to temporarily invest available cash in safe, liquid and high yield investment vehicles by offering participation in a diversified portfolio of high-quality money market instruments.

Note 2 -   **Cash and Cash Equivalents and Deposits – Continued**

Custodial Credit Risk- continued

The University does not have a formal policy with respect to custodial credit risk. Custodial credit risk is that, in the event of a failure of the counterparty, the University will not be able to recover the value of investment or collateral securities that are in the possession of an outside party.

Amounts that may be exposed to custodial risk at June 30, 2025 and 2024 were $53,720,026 and $56,788,095, respectively, which are primarily maintained as part of the University's investment portfolio.

The University maintains a $100,000 target balance in its clearing account which is fully covered under FDIC limits. Any amounts greater than the target balance are transferred based on an overnight purchase agreement. The investments in these agreements are U.S. agency issued securities fully backed by the U.S. Government.

Credit Risk

The University is required to comply with the Commonwealth of Massachusetts' deposit and investment policies which are principally defined in the Massachusetts General Laws, Chapter 29. State Statutes permit investment in obligations of the U.S. Treasury, authorized bonds of all states, bankers' acceptances, certificates of deposit, commercial paper rated within the three highest classifications established by Standard & Poor's Corporation and Moody's Commercial Paper Record and repurchase agreements secured by any of these obligations. The University has also adopted its own formal investment policy, the objectives of which are: safety of principal; liquidity for operating needs; and return on investment. The University's investment policy generally limits the maturities of investments to not more than seven years. The University may also appoint a professional fund manager and invest in equity and bond funds. Eligible investments shall be consistent with those permitted by State Statutes.

As of June 30, 2025, and 2024, the fair values of the University's deposits held at the MMDT were $42,121,576 and $54,387,879, respectively. At June 30, 2025, the approximate percentage of the University's deposits held at the MMDT and the respective investment maturities in days were as follows: 59% at 30 days or less; 20% at 31-90 days; 14% at 91-180 days and 7% at 181 days or more. At June 30, 20224, the approximate percentage of the University's deposits held at the MMDT and the respective investment maturities in days were as follows: 72% at 30 days or less; 13% at 31-90 days; 4% at 91-180 days and 11% at 181 days or more.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 3 -   **Cash and Deposits Held By State Treasurer**

Cash forwarded by the University to and held by the State Treasurer for payment of so-called "non-appropriated" liabilities at June 30, 2025 and 2024 through Massachusetts Management Accounting Reporting System ("MMARS") were recorded in the sums of $2,561,136 and $2,195,298, respectively.

Liabilities to be funded by state appropriations at June 30, 2025 and 2024 were $4,082,790 and $3,573,256, respectively.

Note 4 -   **Investments**

The University's investments have been categorized based upon the fair value hierarchy in accordance with GASB 72 below. The Foundation follows similar guidance in accordance with Financial Accounting Standards Codification ASC 820-10 which prioritizes the inputs to valuation techniques used to measure fair value of investment assets into three levels also.

Level 1 - Observable market prices (unadjusted) in active markets for identical assets or liabilities that the University can access at measurement date.

Level 2 - Observable market-based inputs or unobservable inputs that are corroborated by market data.

Level 3 - Unobservable inputs that are not corroborated by observable market data.

Mutual funds and common stock are valued at daily closing prices as reported by the fund while common stocks and corporate bonds are valued either by using pricing models maximizing the use of observable inputs for similar securities or valued by the investment manager. The stock and mutual funds are classified as Level 1 are deemed to be actively traded. U.S. Government obligations are classified as Level 1 and valued using quoted prices, documented trade history in the security and pricing models maximizing the use of observable inputs. Corporate bonds are valued as Level 2 based on the closing price reported in the active market in which the individual securities are traded.

Note 4 -   **Investments – Continued**

University

The University's investments at fair value measurement are as follows at June 30, 2025:

	Level 1	Level 2	Level 3	Total
Mutual funds:				
International equities	$ 2,660,921	$ -	$ -	$ 2,660,921
U.S. equities	968,160	-	-	968,160
Corporate bonds	8,655,985	-	-	8,655,985
U.S. treasuries	6,972,426	-	-	6,972,426
Emerging markets bonds	1,677,342	-	-	1,677,342
International emerging	977,108	-	-	977,108
Small and Mid-Cap equities	600,683	-	-	600,683
Total mutual funds	22,512,625	-	-	22,512,625
Common stocks	33,041,078	-	-	33,041,078
Corporate bonds	-	$ 5,159,734	-	5,159,734
Government agencies	824,450	-	-	824,450
U.S. Treasury bonds	1,852,964	-	-	1,852,964
Total investment assets	$ 58,231,117	$ 5,159,734	$ -	$ 63,390,851

The University's investments at fair value measurement are as follows at June 30, 2024:

	Level 1	Level 2	Level 3	Total
Mutual funds:				
International equities	$ 3,837,004	$ -	$ -	$ 3,837,004
U.S. equities	1,648,295	-	-	1,648,295
Corporate bonds	17,257,361	-	-	17,257,361
International emerging	965,669	-	-	965,669
Small and Mid-Cap equities	1,266,265	-	-	1,266,265
Total mutual funds	24,974,594	-	-	24,974,594
Common stocks	26,319,745	-	-	26,319,745
Corporate bonds	-	6,461,142	-	6,461,142
Total investment assets	$ 51,294,339	$ 6,461,142	$ -	$ 57,755,481

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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 4 -   **Investments – Continued**

Foundation

The Foundation's investments at fair value measurement are as follows at June 30, 2025:

	Level 1	Level 2	Level 3	Total
Common stocks	$ 34,425,893	$ -	$ -	$ 34,425,893
Corporate bonds	-	18,991,362	-	18,991,362
Mutual funds:				
Corporate bonds	1,339,958	-	-	1,339,958
International equities	6,725,359	-	-	6,725,359
Large cap equities	653,666	-	-	653,666
Small and mid-cap equities	2,756,980	-	-	2,756,980
Total mutual funds	11,475,963	-	-	11,475,963
Money market	5,054,070	-	-	5,054,070
Exchange-traded funds	3,038,646	-	-	3,038,646
U.S. Government Obligations	5,953,738		-	5,953,738
State municipal bonds	-	435,852	-	435,852
Certificates of deposits	-	933,403	-	933,403
Variable rate bonds	-	55,012	-	55,012
Total assets at fair value	$ 59,948,310	$ 20,415,629	$ -	$ 80,363,939

Note 4 -   **Investments – Continued**

Foundation - continued

The Foundation's investments at fair value measurement are as follows at June 30, 2024:

	Level 1	Level 2	Level 3	Total
Common stocks	$ 31,554,263	$ -	$ -	$ 31,554,263
Corporate bonds	-	13,399,635	-	13,399,635
Mutual funds:				
Corporate bonds	342,804	-	-	342,804
International equities	1,307,929	-	-	1,307,929
Large cap equities	934,236	-	-	934,236
International emerging	1,233,540	-	-	1,233,540
Small and mid-cap equities	1,017,428	-	-	1,017,428
U.S. bonds and notes	2,457,641	-	-	2,457,641
Total mutual funds	7,293,578	-	-	7,293,578
Money market	9,004,026	-	-	9,004,026
Exchange-traded funds	2,043,471	-	-	2,043,471
U.S. Government Obligations	4,197,691	-	-	4,197,691
State municipal bonds	-	389,212	-	389,212
Certificates of deposits	-	896,573	-	896,573
Variable rate bonds	-	55,194	-	55,194
Total assets at fair value	$ 54,093,029	$ 14,740,614	$ -	$ 68,833,643

University

The University categorizes short-term investments according to the level of risk assumed by the University. At June 30, 2025 and 2024, investments totaled $63,390,851 and $57,755,481, respectively. These holdings represent investments that are insured, registered and held by the University's investment agent in the University's name. On June 30, 2025 and 2024, there were no individual investments that represented 5% or more of the University's portfolio. The University currently follows investment policies largely defined by the Commonwealth of Massachusetts as well as internal policies approved by the University's Board of Trustees.

Note 4 -   **Investments - Continued**

University - continued

Investments of the University are exposed to interest rate and market risk. They are stated at fair market value and consist of the following:

June 30, 2025 Investment Maturity in Years

Investment Type:	Fair Value	Less than 1	1-5	6-10
Corporate bonds	$ 5,159,734	$773,230	$ 2,992,816	$ 1,393,688
Government Agency bonds	824,450	-	824,450	-
US Treasury bonds	1,852,964	-	1,131,430	721,534
Total bonds	7,837,148	$773,230	$ 4,948,696	$ 2,115,222
Corporate bond funds	10,333,327			
US Treasury bond funds	6,972,426			
Total fixed income	25,142,901			
Equity securities	38,247,950			
Total investments	$ 63,390,851			

June 30, 2024 Investment Maturity in Years

Investment Type:	Fair Value	Less than 1	1-5	6-10
Corporate bonds	$ 6,461,142	$122,992	$3,677,227	$2,660,923
Total fixed income	6,461,142	$122,992	$3,677,227	$2,660,923
Corporate bond funds	17,257,361			
Equity securities	34,036,978			
Total investments	$57,755,481			

Note 4 -   **Investments - Continued**

University - continued

The following table summarizes the quality ratings of the University's debt investments at June 30, 2025:

	Fair Value	Baa1	Baa2	A1	A2	A3	Aa1	Not Rated
				Quality Ratings				
Corporate bonds	$ 5,159,734	$1,604,456	$1,194,709	$ 147,421	$ 535,065	$1,482,661	$ -	$ 195,422
Government Agency bonds	824,450						824,450	
US Treasury bonds	1,852,964						1,852,964	
Total bonds	$ 7,837,148	$1,604,456	$1,194,709	$ 147,421	$ 535,065	$1,482,661	$2,677,414	$ 195,422

The following table summarizes the quality ratings of the University's debt investments at June 30, 2024:

	Fair Value	Baa1	Baa2	A1	A2	A3	Not Rated
				Quality Ratings			
Corporate bonds	$ 6,461,142	$2,270,332	$1,978,795	$142,505	$641,609	$1,239,698	$ 188,203

Investment Income, net

The following schedule summarizes the investment income in the statements of revenues and expenses for the University and the Foundation for the years ended June 30:

	University 2025	University 2024	Foundation 2025	Foundation 2024
Interest and dividends	$ 4,197,626	$ 4,819,724	$ 2,162,788	$ 1,553,697
Net realized and unrealized gain	5,081,925	6,193,252	6,235,081	6,373,373
Investment fees	(271,231)	(247,956)	(390,326)	(300,058)
Total investment income	$ 9,008,320	$10,765,020	$ 8,007,543	$ 7,627,012

Note 5 -   **Accounts, Grants and Other Receivables**

The accounts, grants and other receivables balances were comprised of the following at June 30:

	2025	2024
Student accounts	$ 6,536,943	$ 7,551,393
Grants	911,230	1,028,053
Other	1,419,329	1,403,127
Total gross receivables	8,867,502	9,982,573
Less: allowance for doubtful accounts	(4,142,201)	(4,674,932)
Total accounts, grants and other receivables, net	$ 4,725,301	$ 5,307,641

Note 6 -   **Pledges Receivable**

Pledges Receivable - Foundation
Pledges receivable for the Foundation consisted of the following as of June 30 and are expected to be realized as follows:

	2025	2024
Receivable in less than one year	$ 1,067,601	$ 5,897,883
Between one to five years	1,007,725	616,632
Receivable after five years	10,000	20,000
Less: allowance for doubtful accounts	(100,000)	(120,000)
Total pledges receivables	1,985,326	6,414,515
Less: discount to net present value at 4.0%	(66,755)	(44,386)
Pledges receivable, net	1,918,571	6,370,129
Less: current portion of receivable	(1,041,791)	(5,897,883)
Long-term pledges receivable, net	$ 876,780	$ 472,246

Note 7 -   **Loans Receivable and Payable**

Loans receivable and payable consist of the Federal Perkins Loan Program ("Perkins") and the Federal Nursing Loan Program ("NSL"). The Federal Government originally provided the majority of the funds to support these programs. The portion of the Perkins and NSL Programs provided by the Federal Government is refundable to the Federal Government upon the ending ("liquidation") of the University's participation in the programs.

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017.

Perkins Loan Program Closeout
In accordance with federal requirements, the University completed the liquidation and closeout of the Federal Perkins Loan (Perkins) program during fiscal year 2025. The university has no further responsibility or liability related to the Perkins program subsequent to the closeout during fiscal year 2025.

Loans receivable from students include the following at June 30:

	2025	2024
Perkins	$ -	$ 152,110
Nursing	376,148	434,960
Total loans receivable	376,148	587,070
Less: amount due in one year	(76,285)	(155,390)
Long-term loan receivables	$ 299,863	$ 431,680

As of June 30, amounts that are expected to be repaid to the Federal Government by the University upon ending of the University's participation in the program (liquidation), are as follows:

	2025	2024
Perkins	$ -	$ 573,092
Nursing	674,358	667,739
Total loans payable	$ 674,358	$ 1,240,831

Note 8 - **Capital Assets**

University

Capital asset activity for the University for the year ended June 30, 2025 is as follows:

	Beginning Balance	Additions	Disposals/ Reductions	Transfer to Capital Assets	Ending Balance
Capital assets not depreciated or amortized:					
Land	$ 2,536,173	$ -	$ -	$ -	$ 2,536,173
Construction in process	2,548,388	5,342,481	-	(5,176,441)	2,714,428
Total capital assets not depreciated or amortized	5,084,561	5,342,481	-	(5,176,441)	5,250,601
Capital assets depreciated and amortized:					
Buildings	90,030,416	-	-	-	90,030,416
Buildings and land improvements	176,487,391	-	(117,010)	5,029,946	181,400,327
Furniture and equipment	23,022,054	233,536	(83,275)	146,495	23,318,810
Leased buildings - MSCBA	204,343,570	-	(37,042)	-	204,306,528
Leased space - SSUAC	14,657,474	-	(866,427)	-	13,791,047
Leased equipment	596,060	272,208	(204)	-	868,064
Intangible Right-to-Use Software agreements	6,896,451	2,066,132	(2,936,407)	-	6,026,176
Total capital assets depreciated and amortized	516,033,416	2,571,876	(4,040,365)	5,176,441	519,741,368
Total capital assets	521,117,977	7,914,357	(4,040,365)	-	524,991,969
Less: accumulated depreciation and amortization:					
Buildings	40,229,332	1,928,974	-	-	42,158,306
Building improvements	84,425,395	7,593,320	(100,000)	-	91,918,715
Furniture and equipment	20,958,656	403,747	(83,275)	-	21,279,128
Leased buildings - MSCBA	32,031,905	7,971,483	-	-	40,003,388
Leased space - SSUAC	3,457,098	647,738	(861,924)	-	3,242,912
Leased equipment	501,944	139,280	-	-	641,224
Intangible Right-to-Use Software agreements	3,870,191	1,687,686	(2,929,202)	-	2,628,675
Total accumulated depreciation and amortization	185,474,521	20,372,228	(3,974,401)	-	201,872,348
Capital assets, net	$335,643,456	$(12,457,871)	$ (65,964)	$ -	$323,119,621

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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 8 -   **Capital Assets – Continued**

University - continued
Capital asset activity for the University for the year ended June 30, 2024 is as follows:

	Beginning Balance	Additions	Disposals	Transfer to Capital Assets	Ending Balance
Capital assets not depreciated or amortized:					
Land	$ 2,536,173	$ -	$ -	$ -	$ 2,536,173
Construction in process	6,668,028	6,955,401	-	(11,075,041)	2,548,388
Total capital assets not depreciated or amortized	9,204,201	6,955,401	-	(11,075,041)	5,084,561
Capital assets depreciated or amortized:					
Buildings	90,030,416	-	-	-	90,030,416
Buildings and land improvements	166,805,186	-	(153,143)	9,835,348	176,487,391
Furniture and equipment	22,036,036	-	(253,675)	1,239,693	23,022,054
Leased buildings - MSCBA	204,343,570	-		-	204,343,570
Leased space - SSUAC	14,657,474	-	-	-	14,657,474
Leased equipment	596,060	-	-	-	596,060
Intangible Right-to-Use Software agreements	5,546,063	1,350,388	-	-	6,896,451
Total capital assets depreciated and amortized	504,014,805	1,350,388	(406,818)	11,075,041	516,033,416
Total capital assets	513,219,006	8,305,789	(406,818)	-	521,117,977
Less: accumulated depreciation and amortization:					
Buildings	38,300,356	1,928,976	-	-	40,229,332
Building improvements	77,580,476	6,998,062	(153,143)	-	84,425,395
Furniture and equipment	20,770,660	441,671	(253,675)	-	20,958,656
Leased buildings - MSCBA	24,051,594	7,980,311	-	-	32,031,905
Leased space - SSUAC	2,647,996	809,102	-	-	3,457,098
Leased equipment	376,458	125,486	-	-	501,944
Intangible Right-to-Use Software agreements	2,412,257	1,457,934	-	-	3,870,191
Total accumulated depreciation and amortization	166,139,797	19,741,542	(406,818)	-	185,474,521
Capital assets, net	$ 347,079,209	$ (11,435,753)	$ -	$ -	$ 335,643,456

BOLD Project (BOLD)
The university's project BOLD is designed to address major capital needs of the university identified in the Campus Master Vision plan by modernizing facilities on North Campus. This includes the sale of South Campus (Net Book Value at 6/30/25 approximates $434,000); the renovation of the Horace Mann Building; and the construction of a Meier Hall Addition. The estimated cost of project BOLD approximates $108 million, of which the university will contribute $59.6 million through the issuance of bonds through the MSCBA, the proceeds of the sale of South Campus, campaign contributions and other funding while DCAMM will pay for the remainder of the total project cost.

Note 8 -   **Capital Assets - Continued**

Assistance Corporation

Capital asset activity of the Assistance Corporation for the year ended June 30, 2025 was as follows:

	Beginning Balance	Additions	Ending Balance
Capital assets at historical cost:			
Land	$ 8,023,132	$ -	$8,023,132
Buildings	1,508,859	-	1,508,859
Building improvements	4,561,604	158,490	4,720,094
Furniture and equipment	218,305	2,168	220,473
Leased equipment	11,111	-	11,111
Leased building	11,321,248	-	11,321,248
Total capital assets at historical cost	25,644,259	160,658	25,804,917
Less accumulated depreciation:			
Buildings	820,832	37,721	858,553
Building improvements	2,675,887	144,657	2,820,544
Furniture and equipment	207,277	3,152	210,429
Leased equipment	6,790	3,704	10,494
Leased building	2,131,056	532,764	2,663,820
Total accumulated depreciation	5,841,842	721,998	6,563,840
Capital assets, net	$ 19,802,417	$ (561,340)	$19,241,077

Note 8 -   **Capital Assets - Continued**

Assistance Corporation – continued

Capital asset activity of the Assistance Corporation for the year ended June 30, 2024 was as follows:

	Beginning Balance	Additions	Ending Balance
Capital assets at historical cost:			
Land	$ 8,023,132	$ -	$8,023,132
Buildings	1,508,859	-	1,508,859
Building improvements	4,535,521	26,083	4,561,604
Furniture and equipment	218,305	-	218,305
Leased equipment	11,111	-	11,111
Leased building	11,321,248	-	11,321,248
Total capital assets at historical cost	25,618,176	26,083	25,644,259
Less accumulated depreciation:			
Buildings	783,111	37,721	820,832
Building improvements	2,537,740	138,147	2,675,887
Furniture and equipment	203,779	3,498	207,277
Leased equipment	3,086	3,704	6,790
Leased building	1,598,292	532,764	2,131,056
Total accumulated depreciation	5,126,008	715,834	5,841,842
Capital assets, net	$ 20,492,168	$ (689,751)	$19,802,417

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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 9 - **Accounts Payable and Accrued Expenses**

Accounts payable and accrued expenses include the following at June 30, 2025 and 2024:

	2025	2024
Accounts payable - trade	$ 3,227,079	$ 4,633,713
Accrued interest payable	1,315,595	1,546,281
Tuition due to state	156,123	140,026
State grant refundable	438,046	831,845
Other	833,435	922,133
Total accounts payable and accrued expenses	$ 5,970,278	$ 8,073,998

Note 10 - **Unearned Revenues**

Unearned revenues include tuition received in advance from students for courses commencing after June 30 primarily for the following fiscal year's summer and fall semesters revenue and grant funds received in advance. Unearned revenues of the University include the following at June 30:

	2025	2024
Tuition and fees	$2,440,210	$2,109,104
Grants	3,424,940	7,242,291
Other	29,280	38,889
Total unearned revenue	$5,894,430	$9,390,284

Note 11 - **Long-Term Liabilities**

Long-term liabilities of the University at June 30, 2025 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bond, loans and note payable:					
Bonds payable	$ 24,396,416	$ -	$ 2,578,060	$ 21,818,356	$ 1,329,952
Bond premiums	325,216	-	13,447	311,769	13,447
Loans payable	1,240,831	-	566,473	674,358	-
Note payable	155,767	-	102,677	53,090	53,090
Total bonds, loans and note payable	26,118,230	-	3,260,657	22,857,573	1,396,489
Other long-term liabilities:					
Lease liability	196,323,720	272,208	4,619,352	191,976,576	6,058,543
SBITA liability	2,872,291	2,038,810	1,719,351	3,191,750	1,469,951
Accrued compensated absences	11,757,641	578,394	-	12,336,035	7,387,378
Workers' compensation	2,068,229	-	-	2,068,229	249,306
Net pension liability	22,110,554	-	3,677,389	18,433,165	-
Net OPEB liability	23,516,399	-	2,739,946	20,776,453	-
Total other long-term liabilities	258,648,834	2,889,412	12,756,038	248,782,208	15,165,178
Total long-term liabilities	$ 284,767,064	$ 2,889,412	$16,016,695	$ 271,639,781	$16,561,667

Note 11 - **Long-Term Liabilities - Continued**

Long-term liabilities of the University at June 30, 2024 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bond, loans and note payable:					
Bonds payable	$ 28,058,270	$ -	$ 3,661,854	$ 24,396,416	$ 2,578,052
Bond premiums	76,145	330,819	81,748	325,216	13,447
Loans payable	1,531,278	-	290,447	1,240,831	-
Note payable	357,694	-	201,927	155,767	102,677
Total bonds, loans and note payable	30,023,387	330,819	4,235,976	26,118,230	2,694,176
Other long-term liabilities:					
Lease liability	209,404,350		13,080,630	196,323,720	4,533,758
SBITA liability	3,056,714	1,350,388	1,534,811	2,872,291	1,522,366
Accrued compensated absences	10,774,591	983,050	-	11,757,641	7,013,706
Workers' compensation	2,068,229	-	-	2,068,229	249,306
Net pension liability	20,946,990	1,163,564	-	22,110,554	-
Net OPEB liability	26,361,589	-	2,845,190	23,516,399	-
Total other long-term liabilities	272,612,463	3,497,002	17,460,631	258,648,834	13,319,136
Total long-term liabilities	$ 302,635,850	$ 3,827,821	$ 21,696,607	$ 284,767,064	$ 16,013,312

Note 11 - **Long-Term Liabilities - Continued**

MSCBA Bonds Payable University
On January 24, 2024, Revenue Bond Series 2014A, 2014B, and 2014C, initially issued by the MSCBA for the benefit of capital projects at the University, were partially refunded as part of the MSCBA's Refunding Revenue Bonds Series 2024A. The purpose of the issuance was to provide budgetary savings to the University. The refunding resulted in an economic gain of approximately $7.4 million and a deferred gain of approximately $760 thousand. The first principal payment is due on May 1, 2024, and the final payment is due on May 1, 2049, with an interest rate that ranges from 2.25% to 3.05%. Total principal related to 2024A partial refunding was $20,755,924. As of June 30, 2025 and 2024 the outstanding amounts related to all MSCBA bond series was $18,928,668 and $21,081,141 and is included in the project related bond payable amounts described below.

O'Keefe Athletic Complex Fields:
During fiscal year 2005, the University entered into an agreement with the MSCBA to initiate a construction project to upgrade the University's athletic field at the O'Keefe Athletic Complex. The scope of the services provided by MSCBA included planning and design as well as project management and construction. The project was completed during fiscal year 2006. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2005A, 2012B, 2019C, 2020A). Through its agreement with MSCBA, the University has an agreement to re-pay this debt in semi-annual installments, which started June 30, 2005 and ends May 2049 at an annual variable coupon rate averaging approximately 2.44%. The outstanding balance of this obligation including unamortized bond premium was $42,305 and $509,533 at June 30, 2025 and 2024, respectively.

Note 11 -   **Long-Term Liabilities – Continued**

MSCBA Bonds Payable University - continued

Central Campus Athletic Field and Tennis Court:
During fiscal year 2006, the MSCBA issued Project 2006A bonds to support a project for the construction of a multi-purpose athletic field and tennis courts on the Central Campus of the University. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2006A, 2012B, 2019C, 2020A). The University has an agreement with the MSCBA to re-pay this debt in semi-annual installments, which started May 1, 2006 and ends May 1, 2049, at an annual coupon rate of approximately 2.25%. The outstanding balance of this obligation including unamortized bond premium was $124,473 and $223,788 at June 30, 2025 and 2024, respectively.

Harold E. and Marilyn J. Gassett Fitness & Recreation Center at the O'Keefe Athletic Complex:
In January of 2012, the University was allotted $16,028,603 for the construction of a Fitness Center as part of the O'Keefe Athletic Complex. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2012A, 2019C, 2020A). At the issuance of this debt, the University's portion of this issue consisted of principal of $14,230,000 with a premium of $1,798,603. The term of this debt extends to May 1, 2049, and has an annual coupon rate of approximately 3.02%. The outstanding balance of this obligation including unamortized bond premium was $8,480,580 and $9,920,924 at June 30, 2025 and 2024, respectively. A debt service reserve remains for these bonds in the amount of $86,688 at June 30, 2025 and 2024.

Note 11 - **Long-Term Liabilities – Continued**

MSCBA Bonds Payable University - continued

Sophia Gordon Center for Creative and Performing Arts Theatre and Other Projects:
During January 2014, the MSCBA issued 2014 project bonds on behalf of the University. These bond proceeds along with other University funds are being used to fund the construction of various projects on campus. These projects include the creation of the Student Navigation Center, comprehensive renovations to the Sophia Gordon Center for Creative and Performing Arts Theatre, relocation of the Public Safety station and the development and creation of a parking lot on Assistance Corporation owned land. These bonds consist of principal in the amount of $19,030,000, issued at a premium of $2,243,187. The average annual coupon rate is approximately 2.91% over the life of the issue, and the term of this debt extends to June 30, 2033. The outstanding balance of this obligation including unamortized bond premium was $8,682,001 and $8,789,717 at June 30, 2025 and 2024 respectively. A debt service reserve remains for the 2014 bonds in the amount of $644,687 at June 30, 2025 and 2024.

Land Acquisition Bond:
In 2014 the MSCBA held bond proceeds for the University to use for future land acquisitions. These bond proceeds were used for land acquisitions on behalf of the Assistance Corporation during the 2016 fiscal year. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2005A and 2020A). This bond amount consists of principal in the amount of $1,090,000, issued at a premium of $53,758. The average annual coupon rate is approximately 3.05% over the life of the issue, and the term of this debt extends to June 30, 2048. The outstanding balance of this obligation including unamortized bond premium was $1,462,667 and $1,463,456 at June 30, 2025 and 2024, respectively.

Note 11 -   **Long-Term Liabilities – Continued**

MSCBA Bonds Payable University - continued

Property Acquisition - Garage Bond:
MSCBA held excess bond proceeds on behalf of the University for future real estate Acquisitions. These bond proceeds were used for property acquisitions on behalf of the Assistance Corporation during June 2017. This bond amount consists of principal in the amount of $136,642 and $173,723 as of June 30, 2025 and 2024, respectively. There was a reduction of this bond by MSCBA during 2018. The average annual coupon rate is approximately 2.49% over the life of the issue, and the term of this debt extends to June 30, 2044. A debt service reserve remains for these excess bond proceeds in the amount of $18,775 at June 30, 2025 and 2024.

Other Bonds Payable University

In September 2010, the Commonwealth of Massachusetts issued Clean Renewable Energy Bonds ("CREBS") at 3.5%. From this bond issue, the University received $289,995 for the purpose of acquiring and installing solar panels on the O'Keefe Center. The University makes semi-annual payments of interest and principal. The bond holder is Century Bank. The term of the bond extends to May 2027. The outstanding balance of the obligation was $34,118 and $51,176 at June 30, 2025 and 2024, respectively.

Note 11 - **Long-Term Liabilities – Continued**

Other Bonds Payable University - continued

Clean Energy Investment Program:
During July 2013, the University entered into a Memorandum of Agreement with the Commonwealth of Massachusetts' DCAMM to undertake a Comprehensive Energy Performance Contracting Project – Phase 1 (the project). In addition, during February 2014, the University entered into a second Memorandum of Agreement with DCAMM related to the same project but known as Phase 2. The project's goal is to upgrade the University campus wide lighting and lighting controls, water conservation and vending machine controls, motors, steam traps, pipe insulation, kitchen hood controls, energy management system upgrades, high efficiency gas boilers and HVAC modifications.

During March 2016, the University entered into a Memorandum of Agreement with the Commonwealth of Massachusetts' DCAMM to undertake a Comprehensive Energy Performance Contracting Project - Phase 3 (the project). The project's goal is a comprehensive energy and water saving performance contract which includes ice rink renovations, lighting upgrades, EMS and HVAC upgrades.

The total project cost for Phase 1 is $1,694,560 and is to be repaid over 15 years at 4.0% interest per annum. Annual payments of principal and interest for Phase 1 in the amount of $152,411 commenced in January 2015. The total project cost for Phase 2 is $2,291,402 and is to be repaid over 15 years at 3.75% interest per annum. Annual payments of principal and interest for Phase 2 in the amount of $202,505 commenced in January 2015. The total project cost for the University for Phase 3 is $2,801,950 and will be repaid over 20 years at 3.0% interest per annum commenced on January 1, 2018. The annual payments of principal and interest for Phase 3 amount to $188,335 per annum. The outstanding balance of the obligations for Phase 1, 2 and 3 was $3,167,339 and $3,589,315 at June 30, 2025 and 2024, respectively.

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 11 - **Long-Term Liabilities - Continued**

Bond Payable Maturities University
Maturities of the bonds payable subsequent to June 30, 2025 are as follows:

Years Ending June 30,	Principal	Amortization of Premium	Interest	Total
2026	$ 1,329,953	$ 13,447	$ 654,955	$ 1,998,355
2027	1,107,984	13,447	609,209	1,730,640
2028	2,628,307	13,447	573,760	3,215,514
2029	2,512,610	13,447	500,427	3,026,484
2030	931,196	13,447	437,834	1,382,477
2031-2035	6,667,742	67,235	1,723,947	8,458,924
2036-2040	1,909,468	67,235	825,006	2,801,709
2041-2045	3,676,055	66,990	498,888	4,241,933
2046-2049	1,055,040	43,075	85,313	1,183,428
Total	$ 21,818,355	$ 311,770	$ 5,909,339	$ 28,039,464

Notes Payable University
During December of 2019, a note payable was acquired for $233,200 to purchase emergency communication system equipment. The note payable is for five years, requires annual payments of $51,649 which includes principal and interest, has an average interest rate of 3.5% and is payable through December of 2024.

During January of 2021, a note payable was acquired for $81,950 to purchase various computer equipment. The note payable is for four years, requires annual payments of $22,014 which includes principal and interest, has an average interest rate of 7.4% and is payable through December of 2024.

During March of 2023, a note payable was acquired for $199,019 to purchase assorted fitness equipment. The note payable is for three years, requires monthly payments of $6,045 which includes principal and interest, has an average interest rate of 0.5% and is payable through March of 2026.

Maturity of notes payable subsequent to June 30, 2025 amount to $53,090 for principal and $1,311 for interest to be paid during 2026.

Note 11 -   **Long-Term Liabilities – Continued**

Lease Liability University
The University is a lessee of multiple long-term leases for buildings and improvements with MSCBA and equipment with vendors and space leased from the Assistance Corporation.

Significant lease terms are described below for fiscal year 2025:

Description	Maturity Date	Payment Amount	Rate Type	Interest Rate	Lease Liability 6/30/25
MSCBA - Atlantic Hall	10/31/2049	Varies	Implicit Rate	3.55%	$ 33,431,734
MSCBA - Marsh Hall	10/31/2049	Varies	Implicit Rate	3.13%	49,842,384
MSCBA - Marsh Dining Commons	4/30/2040	Varies	Implicit Rate	3.04%	3,985,846
MSCBA - Viking Hall	10/31/2048	Varies	Implicit Rate	3.11%	57,512,823
MSCBA - Viking Hall (Starbucks)	10/31/2046	Varies	Implicit Rate	3.13%	4,428,615
MSCBA - Peabody/Bowditch Hall	10/31/2039	Varies	Implicit Rate	3.53%	6,085,905
MSCBA - Parking Lot (Canal St.)	10/31/2049	Varies	Implicit Rate	2.71%	26,601
MSCBA - Parking Garage	10/31/2041	Varies	Implicit Rate	3.05%	22,197,442
MSCBA - 03A - Renewal	10/31/2049	Varies	Implicit Rate	4.31%	24,846
MSCBA - 04A - Renewal	10/31/2049	Varies	Implicit Rate	3.99%	55,781
MSCBA - 05A - Renewal	10/31/2049	Varies	Implicit Rate	3.12%	214,300
MSCBA - 10B - Renewal	10/31/2049	Varies	Implicit Rate	4.97%	229,564
MSCBA - 99A Pooled Debt Service	10/31/2028	Varies	Implicit Rate	30.70%	1,452,881
SSUAC - 287 Lafayette	6/30/2040	Varies	IBR	3.75%	5,180,260
SSUAC - 331 Lafayette	10/31/2042	Varies	IBR	3.75%	7,078,597
Fowler Equipment	6/30/2030	Varies	IBR	6.24%	228,998
					$ 191,976,576

Note 11 - **Long-Term Liabilities – Continued**

Lease Liability University - continued

Significant lease terms are described below for fiscal year 2024:

Description	Maturity Date	Payment Amount	Rate Type	Interest Rate	Lease Liability 6/30/24
MSCBA - Atlantic Hall	10/31/2049	Varies	Implicit Rate	3.55%	34,646,004
MSCBA - Marsh Hall	10/31/2049	Varies	Implicit Rate	3.13%	50,918,894
MSCBA - Marsh Dining Commons	4/30/2040	Varies	Implicit Rate	3.04%	4,190,003
MSCBA - Viking Hall	10/31/2048	Varies	Implicit Rate	3.11%	57,724,285
MSCBA - Viking Hall (Starbucks)	10/31/2046	Varies	Implicit Rate	3.13%	4,560,867
MSCBA - Peabody/Bowditch Hall	10/31/2039	Varies	Implicit Rate	3.53%	6,509,050
MSCBA - Parking Lot (Canal St.)	10/31/2049	Varies	Implicit Rate	2.71%	36,839
MSCBA - Parking Garage	10/31/2041	Varies	Implicit Rate	3.05%	22,346,954
MSCBA - 03A - Renewal	10/31/2049	Varies	Implicit Rate	4.31%	24,861
MSCBA - 04A - Renewal	10/31/2049	Varies	Implicit Rate	3.99%	55,815
MSCBA - 05A - Renewal	10/31/2049	Varies	Implicit Rate	3.12%	672,100
MSCBA - 10B - Renewal	10/31/2049	Varies	Implicit Rate	4.97%	264,097
MSCBA - 99A Pooled Debt Service	10/31/2028	Varies	Implicit Rate	30.70%	1,650,859
SSUAC- 287 Lafayette	6/30/2040	Varies	IBR	3.75%	5,361,115
SSUAC - 331 Lafayette	10/31/2042	Varies	IBR	3.75%	7,261,638
Ricoh Copiers	3/31/2025	Varies	IBR	3.75%	100,339
					$196,323,720

MSCBA

The lease term is completed when the final bond payment is made. The lease liability was calculated based upon the discounting of the future bond service payments using the average interest rate of the bond issuance associated with that lease. If MSCBA refunds the bonds, any cost savings are passed on to the University. Leases expire at various times, as noted at in the above charts.

Payments to MSCBA are due in semi-annual installments that occur during the fall and spring academic semesters. For the year ended June 30, 2025, debt service payments and operating costs paid by the University was $10,441,056 and $1,862,997, respectively. For the year ended June 30, 2024, debt service payments and operating costs paid by the University was $8,039,456 and $1,928,430, respectively.

Note 11 -   **Long-Term Liabilities – Continued**

Lease Liability University - continued

Interest Expense and Net Remaining Right of Use Assets
Lease interest expense for the years ended June 30, 2025 and 2024 was $6,180,653 and $6,672,857, respectively. The amortization of the right of use assets are amortized on a straight-line basis over the lease term for each lease. The remaining unamortized right of use asset related to lease obligations was $175,078,115 and $183,606,157 at June 30, 2025 and 2024, respectively.

Related Party Leases
The University leases property located at 287-291 Lafayette Street from the Assistance Corporation, beginning in August 2014. These terms stipulate 240 monthly payments varying between approximately $28,000 and $42,000. There were no other payments made other than the monthly payments for the years ended June 30, 2025 and 2024. The right of use asset was amortized on a straight-line basis over the lease term. The remaining unamortized right of use asset related to these lease obligations were $4,461,156 and $4,760,018 at June 30, 2025 and 2024, respectively.

The University leases property located at 331 Lafayette Street from the Assistance Corporation, beginning in October 2017. These terms stipulate 268 monthly payments varying between approximately $34,000 and $58,000. The right of use asset was amortized on a straight-line basis over the lease term. The remaining unamortized right of use asset related to these lease obligations were $6,086,980 and $6,440,359 at June 30, 2025 and 2024, respectively.

During the years ended June 30, 2025 and 2024 the University made payments of principal and interest totaling $828,188 and $973,660, respectively, to the Assistance Corporation for the above disclosed related party leases.

Note 11 - **Long-Term Liabilities – Continued**

For the years ended June 30, 2025 and 2024, the total right of use assets were $218,965,639 and $219,597,104, respectively. For the years ended June 30, 2025 and 2024, the accumulated amortization related to the right of use assets was $43,887,524 and $35,990,947, respectively.

Future Lease Payments

Lease payments due subsequent to June 30, 2025 are as follows:

Years Ending June 30,	Principal	Interest	Total
2026	$ 6,058,543	$ 6,668,821	$ 12,727,364
2027	6,546,298	6,370,372	12,916,670
2028	5,794,617	6,060,678	11,855,295
2029	6,312,844	5,612,316	11,925,160
2030	8,389,914	5,381,037	13,770,951
2031-2035	44,426,235	22,572,981	66,999,216
2036-2040	53,599,314	14,601,944	68,201,258
2041-2045	38,918,836	6,656,465	45,575,301
2046-2049	21,929,975	1,480,820	23,410,795
	$ 191,976,576	$ 75,405,434	$ 267,382,010

SBITA Liability University

The University has entered into subscription-based information technology arrangements (SBITAs) for various software and vendors. There were no payments made for additional services not included in the annual SBITA payments. The University has no options to renew these agreements and there is no option to purchase the software products.

Note 11 - **Long-Term Liabilities – Continued**

SBITA Liability University - continued

Significant arrangement terms are described below for fiscal year 2025:

Description	Maturity Date	Payment Amount	Rate Type	Interest Rate	SBITA Liability 6/30/25
Blackbaud	6/30/2026	Varies	IBR	4.75%	86,895
BlackBeltHelp	6/30/2027	Varies	IBR	7.25%	122,945
Carahsoft - Elasticsearch	7/31/2026	Varies	IBR	7.25%	60,281
Carahsoft Technology Corporation AKiPS	9/7/2027	Varies	IBR	6.24%	47,817
Instructure	7/31/2026	Varies	IBR	7.25%	258,434
PageUp People Limited	6/30/2027	Varies	IBR	7.25%	244,254
Parchment	6/30/2027	Varies	IBR	7.25%	42,479
SHI- Microsoft	6/30/2026	Varies	IBR	7.25%	333,341
Siteimprove	10/31/2027	Varies	IBR	6.24%	67,402
Software House International Mindbreeze Inspire	8/16/2027	Varies	IBR	7.25%	117,103
TargetX 2023	11/21/2028	Varies	IBR	6.24%	213,472
Terra Dotta LLC	6/30/2029	Varies	IBR	6.24%	55,032
Touchnet 2026 to 2030	6/30/2030	Varies	IBR	6.24%	1,542,295
					$ 3,191,750

Significant arrangement terms are described below for fiscal year 2024:

Description	Maturity Date	Payment Amount	Rate Type	Interest Rate	SBITA Liability 6/30/24
TouchNet Information Systems Inc.	6/30/2025	Varies	IBR	7.75%	$ 319,873
Connection_Adobe	9/26/2025	Varies	IBR	4.75%	220,591
Pantheon	5/31/2026	Varies	IBR	4.75%	17,445
Blackbaud New	6/30/2026	Varies	IBR	4.75%	163,619
SHI - Microsoft 2023	6/30/2026	Varies	IBR	7.25%	645,626
Carahsoft - Elasticsearch	7/31/2026	Varies	IBR	7.25%	116,755
Instructure, Inc. 2023	7/31/2026	Varies	IBR	7.25%	488,179
TargetX 2023	11/21/2028	Varies	IBR	7.25%	276,471
PowerSchool Holdings LLC	12/14/2025	Varies	IBR	7.25%	37,296
BlackBeltHelp	6/30/2027	Varies	IBR	7.25%	172,193
PageUp People Limited	6/30/2027	Varies	IBR	7.25%	361,931
Sitero LLC	4/30/2027	Varies	IBR	7.25%	52,312
					$ 2,872,291

Note 11 - **Long-Term Liabilities – Continued**

SBITA Liability University – continued

Lease interest expense for the years ended June 30, 2025 and 2024 was $127,663 and $154,235, respectively. For the years ended June 30, 2025 and 2024, the total right to use software arrangement assets were $6,026,176 and $6,896,451, respectively. For the years ended June 30, 2025 and 2024 the accumulated amortization related to the right of use assets was $2,628,675 and $3,870,191, respectively.

Future SBITA Payments

SBITA payments due subsequent to June 30, 2025 are as follows:

Years Ending June 30,	Principal	Interest	Total
2026	1,469,951	119,789	1,589,740
2027	691,889	115,128	807,017
2028	379,592	66,958	446,550
2029	323,243	41,879	365,122
2030	327,075	21,006	348,081
	$ 3,191,750	$ 364,760	$ 3,556,510

Long-term Liabilities – Assistance Corporation

Long-term liabilities for the Assistance Corporation at June 30, 2025 consisted of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Non-Current Portion
Bonds and notes payable:						
Notes payable	$ 984,149	$ 400,000	$ 36,550	$ 1,347,599	$ 42,230	$ 1,305,309
Other long-term liabilities:						
Security deposits	31,544	25,492	5,370	51,666	-	51,666
Lease liability	10,758,201	-	219,353	10,538,848	298,178	10,240,670
Total	$ 11,773,894	$ 425,492	$ 261,273	$ 11,938,113	$ 340,408	$ 11,597,645

Note 11 - **Long-Term Liabilities – Continued**

Notes Payable Assistance Corporation - continued

Long-term liabilities for the Assistance Corporation at June 30, 2024 consisted of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion	Non-Current Portion
Bonds and notes payable:						
Notes payable	$ 1,012,869	$ -	$ 28,720	$ 984,149	$ 30,546	$ 953,603
Other long-term liabilities:						
Security deposits	30,377	16,268	15,101	31,544	-	31,544
Lease liability	10,945,744	-	187,543	10,758,201	219,353	10,538,848
Total	$ 11,988,990	$ 16,268	$ 231,364	$ 11,773,894	$ 249,899	$ 11,523,995

Notes Payable Assistance Corporation
The Assistance Corporation maintains a loan with a bank which was refinanced during the year ended June 30, 2021. The loan is a five-year adjustable-rate mortgage due September 2037 with a 25-year amortization. Payments in the amount of $5,739, including principal and interest at 3.95% are due monthly. Interest will be adjusted to the Federal Home Loan Bank of Boston 5-year Classic Advance Rate plus 2.25% in September 2025 and each five year period thereafter. Minimum interest on this loan is 3.95%. A final balloon payment representing the outstanding balance is due in September 2037. The loan is secured by a mortgage on real estate owned by the Assistance Corporation.

The Assistance Corporation also maintains a loan with a bank which was funded during the year ended June 30, 2025. The loan is a five-year adjustable-rate mortgage due October 2034 with payments in the amount of $3,079, including principal and interest at 6.81% due monthly. Interest will be adjusted to the Federal Home Loan Bank of Boston 5-year Classic Advance Rate plus 2.50% in October 2029 and each five-year period thereafter. Minimum interest on this loan is 6.50%. A final balloon payment representing the outstanding balance is due in October 2034. The loan is secured by a mortgage on real estate owned by the Assistance Corporation.

Note 11 - **Long-Term Liabilities – Continued**

Notes Payable Assistance Corporation - continued

The annual debt service requirements to maturity for the note payable are as follows:

Years Ending June 30,	Principal	Interest	Total
2026	$ 42,230	$ 63,592	$ 105,822
2027	44,243	61,579	105,822
2028	46,359	59,463	105,822
2029	48,585	57,237	105,822
2030	50,925	54,897	105,822
2031-2035	542,875	223,274	766,149
2036-2038	572,382	44,751	617,133
Total	$ 1,347,599	$ 564,793	$ 1,912,392

Lease Liability Assistance Corporation
The Assistance Corporation is a lessee of two long-term leases for office space for Salem State University as disclosed above.

Lease interest expense for the years ended June 30, 2025 and 2024 was $612,927 and $624,192, respectively. The right of use asset was amortized on a straight-line basis over the lease term. There were no additional payments made as part of these agreements.

For the years ended June 30, 2025 and 2024, the total right of use assets were $11,332,359. For the years ended June 30, 2025 and 2024 the total accumulated amortization related to the right of use assets was $2,674,314 and $2,137,846, respectively.

Note 11 - **Long-Term Liabilities – Continued**

Lease Liability Assistance Corporation - continued

The annual debt service requirements to maturity for the leases payable for the Assistance Corporation are as follows:

Years Ending June 30,	Principal	Interest	Total
2026	$ 298,178	$ 598,269	$ 896,447
2027	327,272	580,377	907,649
2028	358,741	560,740	919,481
2029	392,372	539,237	931,609
2030	428,300	515,741	944,041
2031-2035	2,771,341	2,146,485	4,917,826
2036-2040	4,483,984	1,120,461	5,604,445
2041-2043	1,478,660	105,907	1,584,567
	$ 10,538,848	$ 6,167,217	$ 16,706,065

Note 12 - **Pensions**

Defined Benefit Plan Description

Certain employees of the University participate in a cost-sharing multiple-employer defined benefit pension plan – the Massachusetts State Employees' Retirement System – administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the plan is contained in the Commonwealth's financial statements, which is available on-line from the Office of State Comptroller's website.

Note 12 -   **Pensions – Continued**

Benefit Provisions
SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions
The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

Hire Date	Percent of Compensation
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 - 6/30/1996	8% of regular compensation
7/1/1996 - present	9% of regular compensation
1979 - present	An additional 2% of regular compensation in excess of $30,000

Note 12 -   **Pensions – Continued**

Contributions - continued

The Commonwealth does not require the University to contribute funding from its local trust funds for employee paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to $12,306,453, $10,612,983, and $9,714,980, for the years ended June 30, 2025, 2024, and 2023, respectively.

For employees covered by SERS but not paid from state appropriations, the University is required to contribute at an actuarially determined rate. The rate was 18.63%, 16.69%, and 16.70% of annual covered payroll for the fiscal years ended June 30, 2025, 2024, and 2023, respectively. The University contributed $2,244,561, $1,971,828, and $2,225,712, for the fiscal years ended June 30, 2025, 2024, and 2023, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2025, 2024 and 2023, the University reported a liability of $18,433,165 $22,110,550, and $20,946,990, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2025, the reporting date, was measured as of June 30, 2024, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2024 rolled forward to June 30, 2024. The net pension liability as of June 30, 2024, the reporting date, was measured as of June 30, 2023, the , measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2023 rolled forward to June 30, 2023.

The University's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the University for the fiscal years 2025 and 2024. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2024 and 2023 relative to total contributions of all participating employers for the fiscal year. At June 30, 2025 and 2024, the University's proportion was 0.130% and 0.151%, respectively.

For the year ended June 30, 2025 the University recognized pension income of $4,956,100. For the year ended June 30, 2024 the University recognized pension income of $4,755,251.

Note 12 - **Pensions – Continued**

The University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

	2025	2024
Deferred Outflows of Resources Related to Pension		
Difference between expected and actual experience	$ 923,861	$ 785,432
Net difference between projected and actual Investment earnings	-	595,061
Change in plan actuarial assumptions, net	132,282	371,605
Changes in proportion from Commonwealth	-	182
Changes in proportion due to internal allocation	127,381	172,872
Contributions subsequent to the measurement date	2,244,561	1,971,828
Total deferred outflows related to pension	$ 3,428,085	$ 3,896,980

	2025	2024
Deferred Inflows of Resources Related to Pension		
Difference between expected and actual experience	$ 236,163	$ 546,350
Net differences between projected and actual earnings on pension plan investments	239,676	-
Changes in proportion from Commonwealth	118,467	168,914
Changes in proportion due to internal allocation	4,917,540	6,544,191
Total deferred inflows related to pension	$ 5,511,846	$ 7,259,455

The University's contributions of $2,244,561 and $1,971,828 made during the fiscal years ending 2024 and 2023, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

Note 12 - **Pensions – Continued**

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending June 30:	
2025	$ 4,601,533
2026	(8,855,035)
2027	(991,233)
2028	916,413
Total	$ (4,328,322)

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Measurement date	**June 30, 2024**	June 30, 2023
Inflation	2.50%	2.50%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.00%	7.00%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2024 and 2023, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021 set forward 1 year for females.

- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021 set forward 1 year for females

- Disability - reflects the post-retirement mortality described above, set forward 1 year.

Note 12 -   **Pensions – Continued**

The 2025 pension liability for the June 30, 2024 measurement date was determined by an actuarial valuation as of January 2024 and rolled forward to June 30, 2024. The 2024 pension liability for the June 30, 2023 measurement date was determined by an actuarial valuation as of January 2023 and rolled forward to June 30, 2023

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, are summarized in the following table:

| | **2025** | | 2024 | |
Asset Class	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	36%	4.6%	37%	4.9%
Private Equity	16%	7.4%	16%	7.4%
Core Fixed Income	15%	2.1%	15%	1.9%
Portfolio Completion Strategies	10%	3.7%	10%	3.8%
Real Estate	10%	3.9%	10%	3.0%
Value Added Fixed Income	9%	5.1%	8%	5.1%
Timber/Natural Resources	4%	4.4%	4%	4.3%
	100%		100%	

Note 12 -   **Pensions – Continued**

Discount Rate
The discount rate used to measure the total pension liability was 7.00% at June 30, 2024 and 2023. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate
The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30:

	2025	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
6.00%	7.00%	8.00%
$ 25,896,214	$ 18,433,165	$ 12,119,439

	2024	
	Current	
1.00% Decrease	Discount Rate	1.00% Increase
6.00%	7.00%	8.00%
$ 30,387,975	$ 22,110,554	$ 15,105,681

Note 13 - **Other Post-Employment Benefits**

Plan Description
As an agency of the Commonwealth, certain employees of the University participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or deceased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members (or their designatee) and includes the Secretary of Administration and Finance, the Executive Director of the GIC, the Executive Director of PERAC, the State Treasurer, the Comptroller, one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue a stand-alone audited financial statement but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided
Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Note 13 - **Other Post-Employment Benefits – Continued**

Contributions
Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2025 and 2024, and as of the valuation date (January 1, 2024 and 2023), participants contributed 10% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The University is required to contribute based on Massachusetts General Laws; the rate was 7.49% and 7.83% of annual covered payroll for the fiscal years ended June 30, 2025 and 2024, respectively. The University contributed $902,557 and $925,007 for the fiscal years ended June 30, 2025 and 2024, respectively, equal to 100% of the required contribution for the year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB
At June 30, 2025 and 2024, the University reported a liability of $20,776,453 and $23,516,399, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2024 and 2023, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2024 and 2023, respectively. The University's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the University's share of total covered payroll for the fiscal years 2024 and 2023. The University's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2024 and 2023 relative to total contributions of all participating employers for the fiscal year. At June 30, 2024 and 2023, the University's proportion was 0.152% and 0.166%, respectively.

SALEM STATE UNIVERSITY
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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 13 - **Other Post-Employment Benefits – Continued**

For the year ended June 30, 2025 the University recognized income related to OPEB of $13,743,163. For the year ended June 30, 2024 the University recognized income related to OPEB of $13,444,640. The University reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30:

	2025	2024
Deferred Outflows of Resources Related to OPEB		
Contributions subsequent to the measurement date	$ 902,557	$ 925,007
Changes in OPEB plan actuarial assumptions	405,056	1,033,088
Differences between expected and actual experience	577,498	956,479
Net differences between projected and actual earnings on OPEB plan investments	-	76,865
Changes in the proportion from Commonwealth	-	2,154
Changes in the proportion due to internal allocation	2,382,793	3,252,427
Total deferred outflows related to OPEB	$ 4,267,904	$ 6,246,020

	2025	2024
Deferred Inflows of Resources Related to OPEB		
Change in assumptions	$ 4,635,509	$ 6,065,725
Differences between expected and actual experience	1,604,943	2,641,476
Difference between projected and actual investment earnings	8,261	-
Changes in proportion due to internal allocations.	15,171,001	25,730,108
Changes in OPEB from Commonwealth	200,101	225,027
Total deferred inflows related to OPEB	$21,619,815	$34,662,336

Note 13 -   **Other Post-Employment Benefits – Continued**

Contributions

The University's contributions of $902,557 and $925,007 made during the fiscal years 2024 and 2023, respectively, subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as increases (decreases) in OPEB expense as follows:

Years Ending June 30,	
2025	$ (5,161,112)
2026	(5,024,794)
2027	(3,815,473)
2028	(3,214,804)
2029	(1,038,285)
	$ (18,254,468)

Actuarial Assumptions

The total OPEB liability for 2025 and 2024 using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement Date	June 30, 2024	June 30, 2023
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	Rates vary by years of service and group classification, consistent with SERS
Investment rate of return	7.00%, net of OPEB plan investment expense, including inflation	7.00%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published SAO-Getzen trend rate model, version 2024_1b. Medicare and non-Medicare benefits range from 3.94% to 8.03%	Developed based on the most recent published SAO-Getzen trend rate model, version 2023_1f. Medicare and non-Medicare benefits range from 5.79% to 7.50%

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 13 - **Other Post-Employment Benefits – Continued**

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2021 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 85% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	2025		2024	
	Under 65	Age 65+	Under 65	Age 65+
Indemnity	18.0%	96.0%	27.0%	96.0%
POS/PPO	72.0%	0.0%	63.0%	0.0%
HMO	10.0%	4.0%	10.0%	4.0%

The actuarial assumptions used in the January 1, 2024 and 2023 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2024 and 2023 through December 31, 2023 and 2022, depending upon the criteria being evaluated.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2025 and 2024, are the same as discussed in the pension footnote.

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 13 - **Other Post-Employment Benefits – Continued**

Investment assets of SERS are with the Pension Reserves Investment Trust ("PRIT") Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, are summarized in the following table:

Asset Class	**2025**		2024	
	Target Allocation	Long-term expected real rate of return	Target Allocation	Long-term expected real rate of return
Global Equity	36%	4.6%	37%	4.9%
Private Equity	16%	7.4%	16%	7.4%
Core Fixed Income	15%	2.1%	15%	1.9%
Portfolio Completion Strategies	10%	3.7%	10%	3.8%
Real Estate	10%	3.9%	10%	3.0%
Value Added Fixed Income	9%	5.1%	8%	5.1%
Timber/Natural Resources	4%	4.4%	4%	4.3%
	100%		100%	

Discount Rate

The discount rate used to measure the total OPEB liability for 2024 and 2023 was 4.61% and 4.34%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.93% and 3.65% as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2043 and 2042 for the fiscal years 2025 and 2024, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.00% per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Note 13 - **Other Post-Employment Benefits – Continued**

Sensitivity of the University's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the University's proportionate share of the net OPEB liability, as well as what the University's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

	June 30, 2025	
1.00% Decrease	Current Discount Rate	1.00% Increase
3.61%	4.61%	5.61%
$ 24,197,802	$ 20,776,453	$ 17,952,691

	June 30, 2024	
1.00% Decrease	Current Discount Rate	1.00% Increase
3.30%	4.34%	5.30%
$ 27,476,616	$ 23,516,399	$ 20,266,833

Sensitivity of the University's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the University's proportionate share of the net OPEB liability, as well as what the University's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	2024	
	Current Healthcare	
1.00% Decrease	Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
Net OPEB liability	$ 17,441,466	$ 20,776,453	$ 24,971,445

	2024	
	Current Healthcare	
1.00% Decrease	Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
Net OPEB liability	$ 19,704,966	$ 23,516,399	$ 28,337,652

(A) - Current healthcare cost trend rates, as disclosed in the actuarial assumptions

(B) - 1- percentage decrease in current healthcare cost trend rate,
   as disclosed in the actuarial assumptions

(C) - 1- percentage increase in current healthcare cost trend rate,
   as disclosed in the actuarial assumptions

Note 14 - **Deferred Inflows of Resources**

Public- Private Partnerships
The University has entered into agreements with a nongovernmental operator for management of the food services operations, vending machines, related dining facilities, and bookstore of the University (the "agreements"). Pursuant to the terms of these agreements, financial commitments totaling approximately $623,000 were made at the beginning of each agreement and are being amortized over the agreement term expiring in 2025 and 2031. The financial commitments are for facilities' renovations to the University, including areas of the dining facilities, vending machines, and bookstore. This financial commitment is categorized as a public-private partnership under GASB 94, *Public-Public and Public-Private Partnerships and Availability Payment Arrangements*. The University has accounted for these monies as deferred inflows of resources. The balance of deferred inflows of resources at June 30, 2025 and 2024 is approximately $202,000, and $265,000, respectively.

Note 15 - **Restricted Net Position**

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of the following at June 30:

	2025	2024
Restricted - nonexpendable:		
Scholarship and fellowship	**$ 110,000**	$ 110,000
Restricted - expendable:		
Scholarship, fellowship loans, gifts and research grants and contracts	**$13,986,126**	$13,308,310

The Foundation's restricted – nonexpendable and expendable net position consists of investments to be utilized for various scholarships and program support.

Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 16 - **Commitments, Contingencies, Concentrations and Constraints**

Commitments and Contingencies

The University is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions and natural disasters for which the Commonwealth is self-insured.

Various lawsuits are pending or threatened against the University which arise in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened which would materially affect the University's financial position.

The University receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the University. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the University.

The University participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for the future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The University is obligated to accept as payment of tuition the amount determined by this Program without regard to standard tuition rates in effect at the time of the individual's enrollment at the University. The effect of the program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the University.

The U.S. Environmental Protection Agency ("EPA") notified the University in August 1998 that it is a potential responsible party with respect to environmental impacts resulting from contaminated soil upon the removal of underground oil tanks in 1991. The EPA has not closed out their investigation. During fiscal years 2025 and 2024, the University paid no remediation costs and received no communication from federal or state agencies. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the University.

Note 16 - **Commitments, Contingencies, Concentrations and Constraints**

The university's major capital project, SSU BOLD project, was created to develop new science labs as an addition to Meier Hall and completely renovate the Horace Mann building as the new home of the McGuire Meservey College of Health and Human Services. As part of SSU BOLD, the sale of South Campus is expected to be consummated during fiscal year 2026. As part of the SSU Bold project the University will obtain additional bond financing in the amount of $27.3 million from the MSCBA during fiscal year 2026. The beginning of construction commenced during the spring of 2025 and is expected to be completed during the summer of 2027. See Note 8 for further details.

Concentrations and Constraints
Providers of Financial Resources

State Appropriations
As disclosed in Note 1, the University is a public, State-supported, comprehensive four-year university, located in Salem, Massachusetts, and governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education. As such, the University receives general state appropriations for a portion of its annual operations for employee salaries and fringe benefits reported on the Statement of Revenues and Expenses and Note 19 of these financial statements.

Lease Agreements
As disclosed in Note 11, the University is a lessee of multiple long-term leases for buildings, dormitories and improvements owned by the Massachusetts College Building Authority (MSCBA). Repayments are pledged and structured based on student occupancy revenues and resources held by the University. Repayment of lease obligations are dictated based on issued public bond debt with the University receiving notice from the MSCBA regarding payments due in November and May of each year.

Debt
In addition to the leases disclosed in the preceding paragraph, MSCBA provides bond funds for the construction of campus buildings and project improvements. Repayment of bond obligations is dictated based on issued public bond debt with the University receiving notice from the MSCBA regarding payments due in November and May of each year. In addition, the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM) provides resources to fund capital construction and renovation projects on campus. The University will incur debt owed to DCAMM to pay for certain projects or partially pay for the cost of a project that they manage for the university's benefit. This includes repayment for maintenance and other costs on these projects.

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Notes to the Financial Statements - Continued

June 30, 2025 and 2024

Note 16 - **Commitments, Contingencies, Concentrations and Constraints - Continued**

Federal Student Financial Assistance and other grants
The University participates in the Federal Financial Assistance (Title IV) programs along with federal grants related to various university programs and operations. These programs allow for grants, scholarship aid, and other awards to be issued to students and the university to cover qualified education and related costs. During the fiscal year ended June 30, 2025 Federal funds expended to students and the university totaled $40.2 million.

State Student Financial Assistance and other grants
The University participates in the Massachusetts State student financial assistance programs. These programs allow for grants, scholarship aid, and other awards to be issued to students to cover qualified education costs. During the fiscal year ended June 30, 2025 expended Massachusetts funds awarded to students totaled $22.4 million.

Concentrations and Constraints - Continued
Workforce Covered by Collective Bargaining Agreements:
The university is comprised of State Employees hired and employed by the Commonwealth of Massachusetts. The Massachusetts Board of Higher Education negotiates collective bargaining agreements (CBA) with the majority of university employees. During the fiscal years ended June 30, 2025 and 2024, the University employed individuals belonging to the following unions:

American Federation of State, County and Municipal Employees (AFSCME)
The CBA for AFSCME union covers the period from July 1, 2024 to June 30, 2027. This Agreement is entered into by and between the Board of Higher Education and the American Federation of State, County and Municipal Employees Local 1067, Council 93, AFL-CIO and sets forth procedures for the equitable resolution of grievances, the terms of employment with respect to wages and working conditions and means by which the parties may consult periodically on mutually perceived issues.

Association of Professional Administrators (APA)
The CBA for the APA union covers the period from July 1, 2024 to June 30, 2027. This Agreement is entered into by and between the Board of Higher Education and the Association of Professional Administrators, Massachusetts Teachers Association / National Education Association as the exclusive bargaining agent for positions in the bargaining unit. As of June 30, 2025 negotiations between the Board of Higher Education and APA final legislative approval for the above CBA was signed during August 2025.

Note 16 - **Commitments, Contingencies, Concentrations and Constraints - Continued**

Concentrations and Constraints - Continued
Workforce Covered by Collective Bargaining Agreements - Continued

Massachusetts State College Association (MSCA)
The CBA for the MSCA covers the period from July 1, 2023, to June 30, 2024. This Agreement is entered into by and between the Board of Higher Education, acting through the Council of Presidents of the State Universities, and the Massachusetts Teachers Association/NEA, acting through the Massachusetts State College Association, as the exclusive collective bargaining agent for members of the bargaining unit. As of June 30, 2025 negotiations between the Board of Higher Education and MSCA are in the process of constructing and obtaining an updated CBA. As of the date of this report, negotiations are still under way for an updated contract with the MSCA.

Limitation on raising tuition rates:
Tuition rates are determined by the Massachusetts Board of Higher Education and cannot be adjusted without their authorization. Fees, however, are established by the University's Board of Trustees and adjusted annually as deemed appropriate.

Note 17 - **Operating Expenses**

The University's operating expenses, on a natural classification basis, are comprised of the following at June 30:

	2025	2024
Compensation and benefits	$ 115,276,472	$ 111,351,500
Supplies and services	35,875,965	33,939,035
Utilities	4,471,309	3,948,139
Depreciation	9,926,040	9,368,709
Amortization	10,446,188	10,372,833
Scholarships	24,561,771	18,163,261
Total operating expenses	$ 200,557,745	$ 187,143,477

Note 18 -   **Fringe Benefit Program**

The University participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension and workers' compensation benefits. Health insurance costs for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth.

The overall fringe benefit charge increased slightly from 43.20% in 2024 to 43.43% in 2025 which includes 1.62% and 1.85% in payroll taxes, respectively. The retirement portion of the fringe benefit charge increased from 16.69% in 2024 to 18.63% in 2025. In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

The amount of funding by the University related to benefits other than pensions for the years ended June 30, 2025, 2024, and 2023 were $3,035,183, $3,047,003 and $2,619,854, respectively, which equaled the required contributions each year charged to it through the Commonwealth's fringe benefit recovery program.

Insurance
The Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees, retirees, their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, participating municipalities and retired municipal employees and teachers in certain governmental units.

Health coverage options include an Indemnity plan, Preferred Provider-type Organizations ("PPO"), an Exclusive Provider Organization ("EPO") and multiple HMO plans. The GIC also manages basic and optional life insurance coverage. As part of its UniCare State indemnity and active employee Tufts Health plans, it manages mental health/substance abuse benefits and also manages pharmacy benefits for the indemnity plans.

Note 18 -   **Fringe Benefit Program - Continued**

Insurance-continued

For active state employees only, the GIC offers a long-term disability ("LTD") program, two pre-tax employee programs - Health Care Spending Account ("HCSA") and Dependent Care Assistance Program ("DCAP"), and for managers, legislators, legislative staff and certain Executive Office staff, a dental/vision plan. The GIC also offers a discount vision and a dental plan for Commonwealth retirees.

The GIC administers a plan included within the State Retiree Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits, or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios. The GIC does not issue separately audited financial statements. The financial position and results of operations of the plan are incorporated in the Commonwealth's financial statements, a copy of which may be obtained from the Office of the State Comptroller, Commonwealth of Massachusetts, One Ashburton Place, Room 901, Boston, MA 02108.

The GIC is a quasi-independent state agency governed by a 17-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2025 and 2024, the GIC provided health insurance for its members through indemnity, PPO and HMO plans. The GIC also administered carve-outs for the pharmacy benefit and mental health and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage for employees not covered by collective bargaining, a retiree discount vision plan and retiree dental plan, and finally, a pre-tax health care spending account and dependent care assistance program (for active employees only).

Note 19 - **Massachusetts Management Accounting Reporting System ("MMARS")**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, MMARS, using the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. The amounts reported on MMARS meet the guidelines of the Comptroller's Guide for Higher Education Audited Financial Statements.

The University's state appropriations are composed of the following at June 30:

	2025	2024
General Appropriations	$ 65,993,744	$ 63,025,751
Other Appropriations	170,400	180,168
Total Appropriations	66,164,144	63,205,919
Add:		
Fringe benefits for benefited employees on the state payroll	28,706,996	27,120,340
Less:		
Day school tuition remitted to the state and included in tuition and fee revenue	(1,021,377)	(761,214)
Total unrestricted appropriations	$ 93,849,763	$ 89,565,045

A reconciliation between the University and MMARS fund 901 activity as of June 30 is as follows (unaudited):

	2025	2024
Revenue per MMARS	$ 145,144,921	$ 132,048,144
Revenue per University	145,144,921	132,048,144
Difference	$ -	$ -

Note 20 -   **Pass-Through Student Federal Loans**

The University distributed approximately $25,245,000 and $27,038,000 for the years ended June 30, 2025 and 2024, respectively for student loans through the William D. Ford Federal Direct Lending Program. These distributions and related funding sources are not included in the accompanying financial statements.

Note 21 -   **Massachusetts State College Building Authority ("MSCBA")**

The MSCBA was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing residence halls and other facilities for use by students of the state universities of the Commonwealth, as well as major construction projects on their campuses. The residence halls are leased from the MSCBA for various terms.

The University is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current lease schedule and the design capacity for each of the residence halls, as well as debt service on instruments issued for dormitory and other major construction projects for the University. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations and certain MSCBA operating costs.

These obligations may include the costs of periodic renovations and improvements to the residence halls, as well as other major construction performed on campus, which has included athletic field construction and repair.

The portions of the semi-annual Revenue Assessments paid to the MSCBA by the University for building leases mainly for residence halls, related maintenance, insurance, other costs, historical pooled obligations and other major renovations and improvements for the University for the years ended June 30, 2025 and 2024 were $12,304,053 and $9,967,886, respectively. The debt portion of these payments for building leases are accounted for under GASB 87 and are included within these financial statements within capital assets as right to use assets, net of amortization and offset to a lease liability.

REQUIRED SUPPLEMENTARY INFORMATION

SALEM STATE UNIVERSITY

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Schedule of Proportionate Share of Net Pension Liability (Unaudited)

Massachusetts State Employees' Retirement System

	June 30, 2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
Year ended	June 30, 2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
Measurement date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Valuation date	January 1, 2024	January 1, 2023	January 1, 2022	January 1, 2021	January 1, 2019	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015
Proportion of the collective net pension liability	0.130%	0.151%	0.151%	0.151%	0.233%	0.278%	0.341%	0.347%	0.341%	0.389%
Proportionate share of the collective net pension liability	$ 18,433,165	$ 22,110,554	$ 20,946,990	$ 15,782,623	$ 39,993,737	$ 40,623,739	$ 45,107,543	$ 44,564,278	$ 46,973,396	$ 44,297,126
College's covered payroll	$ 11,814,428	$ 13,327,614	$ 13,156,710	$ 12,271,296	$ 17,889,520	$ 22,921,548	$ 26,467,350	$ 27,303,392	$ 25,885,577	$ 23,448,807
College's proportionate share of the net pension liability as a percentage of its covered payroll	156.02%	165.90%	159.21%	128.61%	223.56%	177.23%	170.43%	163.22%	181.47%	188.91%
Plan fiduciary net position as a percentage of the total pension liability	72.90%	70.71%	71.05%	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - Pension (Unaudited)

Massachusetts State Employees' Retirement System

For the Years Ended June 30,

	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Statutorily required contribution	$ 2,244,561	$ 1,971,828	$ 2,225,712	$ 2,119,546	$ 1,798,972	$ 2,518,943	$ 2,764,339	$ 3,117,853	$ 2,716,688	$ 2,446,187
Contributions in relation to the statutorily required contribution	(2,244,561)	(1,971,828)	(2,225,712)	(2,119,546)	(1,798,972)	(2,518,943)	(2,764,339)	(3,117,853)	(2,716,688)	(2,446,187)
Contribution (excess)/deficit	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
College's covered payroll	$ 12,048,100	$ 11,814,428	$ 13,327,617	$ 13,156,710	$ 12,271,296	$ 17,889,187	$ 22,921,548	$ 26,467,350	$ 27,303,397	$ 25,885,577
Contribution as a percentage of covered payroll	18.63%	16.69%	16.70%	16.11%	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (Unaudited)

June 30, 2025 and 2024

Note 1 -   **Change in Plan Actuarial and Assumptions**

Measurement date – June 30, 2023
The mortality rates were changed as follows:
- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2021, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2021, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement date – June 30, 2021
The investment rate of return changed from 7.15% to 7.00%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rates were changed as follows:
- Pre-retirement mortality reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2020, set forward 1 year for females
- Post-retirement mortality reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2020, set forward 1 year for females
- For disabled retirees, mortality reflects the post-retirement mortality described above, set forward 1 year.

Measurement Date – June 30, 2020
The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement Date – June 30, 2019
The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

Measurement date – June 30, 2018
The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:
- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Note 1 -   **Change in Plan Actuarial and Assumptions - Continued**

Measurement date – June 30, 2017
The mortality rates were changed as follows:
- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016
The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

Measurement date – June 30, 2015
The discount rate to calculate the pension liability decreased from 8.0% to 7.5%.

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately $230 million as of June 30, 2015.

The mortality rates were changed as follows:
- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

Massachusetts State Retirees' Benefit Trust

	June 30, 2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Year ended	June 30, 2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Measurement date	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
Valuation date	January 1, 2024	January 1, 2023	January 1, 2022	January 1, 2021	January 1, 2020	January 1, 2019	January 1, 2018	January 1, 2017	January 1, 2016
Proportion of the collective net OPEB liability	0.152%	0.166%	0.197%	0.173%	0.249%	0.439%	0.531%	0.496%	0.441%
Proportionate share of the collective net OPEB liability	$ 20,776,453	$ 23,516,399	$ 26,361,589	$ 27,710,622	$ 51,462,578	$ 76,582,635	$ 98,703,864	$ 86,677,734	$ 83,576,460
College's covered payroll	$ 11,814,428	$ 13,327,617	$ 13,156,708	$ 12,271,298	$ 17,889,520	$ 22,921,548	$ 26,467,350	$ 27,303,392	$ 25,885,577
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	175.86%	176.45%	200.37%	225.82%	287.67%	334.11%	372.93%	317.46%	322.87%
Plan fiduciary net position as a percentage of the total OPEB liability	15.60%	13.80%	13.00%	10.70%	6.40%	6.96%	6.01%	5.39%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedule of Contributions - OPEB (Unaudited)

Massachusetts State Retirees' Benefit Trust

For the Year Ended June 30,

	2025	2024	2023	2022	2021	2020	2019	2018	2017
Statutorily required contribution	$ 902,557	$ 925,007	$ 969,945	$ 1,006,598	$ 944,662	$ 1,304,875	$ 2,015,741	$ 2,360,585	$ 2,181,990
Contributions in relation to the statutorily required contribution	(902,557)	(925,007)	(969,945)	(1,006,598)	(944,662)	(1,304,875)	(2,015,741)	(2,360,585)	(2,181,990)
Contribution (excess)/deficit	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
College's covered payroll	$ 12,048,100	$ 11,814,428	$ 13,327,617	$ 13,156,708	$ 12,271,298	$ 17,889,520	$ 22,921,548	$ 26,467,350	$ 25,885,577
Contribution as a percentage of covered payroll	7.49%	7.83%	7.28%	7.65%	7.70%	7.29%	8.79%	8.92%	8.43%

Notes:

Employers participating in the Massachusetts State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited)- Continued

June 30, 2025 and 2024

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2024
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2023_1f. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate
The discount rate was increased to 4.34% (based upon a blend of the Bond Buyer Index rate (3.65%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2023
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2022_f4. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Discount Rate
The discount rate was increased to 4.00% (based upon a blend of the Bond Buyer Index rate (3.54%) as of the measurement date as required by GASB Statement 74.

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information – OPEB (Unaudited)- Continued

June 30, 2025 and 2024

Note 1 - **Change in Plan Assumptions – Continued**

Fiscal year June 30, 2022
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated to reflect lower-than-expected FY22 rates, driven primarily by an increase in expected Pharmacy Benefits Manager rebates.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 2021_b. The healthcare trend rates were updated to reflect short-term expectations based on a review of the Commonwealth's historical trend rates.

Change in Investment Rate
The investment rate of return decreased from 7.15% to 7.00%.

Change in Mortality Rates
The mortality projection scale was updated from MP-2016 to MP-2020.

Change in Discount Rate
The discount rate was increased to 2.77% (based upon a blend of the Bond Buyer Index rate (2.16%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2021
Assumptions:
Change in per capita claims costs
Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

Change in medical trend rates
The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

Change in Investment Rate
The investment rate of return decreased from 7.25% to 7.15%.

Change in Salary Scale
The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

Note 1 - **Change in Plan Assumptions – Continued**

Fiscal year June 30, 2021
Assumptions:
Change in Discount Rate
The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2020

Assumptions:
Change in Inflation
The inflation rate decreased from 3.0% to 2.5%.

Change in Salary Assumptions
Salary decreased from 4.5% to 4.0%.

Change in Investment Rate
The investment rate of return decreased from 7.35% to 7.25%.

Change in Trend on Future Costs
The healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

Change in Discount Rate
The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

Note 1 -   **Change in Plan Assumptions - Continued**

Fiscal year June 30, 2019

Assumptions:
Change in Trend on Future Costs
The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates
The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:
- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate
The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:
Change in Discount Rate
The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

SUPPLEMENTARY
INFORMATION

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedules of Net Position
Dormitory Trust Fund Report (Unaudited)

June 30, 2025 and 2024

Assets

	2025	2024
Assets:		
Cash and equivalents	$ **2,472,186**	$ 2,303,479
Accounts receivable, net	**340,442**	533,449
Total Assets	$ **2,812,628**	$ 2,836,928

Liabilities and Net Position

	2025	2024
Liabilities:		
Accounts payable	$ **449,767**	$ 410,907
Accrued payroll and fringe benefits	**170,691**	112,707
Accrued compensated absences	**382,441**	277,530
Total Liabilities	**1,002,899**	801,144
Net Position	**1,809,729**	2,035,784
Total Liabilities and Net Position	$ **2,812,628**	$ 2,836,928

SALEM STATE UNIVERSITY
(an agency of the Commonwealth of Massachusetts)

Schedules of Revenues, Expenses, and Changes in Net Position
Dormitory Trust Fund Report (Unaudited)

For the Years Ended June 30, 2025 and 2024

	2025	2024
Revenues:		
Student fees	$ 17,236,534	$ 16,219,267
Less: scholarships and fellowships	(2,029,302)	(2,889,222)
Commissions	22,535	17,913
Leases	383,646	328,986
State grant	35,965	53,501
Total Revenues	15,649,378	13,730,445
Expenses:		
Regular employee compensation	2,615,988	2,229,754
Special employee compensation	612,773	664,126
Fringe benefits	1,242,190	1,109,637
Administrative	23,289	67,579
Facility operational	91,548	94,932
Energy and space rental	1,641,005	1,417,473
Operational services	82,405	74,575
Equipment maintenance	928,994	927,519
Loans and special payments	10,733,547	9,321,183
Information technology	3,694	3,200
Total Expenses	17,975,433	15,909,978
Excess of Expenses over Revenues Before State grants and Transfers	(2,326,055)	(2,179,533)
Net Transfers	2,100,000	1,100,000
Total Increase (Decrease) in Net Position	(226,055)	(1,079,533)
Net Position, Beginning of Year	2,035,784	3,115,317
Net Position, End of Year	$ 1,809,729	$ 2,035,784

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Salem State University:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Salem State University ("the University"), and its discretely presented component units, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated October 23, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

WithumSmith+Brown, PC

October 23, 2025

Appendix 5

The Auditor's Management Letter

January 12, 2025

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880

To Whom It May Concern:

This letter is written in regard to Salem State University's institutional self-study for the NECHE Interim (Fifth-Year) report. Please accept the October 15, 2025 presentation from the university auditors, WithumSmith + Brown, P.C. included as a separate attachment. A management letter is not provided by the university's auditors, however, this presentation comprises their "Required Communications" with and for the Salem State University Board of Trustees.

Sincerely,

Interim Vice President for Finance and Facilities / CFO

Appendix 6

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (/)	2 Years Prior (FY 2023)	1 Year Prior (FY 2024)	Most Recent Year	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	101,847,512	119,117,378	$121,473,167	17.0%	2.0%
?	Cash held by State Treasurer	2,754,865	3,573,256	$4,082,790	29.7%	14.3%
?	Deposits held by State Treasurer	2,967,502	2,195,298	$2,561,136	-26.0%	16.7%
?	Accounts Receivable, Net	6,989,695	5,309,167	$4,735,986	-24.0%	-10.8%
?	Contributions Receivable, Net	4,525,835	6,370,129	$1,918,571	40.8%	-69.9%
?	Inventory and Prepaid Expenses	51,385	76,857	$174,530	49.6%	127.1%
?	Long-Term Investments	54,454,491	68,153,656	$79,647,122	25.2%	16.9%
?	Loans to Students	901,325	587,070	$376,148	-34.9%	-35.9%
?	Funds held under bond agreement	1,753,327	1,587,330	$750,150	-9.5%	-52.7%
?	Property, plants, and equipment, net	367,571,377	355,445,873	$342,360,698	-3.3%	-3.7%
?	Other Assets	23,513,202	21,551,900	$19,057,818	-8.3%	-11.6%
	Total Assets	**$567,330,516**	**583,967,914**	**$577,138,116**	2.9%	-1.2%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$28,978,747	$33,077,021	$32,408,821	14.1%	-2.0%
?	Deferred revenue & refundable advances	$6,318,874	$9,961,499	$6,419,180	57.6%	-35.6%
?	Due to state	$0	$0	$0	-	-
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$0	$0	$0	-	-
?	Amounts held on behalf of others	$0	$0	$0	-	-
?	Long-term debt	$254,443,064	$237,056,591	$229,912,346	-6.8%	-3.0%
?	Refundable government advances	$0	$0	$0	-	-
?	Other liabilities	$123,028,411	$112,232,209	$89,682,817	-8.8%	-20.1%
	Total Liabilities	**$412,769,096**	**$392,327,320**	**$358,423,164**	-5.0%	-8.6%
	NET ASSETS (in 000s)					
	Net Assets without donor restrictions					
	Institutional	(33,983,579)	(8,544,635)	$16,216,607	-74.9%	-289.8%
?	Foundation	3,049,455	3,921,937	$4,620,668	28.6%	17.8%
*	Assistance Corporation	1,414,984	1,771,949	$2,288,056	25.2%	29.1%
	Total	**(29,519,140)**	**(2,850,749)**	**23,125,331**	-90.3%	-911.2%
	Net Assets with donor restrictions					
	Institutional	116,584,842	111,029,203	106,686,869	-4.8%	-3.9%
?	Foundation	58,962,163	75,402,073	81,548,122	27.9%	8.2%
*	Assistance Corporation	8,533,555	8,060,067	7,354,630	-5.5%	-8.8%
	Total	**184,080,560**	**194,491,343**	**195,589,621**	5.7%	0.6%
?	**Total Net Assets**	**154,561,420**	**191,640,594**	**218,714,952**	24.0%	14.1%
	TOTAL LIABILITIES and NET ASSETS	**$567,330,516**	**$583,967,914**	**$577,138,116**	2.9%	-1.2%
	Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below					
	*SSU added this line here but not in original excel received					

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends – month& day: (/)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
	OPERATING REVENUES (in 000s)				Forecasted	Forecasted
?	Tuition and fees	$74,159,486	$70,736,948	$73,152,530	$72,000,000	$72,000,000
?	Room and board	$21,146,285	$21,986,560	$23,457,519	$25,500,000	$25,500,000
?	Less: Financial aid	-$18,611,121	-$19,445,696	-$20,684,653	-$21,000,000	($21,000,000)
?	Net student fees	$76,694,650	$73,277,812	$75,925,395	$76,500,000	$76,500,000
?	Government grants and contracts	$21,808,569	$27,712,954	$37,458,663	$29,000,000	$29,000,000
?	Private gifts, grants and contracts	$1,022,096	$1,364,938	$1,861,750	$800,000	$800,000
?	Other auxiliary enterprises	$1,564,178	$1,373,908	$1,251,422	$1,200,000	$1,200,000
	Endowment income used in operations					
?	Other revenue (specify): Sales and Services of Educational Departments	$432,982	$585,059	$594,948	$500,000	$500,000
	Other revenue (specify): Miscellaneous	$1,542,581	$1,323,258	$1,330,173	$1,000,000	$1,000,000
	Net assets released from restrictions					
	Total Operating Revenues	$103,065,055	$105,637,928	$118,422,351	$109,000,000	$109,000,000
	OPERATING EXPENSES (in 000s)					
?	Instruction	$51,642,943	$55,739,755	$56,600,254	$57,056,263	$57,056,263
?	Research					
?	Public Service	$5,213,169	$4,475,776	$4,122,486	$4,000,000	$4,000,000
?	Academic Support	$15,658,927	$18,491,871	$18,802,880	$19,500,000	$19,500,000
?	Student Services	$18,520,182	$20,541,508	$20,623,686	$21,000,000	$21,000,000
?	Institutional Support	$15,276,115	$17,205,321	$21,641,248	$21,000,000	$21,000,000
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$21,726,000	$23,952,581	$24,711,910	$25,000,000	$25,500,000
?	Scholarships and fellowships (cash refunded by public institution)	$13,681,480	$19,417,255	$26,328,326	$25,000,000	$25,000,000
?	Auxiliary enterprises	$13,166,948	$13,758,994	$13,617,615	$14,000,000	$14,000,000
?	Depreciation (if not allocated)	$20,411,885	$20,457,375	$21,094,226	$20,000,000	$20,000,000
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	$175,297,650	$194,040,437	$207,542,630	$206,556,263	$207,056,263
	Change in net assets from operations	-$72,232,595	-$88,402,509	-$89,120,279	-$97,556,263	-$98,056,263
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$78,675,980	$89,773,104	$94,033,736	$91,600,000	$92,600,000
?	Investment return	$12,694,513	$19,053,303	$17,670,208	$15,000,000	$15,000,000
?	Interest expense (public institutions)	-$8,285,802	-$7,961,977	-$7,443,481	-$7,200,000	-$7,200,000
	Gifts, bequests and contributions not used in operations	$19,773,384	$19,298,975	$8,026,286	$8,000,000	$16,000,000
?	Other (specify): Federal and State Grants	$6,235,385	$748,215	$43,693	$0	$0
	Other (specify):MSCBA funds received	$1,117,990	$770,999	$399,756	$0	$13,800,000
	Other (specify):Other non-operating expense	-$219,371	$0	$0	$0	$0
	Net non-operating revenues	$109,992,081	$121,682,620	$112,730,197	$107,400,000	$130,200,000
	Income before other revenues, expenses, gains, or losses	$37,759,485	$33,280,111	$23,609,918	$9,843,737	$32,143,737
?	Capital appropriations (public institutions)	$6,287,265	$3,799,063	$3,464,440	$39,175,539	$1,000,000
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	$44,046,750	$37,079,174	$27,074,358	$49,019,276	$33,143,737

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

Standard 7: Institutional Resources

(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year Budget (FY 2026)	Next Year Forward (FY 2027)
		Long-term Debt				**Forecasted**	**Forecasted**
		Beginning balance	$261,686,764	$254,473,441	$237,088,135	$229,964,012	$247,998,621
		Additions	$2,992,019	$1,697,475	$2,686,596	$27,300,000	$1,000,000
	?	Reductions	($10,205,342)	($19,082,781)	($9,810,719)	($9,265,391)	($8,717,686)
		Ending balance	**$254,473,441**	**$237,088,135**	**$229,964,012**	**$247,998,621**	**$240,280,935**
		Interest paid during fiscal year	$8,436,055	$7,981,785	$8,592,471	$8,105,426	$7,736,665
		Current Portion	$9,569,560	$9,000,199	$9,265,391	$8,717,686	$9,207,616
		Bond Rating (if applicable)					
		Debt to Assets Ratio Long-term Debt / Total Assets	0.49	0.45	0.45	0.49	0.47

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.
Debt Covenants are being kept. See Audited Financial Statements for FY25, footnote 11 disclosures.
Line(s) of Credit: List the institutions line(s) of credit and their uses.
None
Future borrowing plans (please describe).
MSCBA Bond Issuance of $27.3 million for project BOLD during calendar year 2026.

Standard 7: Institutional Resources

(Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
CASH FLOW				**Forecasted**	**Forecasted**
Cash and Cash Equivalents beginning of year	$47,515,778	$57,449,329	$67,287,644	$64,041,948	$67,341,948
Cash Flow from Operating Activities	($37,957,088)	($44,999,906)	($56,952,717)	($46,000,000)	($46,000,000)
Cash Flow from Investing Activities	($9,023,982)	($2,328,623)	$150,776	($3,700,000)	($3,700,000)
Cash Flow from Financing Activities	$56,914,621	$57,166,844	$53,556,245	$53,000,000	$53,000,000
Cash and Cash Equivalents end of year	**$57,449,329**	**$67,287,644**	**$64,041,948**	**$67,341,948**	**$70,641,948**
LIQUIDITY RATIOS					
Current Assets	$118,707,511	$137,673,882	$134,702,809	$130,400,000	$130,300,000
Current Liabilities	$38,216,849	$45,179,129	$41,062,747	$41,500,000	$41,500,000
Current Ratio	**3.11**	**3.05**	**3.28**	**3.14**	**3.14**
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)					
PHYSICAL RESOURCES					
Deferred Maintenance					

Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)
No

Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)
No

Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.
No

Please describe the institution's plans for managing its deferred maintenance.

Please enter any additional explanatory notes related to the institution's liquidity in the box below.

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
	FINANCIAL AID				**Forecasted**	**Forecasted**
	Source of funds					
	Unrestricted institutional	$11,823,002	$12,295,152	$11,339,714	$9,520,000	$9,710,400
	Federal, state and private grants	**$17,935,411**	**$23,687,372**	**$32,305,668**	**$24,600,000**	**$25,092,000**
	Restricted funds	**$1,553,479**	**$1,626,433**	**$1,601,042**	**$1,617,000**	**$1,617,000**
	Total	**$31,311,892**	**$37,608,957**	**$45,246,424**	**$35,737,000**	**$36,419,400**
	% Discount of tuition and fees	56.4%	73.3%	86.2%	72.0%	73.0%
?	% Unrestricted discount	15.9%	17.4%	15.5%	16.28/%	17.3%
	Net Tuition Revenue per FTE	10,799	10,491	10,725	10,672	10,672
	Net Student Fees per FTE	$11,877	$11,797	$12,317	$11,866	$11,866
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	N/A	N/A	N/A
Provide any explanatory notes related to the institution's financial aid in the box below.						

Appendix 7

Making Assessment More Explicit (The E Series) Forms

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Art+Design	Art B.A.	Develop an understanding of visual and interactive creativity as a practice through discovery, observation, and analysis [a,b,c,d,e,f] Encounter contemporary creative practices and technologies while having a rich understanding of those that predated them [a,b,c,d,e,f] Engage first in foundational creative experiences, then have experiences of more depth through study and practice within a chosen concentration offered in Art + Design [a,b,c,d,e,f] Gain creative problem-solving skills through projects of various media, created by the student independently or through collaboration. [c,d,e,f] Gain a critical discernment of visual culture, including, but not limited to: • an appreciation for the social, cultural, ethnic, and environmental complexities of our community and the wider world [a,b,c,d,e,f] • an understanding of how different media and materials can inform meaning [a,b,c,d,e,f] Develop an aptitude for presenting, analyzing and assessing work through writing, classroom discussions, critiques and portfolio reviews, as well as through opportunities for presentations to public gatherings, professional portfolio reviews, with clients or in internship placements [a,b,c,d,e,f] https://nasad.arts-accredit.org/accreditation/standards-guidelines/basic-competency-index/ Assessment methods for Majors in Art + Design	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
a) Traditional tests and quizzes b) Written assignments c) Presentations made before the class or others d) Portfolio Reviews by faculty or outside reviewers e) Critique with classroom setting f) Exhibition of work In ART 416-Graphic Design Portfolio and ART 448A-Photography Portfolio, students complete comprehensive portfolios demonstrating learning outcomes. Faculty and industry professionals review the portfolios. For studio arts, an annual student awards exhibition demonstrates high level learning outcomes. In addition, the department is launching a new Studio Art Portfolio course in conjunction with a new Studio Art and Photography concentration.	In addition to ongoing individual faculty reviews, eight to fourteen industry professionals review student work at the annual Graphic Design Portfolio Day.	The department just launched a new Studio Art and Photography concentration. It is designed to provide training across different mediums, which reflects much contemporary artistic practice. The department also merged the Graphic Design concentration with the former Interactive Multimedia concentration to better meet industry standards. In addition, a new User Experience and Interface Design course was added to the Graphic Design curriculum. In Art History, new courses have been added to support diversity and inclusion initiatives, and course material is regularly updated in response to current trends in the field.	2017 NASAD Accreditation Visit

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**
Art+Design	Art B.A.	NASAD-National Association of Schools of Art and Design https://nasad.arts-accredit.org/accreditation/standards-guidelines/basic-competency-index/

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
2019 - Commission Action Report	From the May 2019 Commission Action Report: "It remains unclear that the institution has addressed successfully the 1) adequacy of individual office spaces in visual arts facilities; 2) adequacy of the ventilation system; and 3) re-organization of the 3-D space which impacts the delivery of the 3-D curriculum (see NASAD Handbook 2018-19, Standards for Accreditation II.F. I.a.-e. and g.). The Commission acknowledges the progress with regard to the newly renovated graphics area, the addition of two offices in the painting area, the short-term solution to use the conference room for meetings with students as needed, and the use of non-toxic materials in the printmaking area. Also noted is the careful scheduling of most art history courses in the art history classroom. The Commission notes that the institution's delay in addressing the remaining updates noted above is a result of budget restraints (see Response, pp. 1-2). However, it also notes that these issues must be addressed. Therefore, the institution is asked to provide short-term solutions addressing the remaining issues, as well as long-term plans that ensure the ongoing compliance with standards throughout the period of accreditation (see Commission Action Report dated May 29, 2018, Action I, item #1)."	NASAD Basic Competency Index	2027 - NASAD 10 Year Reaccreditation Visit

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectivenss Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**
Bertolon School of Business	Business Administration – BSBA	The BSB undergraduate learning outcomes are included on the syllabus of every undergraduate BSB course and are published in the TEAMS environment. The files are only available only to Salem State affiliates, but the URL is included below. https://livesalemstate.sharepoint.com/:w:/s/AACSB-CIRReport-AOL_Assessment/ETM9hap9MQZKrM62Z1OAyNcBt3gBSkcDd8DeLlPhqMLGYw?e=XrJEcZ
Bertolon School of Business	Master of Business Administration	The MBA learning outcomes are included on the syllabus of every course and are published in the TEAMS environment. The outcomes are available only to Salem State affiliates, but the URL is included below: https://livesalemstate.sharepoint.com/:w:/s/AACSB-CIRReport-AOL_Assessment/Ef5Y_RZTMcZFoIxPBskyxUEBwNbu7KUzHwUaw0CkwL8Ggw?e=0H0grg
Bertolon School of Business	Master of Science in Accounting (MSA)	The MSA learning outcomes are included on the syllabus of every course and are published in the TEAMS environment. The outcomes are available only to Salem State affiliates, but the URL is included below: https://livesalemstate.sharepoint.com/:w:/s/AACSB-CIRReport-AOL_Assessment/EcqXi5uQ7pZHjjT0-DY1_YgBzkT9q6fCN73OiB_19TXUcg?e=4KElEl

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone course: BUS 470. Programatic assessment (assurance of learning) using learning outcomes. Content knowledge exam.	Data are collected by faculty annually during fall semester, and then analyzed and interpreted by the associate dean and the school-wide curriculum committee. Learning interventions are created where required during spring semester, and then applied in the following fall semester before reassessment takes place.	Increased emphasis on business ethics case studies to strengthen ethical reasoning and application. Learning interventions implemented to improve students' ability to correctly cite sources in research papers. Adjustments made to the content knowledge exam to enhance clarity of results and allow for more precise identification of curricular strengths and weaknesses. Introduction of a one-credit career management course as a graduation requirement, designed to better prepare students for internships and career readiness. Ongoing review of assessment tools and scoring methods to ensure accurate measurement of learning outcomes and maintain academic rigor.	The next scheduled review will be the Continuous Improvement Review (CIR) report, which is due in July, 2026. The associated site visit will take place in October, 2026.
Programatic Assessment (assurance of learning) using learning outcomes. Content knowledge exam is required by graduating MBA students during their last semester.	Data are collected by faculty annually in fall, spring, and summer semesters. When sufficient data is available, it is then analyzed and interpreted by the associate dean, the MBA Director, and the school-wide curriculum committee. Curriculum interventions are created where required, and then applied.	The curriculum committee recommended that faculty who teach BUS 870 (Business Policy and Strategy), include a measurable global action plan component in their course. Faculty will also strengthen students' skills in analyzing legal results, and analyzing global factors in BUS 802, Legal and Ethical Environment.	The next scheduled review will be the Continuous Improvement Review (CIR) report, which is due in July, 2026. The associated site visit will take place in October, 2026.
Capstone course: ACC 890 Programatic Assessment (assurance of learning) using learning outcomes. Content knowledge exam.	Data are collected by faculty annually in fall, spring, and summer semesters. When sufficient data is available, it is then analyzed and interpreted by the associate dean, the MSA Director, and the school-wide curriculum committee. Curriculum interventions are created where required, and then applied.	Faculty will address demonstrated weakness in critical thinking and professional writing.	The next scheduled review will be the Continuous Improvement Review (CIR) report, which is due in July, 2026. The associated site visit will take place in October, 2026.

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**
Bertolon School of Business	BA, MBA, MSA	AACSB initial accreditation

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
December 2020	1. Clearly define the expectations of quality and impact of research measures consistent with its mission. Considering the school has two graduate programs, it should elevate the quality of the research contributions to the next level of excellence. 2. Follow-up actions on closing the loop for programmatic assessment should be done in a timely manner so that the changes to the curricula will benefit the students. The assurance of learning programs for the graduate programs look satisfactory but additional attention should be provided to the MSA learning objectives. 3. To support faculty scholarship activities and meet the objectives on research quality and impact, adequate resources need to be in place. Strategies that may be considered include providing reassigned time, stipends, or other appropriate incentives to advance research quality and impact. Also, the financial resources need to be aligned with goals in the strategic plan. 4. Revise the faculty qualification point system so that faculty expectations for initial and maintenance of faculty currency for SA, PA, SP, and IP status are clear.	AACSB is not prescriptive – rather it provides guidance for schools aspiring to achieve the standards of excellence within the boundary of each school's stated mission. A copy of the AACSB standards can be found here: https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards	The next scheduled review will be the Continuous Improvement Review (CIR) report, which is due in July, 2026. The associated site visit will take place in October, 2026.

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectivenss Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.**
Biology	Biology B.A.	https://docs.google.com/document/d/1g8f15kcjKSVHhc95JXUGa9jBt6C8y-Zr24EKnojVEuE/edit?usp=sharing
Biology	Biology B.S.	https://docs.google.com/document/d/1g8f15kcjKSVHhc95JXUGa9jBt6C8y-Zr24EKnojVEuE/edit?usp=sharing
Biology	Biology Nuclear Med Tech	https://salemstate.instructure.com/courses/1166744/pages/nuclear-medicine-technology-program-information
	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**
Biology	Biology Nuclear Med Tech	Joint Review Committee on the Educational Programs in Nuclear Medicine Technology (JRCNMT)

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Portfolio building begins in first year BIO131 and students add to portfolio throughout four year career, finalizes portfolio in BIO419 Portfolio seminar, embedded pre-/post-testing in several courses, student reflection statements	Faculty leading BIO419, faculty during annual retreat	In process. Biology has made significant changes in curricula to gather such information. Portfolio building online, faculty in various courses encourages course work to be included . Additionally, Biology has adopted 7 BioSkills goals, whose learning outcomes will be assessed beginning AY2025-2026.	End of Spring 2019
Portfolio building begins in first year BIO131 and students add to portfolio throughout four year career, finalizes portfolio in BIO419 Portfolio seminar, embedded pre-/post-testing in several courses, student reflection statements	Faculty leading BIO419, faculty during annual retreat	In process. Biology has made significant changes in curricula to gather such information. Portfolio building online, faculty in various courses encourages course work to be included. Additionally, Biology has adopted 7 BioSkills goals, whose learning outcomes will be assessed beginning AY2025-2026.	End of Spring 2019
JRCNMT certification exam (NMTCB); ARRT-NMT certification exam	Annual NMT Advisory Committee	Addressing the eight accreditation standards that the JRCNMT determined to be out of compliance. Curricular reorganization; increased frequency of mock exams for prep	JRCNMT Reaccreditation Summer 2025; End of Fall 2019.

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
JRCNMT Reaccreditation; Summer 2025. Placed on probation as of October 11, 2025. Fall 2018 - accreditation for two years then awarded additional five years after further review.	Eight accreditation standards determined to be out of compliance by JRCNMT. Program placed on probation for one year.	80% pass rate for NMTCB and ARRT-NMT certification rates over a 3 year period - requirement changed by JRCNMT. This is being met.	Reports to JRCNMT with evidence of having corrected accreditation deficiencies due on February 1, 2026 and on August 1, 2026.

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**
Chemistry + Physics	Biochemistry B.S.	https://docs.google.com/document/d/1yrZji068Ro0ZjpBTQHRsoWb7lDV8mmRtkjg-LyJUDS8/edit?usp=sharing
Chemistry + Physics	Chemistry ACS B.S.	https://docs.google.com/document/d/1yrZji068Ro0ZjpBTQHRsoWb7lDV8mmRtkjg-LyJUDS8/edit?usp=sharing
Chemistry + Physics	Chemistry, MAT	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone Course Comprehensive Major Content Test in Chemistry	Capstone—instructor, results shared with department faculty—all department faculty review data	Change in grading capstone New grading policy requiring "C" or better in all Chemistry and Physics courses Updating Comprehensive Major Content Test	2022
Capstone Course Comprehensive Major Content Test in Chemistry ACS approval	Capstone—instructor, results shared with department faculty —all department faculty review data	Change in grading capstone New grading policy requiring "C" or better in all Chemistry and Physics courses Updating Comprehensive Major Content Test	2022 ACS 2022 (next review 2028)
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established	Department of Elementary and Secondary Education/NCATE - 11/1/2013

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Childhood Education and Care	• Combined Bachelor of Science in Education and Master of Education in Elem Education Teacher Licensure Program • Combined BS and MEd in Early Childhood ED teacher licensure	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/	
Childhood Education and Care	Education, Early Education and Care Concentration, BS	1. The certification guidelines are determined by the Department of Early Education and Care and are available through their website: https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines 2. https://www.naeyc.org/accreditation/higher-ed/standards	
Childhood Education and Care	• Early Childhood Education - Initial Licensure, MEd • Early Childhood Education - Initial Licensure, Licensure Only	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over four gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. We have revamping our assessment systems to address DESE's early literacy initiative and revised coursework to support this. 4. We have made changes to our pre-practicum to give students targeted feedback at multiple times while they are in the field setting before pre-practicum.	Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023
Certification: 1. Modified Candidate Assessment for Performance based heavily on MA DESE CAP 2. Capstone (WIII) course: Synthesis and appliction of all early education and care curriculum	School of Education Continuous Improvement Process	Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. The most recent curriculum update took place in 2023 with implementation in the 2024 school year creating two track for the EEC concentration (leadership/advocacy and the profession).	Curriculum changes reviewed for the 2024 school year.
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. We have revamping our assessment systems to address DESE's early literacy initiative and revised coursework to support this. 4. We have made changes to our pre-practicum to give students targeted feedback at multiple times while they are in the field setting before pre-practicum.	Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023

Childhood Education and Care	Early Childhood Education, Advanced Studies, MEd	1. Program Handbook (currently under revision) 2. The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.
Childhood Education and Care	• Elementary Education - Initial License, MEd • Elementary Education - Initial License, Licensure Only	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/
Childhood Education and Care	• Elementary Education, Advanced Studies, MEd	1. Regulations for Educator Licensure: https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04 2. The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.

1. Capstone Research (current)
 	
2. Comprehensive Exam (Discontinued in 2019)
	1. Capstone course instructor and Program Coordinator
	
	2. The comprehensive exam was scored (blindly) by the capstone instructor and program coordinator. Any discrepancies in scores were discussed and mediated by a third party, if needed.
		Beginning Fall 2019, the Advanced M.Ed. was revised considerably to allow for more flexibility and to ensure that the content required for a professional license was included (this is currently under revision again). Core areas were established instead of set core cores. Students indicated these areas were essential for advancement in both public and non-public settings including:
		
		  - policy/advocacy,
		
		  - family community engagement,
		
		  - leadership,
		
		  - diverse learners.
		
		Course choices were provided to support the range of students and professional goals in our program.
		
		Add-on license in Special Education and the TESOL and ASD certificates were embedded in the degree to support students' professional development needs.
			Internal Review 2024-2025

Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. We have revamping our assessment systems to address DESE's early literacy initiative and revised coursework to support this. 4. We have made changes to our pre-practicum to give students targeted feedback at multiple times while they are in the field setting before pre-practicum.	Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023
Four core culminating courses with assignments all advanced candidates take. Courses are: EDU 825, EDU 835, EDU 999TT, and EDU 991K.	Course instructors and lead faculty review.	1. Adjustments to program per DESE directives 2. Creation of multiple strands with 12 credits of Subject Matter Knowledge 3. The culminating assessment for this track is new, and we will begin collecting data on it once it goes through curriculum and is launched in 2026.	Internal Review 2024-2025

Childhood Education and Care	• Reading, MEd Initial License • Reading, Initial License, Licensure Only	1. Program Handbook (currently under revision) 2. The License-Specific Subject Matter Knowledge (SMKs) and Early Literacy Criteria are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: Early Literacy Criteria: https://www.doe.mass.edu/edprep/resources/early-literacy-criteria.pdf	
Childhood Education and Care	Reading MED Curriculum and Instruction	Subject Matter Knowledge (SMKs) and Early Literacy Criteria are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: Early Literacy Criteria: https://www.doe.mass.edu/edprep/resources/early-literacy-criteria.pdf	

Childhood Education and Care	• Special Education - Initial License, MEd
	
	• Special Education - Initial License, License Only
		The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:
		
		  A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all
		
		  B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/	

Childhood Education and Care	• Special Education, Advanced Studies, MEd	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	

Massachusetts Tests for Educator Licensure (MTEL) includes a specific test for reading specialists. This exams assess a candidate's knowledge of reading instruction, literacy development, and strategies for working with diverse student populations. Practicum: Candidates complete 150 supervised practicum, where they work directly with students in schools under the supervision of a licensed educator and SSU supervisor with literacy expertise. There are three contexts - 1:1 tutoring, small group instruction, and leadership/coaching (min 20 hours in each context) APD evaluation	School of Education Continuous Improvement Process*	Updates to the curriculum based on new early literacy guidelines launched in 2024.	Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023
Capstone Research course and project (approved by governance begins Summer 2026)	Lead faculty program review	This is a new track so we are still collecting data to inform changes here.	No formal review as this program recently launched. Will be reviewed Fall 2026.
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. We have revamping our assessment systems to address DESE's early literacy initiative and revised coursework to support this. 4. We have made changes to our pre-practicum to give students targeted feedback at multiple times while they are in the field setting before pre-practicum.	Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023
Four core culminating courses with assignments all advanced candidates take. Courses are: EDU 825, EDU 835, EDU 999TT, and EDU 991K.	Course instructors and lead faculty review.	The culminating assessment for this track is new, and we will begin collecting data on it once it goes through curriculum and is launched in 2026. 1. Adjustments to program per DESE directives 2. Creation of multiple strands with 12 credits of Subject Matter Knowledge	Internal Review 2024-2025

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation		
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Childhood Education and Care **AND** **Secondary and Higher Education**	Initial Licensure Programs • Combined Bachelor of Science in Education and Master of Education in Elementary Education Teacher Licensure Program • Combined BS and MEd in Early Childhood Education Teacher Licensure • Early Childhood Education - Initial Licensure, MEd • Elementary Education - Initial License, MEd • Middle School Education, Humanities - Initial License, Master of Education • Special Education - Initial License, MEd • Early Childhood Education - Initial Licensure, Licensure Only • Elementary Education - Initial License, Licensure Only • Middle School Education, Math/Science - Initial License, License Only • Special Education - Initial License, License Only • Teacher of Mathematics 5-8, 8-12, Fast Track Licensure, Licensure Only	Massachusetts Department of Elementary and Secondary Education	

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023	Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts. The regulatory agency did not address areas to continue to work on, but internally we have addressed some areas for improvement in implementing 2024 PSTs, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/	Academic Year 2027-2028

Childhood Education and Care	Reading, MEd Reading, Initial License, Licensure Only	Massachusetts Department of Elementary and Secondary Education	

Department of Elementary and Secondary Education (2020) with updates in 2021, 2022, and 2023	Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts. The regulatory agency did not address areas to continue to work on, but internally we have addressed some areas for improvement in implementing 2024 PSTs, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/	Academic Year 2027-2028

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Computer Science	Computer Science B.S.	https://www.salemstate.edu/academics/college-arts-and-sciences/computer-science/bs-computer-science	
Computer Science	Information Technology B.S.	https://www.salemstate.edu/academics/college-arts-and-sciences/computer-science/bs-information-technology	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
All CS major courses are subject to learning outcomes rubrics. All sections of CS major courses have an assessment questionnaire administered by faculty and filled in by students at the end of every semester. The capstone project has its own assessment specifically designed for it.	Every CS major course section is formally reviewed in writing by its instructor. The results of the End-of-Semester student course assessment are incorporated into the review along with comments on any areas that are outside performance norms. The formal review concludes with suggestions for ways to improve future offerings of the course. Recommendations of needed curriculum changes are submitted to the Department Curriculum Committee for its consideration.	During this academic year, the Department Curriculum Committee made the following curriculum changes: • Changed the grading scheme for CSC 520 from P/F to a letter grade. • Updated the course description and the course prerequisite(s) for CSC 246.	The BS in CS program goes through ABET reaccreditation with a 6-year cycle time. The last ABET reaccreditation was in fall 2021. The next one will be fall 2027.
All IT major courses are subject to learning outcomes rubrics. All sections of IT major courses have an assessment questionnaire administered by faculty and filled in by students at the end of every semester. The capstone project has its own assessment specifically designed for it.	Every IT major course section is formally reviewed in writing by its instructor. The results of the End-of-Semester student course assessment are incorporated into the review along with comments on any areas that are outside performance norms. The formal review concludes with suggestions for ways to improve future offerings of the course. Recommendations of needed curriculum changes are submitted to the Department Curriculum Committee for its consideration.	During this academic year, the Department Curriculum Committee made the following curriculum changes: • Updated the IT Minor requirements for CS Majors. The old minor requirement had two elective courses selected from courses numbered ITE 300 or above. The updated minor requires the elective course selection from courses numbered ITE 200 or above. • Updated the pre-requisite for ITE 215 from "ITE 100, ITE 105" to "ITE 105" only. • Proposed three new courses: ITE 335, ITE 345, and ITE 445, that were recently approved. • Proposed a new Cyber Security Minor that was recently approved. • Proposed a new undergraduate certificate named Fundamentals of Cyber Security that was recently approved. • Changed the grading scheme for ITE 501 from P/F to a letter grade. • Updated IT Flowsheet by updating the list of minors that IT Major students can choose from for their required Minor.	BS in IT is a new program. We started this program in AY2018-2019. We are in the seventh year of the program offering. The plan is to apply for ABET accreditation for the IT Major along with the CS Major re-accreditation in Fall 2027.

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation		
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Computer Science	Computer Science BS	ABET Accreditation (Computing Accreditation Commission)	

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
Fall 2021	For 2021 CS ABET review result, only one "Issue (Concern)" about the program was left by the ABET program review committee, and that was on Institution Support for the CS program. The Review comments are copied below: "Criterion 8 requires that the resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained. While the laboratory facilities are currently enabling compliance with this criterion, the ongoing lack of laboratory support staffing, coupled with the lack of a laboratory support strategy have a high likelihood not being in compliance with this criterion in the future."	The CS program/department could not solve the following issue. The issue is about the "Institutional Support." The CS department did all that they could, that is, brought this issue to the attention of the CAS college and university. Even though we were not given a lab assistant, the ITS department has taken actions on the lab facility setup and updates and the CS labs are monitored and managed by both the CS department (without a lab assistant) and ITS. The CS department has consistently submitted the hardware and software updates to ITS. The ITS have worked on these requests by upgrading the labs with new computers, MH 201 and MH 202 got stand alone PCs while MH 209 and MH 210 got thin clients.	Fall 2027 - Reaccreditation

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	Category List each degree program:	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	
Criminal Justice	Criminal Justice B.S.	https://catalog.salemstate.edu/preview_entity.php?catoid=59&ent_oid=1802&hl=Criminal+Justice&returnto=search	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
CRJ520 Criminal Justice Internship, CRJ530 Directed Study in Criminal Justice and/or CRJ540 Criminal Justice Capstone	Department undergraduate committee Department faculty as a whole	We created a new course CRJ314 Career Preparation in Criminal Justice with the goal of giving students the opportunity to explore diverse career opportunities in the field. Additionally, the new course will help students to narrow and refine their long-term interests in criminal justice, including vocational and educational post-graduate goals. It will also provide them with a comprehensive understanding of the mechanics of conducting a successful senior capstone internship search during all phases through acceptance into their desired placements. The course features a close collaboration with Career Services, including their AI-automated resume review and practice interview modules. It will also include a unit on AI skills readiness for entry level criminal justice positions. The Criminal Justice Department and the World Languages and Cultures Department created the Criminal Justice and Spanish bachelor of science degree program to fill the high demand for Spanish-speaking criminal justice professionals. The program was launched in Fall 2024. The Criminal Justice Department has been collaborating with the Bertolon School of Business and the Computer Science Department to develop new certificates in cybercrime and cybersecurity and the courses for these certificates will utilize the new CyberRange. The Criminal Justice Department has aso been collaborating with the Geological Sciences Department to cross-list 6 forensic science courses, including courses that focus on implementing cutting-edge laboratory technology with criminal investigations, authentic field evidence collection, and reconstructing crime scenes with official report writing. The developed curriculum aims to further progress the forensic science minor program (which is a very popular minor for Criminal Justice majors) at SSU to prepare students for the diverse and interdisciplinary career opportunities in forensic investigation. Additionally, given that these courses have been cross-listed as CRJ courses, Criminal Justice majors in the Criminology concentration can take these courses as Criminal Justice elective options. The department has also developed a Crime Scene Analysis certificate.	2025

Criminal Justice and Spanish	Criminal Justice and Spanish B.S.	https://catalog.salemstate.edu/preview_entity.php?catoid=59&ent_oid=1802&hl=Criminal+Justice&returnto=search	
Criminal Justice	Criminal Justice M.S.	**1. Communication Skills** Students will be prepared to develop written and oral forms of communication of varying lengths and styles that communicate effectively across a variety of settings **2. Critical Thinking Skills** Students will learn to organize, interpret, and evaluate evidence and ideas within and/or across disciplines; draw reasoned inferences and defensible conclusions. Students will learn to solve problems and make applied policy recommendations based on criminological theory, evidence, and analytical processes. **3. Quantitative Reasoning Skills** Students will become informed producers and consumers of academic research, to include a demonstrated ability to evaluate empirical source material, interpret social science data, and understand and apply the scientific method, research designs, and elementary statistical techniques toward decision making and policy development. Students will learn to use software and technology for research, data analysis, and decision-making within the field of criminal justice. **4. Awareness of Contemporary Issues in Criminal Justice and Ethics** Students will evaluate and analyze contemporary issues in Criminal Justice with advanced knowledge of professional terminology and major topic areas and issues in criminal justice and criminological theory. Students will learn ethical principles and frameworks that foster socially responsible decisions and practice addressing potential ethical issues they may encounter in the field through hypothetical, in class, scenarios. **5. Leadership and Management Skills in Organizations** Students will learn about theories of management and what it takes for an organization to be effective and successful. Students will apply their knowledge through case studies.	

CRJ520 Criminal Justice Internship, CRJ530 Directed Study in Criminal Justice and/or CRJ540 Criminal Justice Capstone	Department undergraduate committee Department faculty as a whole in both the Criminal Justice Department and the World Languages and Cultures Department	N/A - This is a new program that was just launched in the Fall 2024 semester	2024
Since the Fall 2020 semester, achievement of student learning outcomes has been evaluated based on their performance in a capstone-style course that requires them to apply their knowledge to a specific criminal justice issue or problem. Additionally, select students have the opportunity to complete a two-semester thesis sequence, during which an original research project is conceptualized and carried out as a completion option (in lieu of the capstone-style course).	Individual instructors evaluate the work of students in the capstone-style course completion option. Student thesis projects are vetted by the faculty advisor, a second reader, before the projects are defended before the assembled faculty.	We reduced program's total required credits from 36 to 33 to keep us better aligned with our competitors, whose programs range from 30-33 credits to complete a M.S. degree in Criminal Justice. Requiring an additional course adds unnecessary time and cost for students which works against our efforts to attract and retain applicants. This change reduces our overall credit requirement to the comparative "middle" range (not lowest of 30 credits at non-SSU institution, but not current highest of 36 at SSU) without sacrificing rigor or breadth of program offerings by maintaining 6 required core courses (18 credits), but reducing elective requirements from 18 credits to 15 credits. Another benefit of reducing our total credit requirement relates to program flow, and time-to-completion. Additionally, we removed the two concentrations in the graduate program effective Fall 2025 for three main reasons. First, we agree as a department that the two concentrations (Criminology and Administration) have lost a clear distinction, as most courses we offer as electives count towards both. Second, given limited elective offerings, substitutions are often required to get students to minimum number of concentration credits (currently 12 credits), Third, removing concentrations allows students more flexibility in selecting electives that meet their personal and professional interests and goals.	2025

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Economics	Economics B.S.	Majors in Economics Will: 1. Be able to apply a subset of microeconomic and macroeconomic theory to answer research questions. 2. Summarize prior economic research as it pertains to their research questions 3. Acquire, clean and analyze data using appropriate software 4. Communicate quantitative results clearly using graphs, presentations and written forms of communication. 5. Communicate the contribution of their research and its limitations.	
Economics	Economics B.A.	Majors in Economics Will: 1. Be able to apply a subset of microeconomic and macroeconomic theory to answer research questions. 2. Summarize prior economic research as it pertains to their research questions 3. Acquire, clean and analyze data using appropriate software 4. Communicate quantitative results clearly using graphs, presentations and written forms of communication. 5. Communicate the contribution of their research and its limitations.	
Economics	Fire Science Administration	Currently under development; published across course syllabi.	

(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone economics course (ECO 401) research paper and presentation to department faculty.	Primarily the professor teaching ECO 401, who evaluates all students. All faculty read and evaluate a sample of papers against a common rubric based on LEAP and watch student presentations. Department meets to discuss results.	Electives incorporate more reading and evaluation of original economic research. We improved the assessment rubric.	2024-2025
Capstone economics course (ECO 401) research paper and presentation to department faculty.	Primarily the professor teaching ECO 401, who evaluates all students. All faculty read and evaluate a sample of papers against a common rubric based on LEAP and watch student presentations. Department meets to discuss results.	Electives incorporate more reading and evaluation of original economic research. We improved the assessment rubric.	2024-2025
Although the program does not require the passing of a licensure exam, there are many ways that student success is measured through career milestones. Completing the rigorous requirements and be appointed to a fire department, promotional opportunities, specialist positions, and the ultimate goal of being selected as fire chief are examples of a student's accomplishments as a reflection of program completion.	Professors from individual courses in alignment with fire service requirements and standards from organizations including the National Fire Protection Association, The National Board on Fire Service Professional Qualifications, the International Fire Service Accreditation Congress, Massachusetts Firefighting Academy, National Fire Academy, Fire and Emergency Services Higher Education, and the Federal Emergency Management Agency, along with many others.	Structuring courses and learning to align with the latest in fire service trends, with a focus on fire ground operations along with civilian and firefighter safety. Staying current with training manuals, books, and other materials to provide the best possible learning experience that supports and encourages success and a safe career.	Unknown

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
English	English B.A.	The English Department crafted its Student Learning Outcomes in the spring semester of 2025. We are currently developing our assessment tool and will conduct the assessment in the spring 2026 semester. English majors will 1. Write clearly and meaningfully. 2. Create rhetorically effective texts that achieve a purpose and successfully meet genre and audience expectations. 3. Effectively read, analyze, and draw conclusions about works of literature. Currently our learning outcomes are published in the English Department's mission statement, which can be found • In the Academic Catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=38&ent_oid=983&returnto=8534 • on all English syllabuses.	
English	English M.A.	Currently our learning outcomes are published in the English Department's mission statement, which can be found • In the Academic Catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=38&ent_oid=983&returnto=8534 • on all English syllabuses.	
English	English, MAT	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
• Successful completion of capstone experience/class. • Survey of graduating seniors and alumni regarding their perception of the successfulness of our ENL 160/161 gateway courses in preparing them to succeed in the major. • For the Secondary Education program, our alums are assessed once employed by school districts on their preparation - one metric of which is their subject matter knowledge. The students are also assessed by the CAP (candidate assessment of performance) during their student teaching. While not directly about subject matter knowledge, it is implied in one of the assessment criteria.	• Professors grade the capstone course, whether it be a literature course for general majors, the portfolio seminar for Professional Writing concentrators, or the creative writing thesis for Creative Writing concentrators.	The results of the survey of English major seniors and alumni regarding our ENL 160/161 gateway courses to the major were twofold. First, our sense that these courses prepared our majors well was validated by the survey response. At the same time, the courses were renamed to address student lack of clarity on the course purpose at the start and to remove the mistaken sense that they must be taken in a particular order when they did not.	Next program review in 2025-26. The English Department underwent a program review in 2020. Our external review was not submitted until 2021 due to complications resulting from the COVID-19 pandemic.
Capstone Manuscript, Thesis or Portfolio	Capstone committees (first reader, second reader, graduate coordinator) provide feedback, then final assessment using Capstone Assessment Rubrics (can be found in English Graduate Handbook, located on English Graduate Canvas Page).	Revision of admissions requirements (raised GPA); Creation of Capstone application process; Creation of Capstone assessment rubrics	Next program review in 2025-26. The English Department underwent a program review in 2020. Our external review was not submitted until 2021 due to complications resulting from the COVID-19 pandemic.
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process	1. Field-based pre-practicum courses added to curriculum 2. Assessment of Professional Dispositions implemented 3. Student Intervention and Support System implemented 4. CAP in process of revision.	Department of Elementary and Secondary Education 2020

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Geography and Sustainability	Geography B.A.	1) Prepare students to be ready for the workforce and/or graduate school. 2) Students will have the ability to work at an advanced level in a Geography-related field. https://www.salemstate.edu/academics/college-arts-and-sciences/geography-and-sustainability	
Geography and Sustainability	Geography B.S.	1) Prepare students to be ready for the workforce and/or graduate school. 2) Students will have the ability to work at an advanced level in a Geography-related field. https://www.salemstate.edu/academics/college-arts-and-sciences/geography-and-sustainability	
Geography and Sustainability	Geography - Environmental Sustainability B.S.	1) Prepare students to be ready for the workforce and/or graduate school. 2) Students will have the ability to work at an advanced level in a Geography-related field. https://www.salemstate.edu/academics/college-arts-and-sciences/geography-and-sustainability	
Geography and Sustainability	Geography -Sustainable Tourism B.S.	1) Prepare students to be ready for the workforce and/or graduate school. 2) Students will have the ability to work at an advanced level in a Geography-related field. https://www.salemstate.edu/academics/college-arts-and-sciences/geography-and-sustainability	
Geography and Sustainability	Cartography and GIS	1) Prepare students to be ready for the workforce and/or graduate school. 2) Students will have the ability to work at an advanced level in a Geography-related field. https://www.salemstate.edu/academics/college-arts-and-sciences/geography-and-sustainability	
Geography and Sustainability	Cartography and GIS B.S./M.S.	1) Prepare students to be ready for an advanced position in the workforce. 2) Students will have the ability to work at an advanced level in a Geography-related field.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1) Internal Student Survey in Geography 2) Successful completion of GPH302 final project should reflect all learning outcomes for students in this program.	Students present capstone projects (generally this is the final project from GPH302)	We are creating a new process of evaluation that will require students to present their final research project from GPH302 or other original research findings at a professional or academic conference. We are piloting this currently, to begin implementation next AY.	Fall 2022
1) Internal Student Survey in Geography 2) Successful completion of GPH302 final project should reflect all learning outcomes for students in this program.	Students present capstone projects (generally this is the final project from GPH302)	We are creating a new process of evaluation that will require students to present their final research project from GPH302 or other original research findings at a professional or academic conference. We are piloting this currently, to begin implementation next AY.	Fall 2022
1) Internal Student Survey in Geography 2) Successful completion of GPH302 final project should reflect all learning outcomes for students in this program.	Students present capstone projects (generally this is the final project from GPH302)	We are creating a new process of evaluation that will require students to present their final research project from GPH302 or other original research findings at a professional or academic conference. We are piloting this currently, to begin implementation next AY.	Fall 2022
1) Internal Student Survey in Geography 2) Successful completion of GPH302 final project should reflect all learning outcomes for students in this program.	Students present capstone projects (generally this is the final project from GPH302)	We are creating a new process of evaluation that will require students to present their final research project from GPH302 or other original research findings at a professional or academic conference. We are piloting this currently, to begin implementation next AY.	Fall 2022
1) Internal Student Survey in Geography 2) Successful completion of GPH302 final project should reflect all learning outcomes for students in this program.	Students present capstone projects (generally this is the final project from GPH302)	We are creating a new process of evaluation that will require students to present their final research project from GPH302 or other original research findings at a professional or academic conference. We are piloting this currently, to begin implementation next AY.	Fall 2022
Capstone course or thesis option in master's degree portion of program	All Cart/GIS graduate program faculty	All students must now present their thesis or class-based final capstone project at a formal professional or academic event.	Fall 2022

		E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Geological Sciences	Geological Sciences B.S.	1. Performance in the capstone field methods courses (GLS470 and GLS485): the field methods courses assess the ability of students to apply their geology skills and class-taught knowledge in the field. 2. Capstone senior research (GLS500 and GLS501): students are required to complete a senior research project that entails collecting, analyzing and interpreting original data. Students enrolled in this course are also required to present their research at a conference organized by a professional or honorary organization such as the Geological Society of America, American Association of Petroleum Geologists, or Sigma Xi. 3. Capstone professional experience (GLS499): students within the Forensic Geoscience concentration can elect to complete their capstone through an off-campus internship experience. 4. Postgraduate success in graduate school and the workforce: our department has an excellent post-graduate track record.	
		E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Healthcare Studies	Healthcare Studies B.S.	Global Goals listed at: https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1113 & learning outcomes listed on individual syllabi - Department learning outcomes are in process	
		E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
History	History B.A.	https://www.historians.org/resource/history-discipline-core/	
History	History M.A.	Graduate Handbook being revised so not published at present.	
History	History, MAT	DESE SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=allDESE Professional Standards for Teachers: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/pst-guidelines.pdf	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Tiered capstone system including two field courses and an original scientific hypothesis-driven senior research project and/or an off-campus internship. Acceptance of student work at professional conferences. Number of students nominated for Scientific Research Honors Society Sigma Xi. Success rate in acceptance to graduate programs and the workforce.	Department Curriculum Committee. Field course faculty. Senior research faculty. Internship Coordinator faculty. Reviewed during department curriculum committee meetings.	Developed cohort-model seminar program for senior research students where all senior students and faculty attend together weekly. Broadening of capstone experience to include internships. Shared core for most Geology concentrations. Modified and refined field geology program to increase accessibility and strengthen applicability to the work force. Developed communication (writing, speaking, and presentation) initiatives across the geology curriculum.	2017-2018

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
BHS520 - Internship or BHS495 Capstone	Annual review of curriculum by Department Curriculum Committee and all full time department faculty	Creation of a three level pre-professional preparation series of courses: BHS203 Seminar, BHS320 Cornerstone, BHS520 Internship	Initial Program Review scheduled for 2027.

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone Course (HST 505)	Assessment Subcommittee of Curriculum Committee	Changes made to the prerequisite for HST 505: HST 200. Emphasis is now on historical skills rather than historiographical schools.	Spring 2025
Thesis or Portfolio	Thesis/Portfolio advisors and Graduate Committee.	No changes at present.	Spring 2025
Licensure: MTEL; Programatic Assessments; MA Candidate Assessment of Performance (CAP).	School of Education Continuous Improvement Process.	Semester assessments; Pre-Practicum Guidelines; Assessment of Professional Dispositions; Student Intervention and Support Systems Established.	History Departmental Review, Spring 2025.

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Interdisciplinary Studies	Major: Interdisciplinary Studies (B.L.S.) (3 Unique Concentrations: 1) American Studies; 2) Peace and Conflict Studies; 3) Ethnic Studies; 4) Interdisciplinary Studies (self-designed) NOTE: there is no "generic" "Interdisciplinary Studies" major option. Students need to select one of the existing concentrations to be an Interdisciplinary Studies major.	1. Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study. 2. Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge. 3. Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project. 4. Demonstrate self-directed learning 5. Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address both personal or professional academic interests and reach personal or professional goals.	
Interdisciplinary Studies	Major: Liberal Studies (B.L.S.) (Note: Students selecting this major are provisionally accepted into it until they meet with a faculty advisor in the department to map out their specific clusters and courses of study)	1) Demonstrate knowledge of a range of skills, methods and content from across disciplines and areas of study; 2) Demonstrate synthesis and integration of skills, methods and knowledge across disciplines to explore critical questions and create new knowledge.; 3) Demonstrate ability to imagine, construct, carry out and present an interdisciplinary research project; 4) Demonstrate self-directed learning; 5) Demonstrate ability to combine content and skills from across areas such as the arts, humanities, physical sciences, social sciences and professions to address personal and/or professional academic interests and goals.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs	Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports. Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.	Refinement of rubrics and reconsideration of shared learning outcomes. We have 5 years of data at this time.	2016-17
Formal assessment of artifacts of mid-level and capstone courses. Full assessment plan, rubrics and process on file with Academic Affairs	Annually by department curriculum committee and reviewed by whole department. Full, detailed process and reports on file with Academic Affairs/in Annual Reports. Artifacts and assessment results kept in a CANVAS course document as well, for longitudinal data analysis.	Refinement of rubrics and reconsideration of shared learning outcomes. We have 5 years of data at this time.	none: new program since last review (launched spring semester 2022)

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Mathematics	Mathematics B.S.	Students earning a B.S. in Mathematics will 1. Use mathematics to solve problems requiring creativity and insight, as well as those using algorithms. 2. Assess the reasonableness of their solutions. 3. Construct sound mathematical proofs. 4. Use assessments to revise their work or adopt new approaches, as necessary. 5. Communicate mathematics clearly, both verbally and in writing. 6. Demonstrate an understanding of the connections among the different branches of mathematics. 7. Demonstrate an understanding of the applications of mathematics to other disciplines. 8. (For students intending to teach) Be equipped with the mathematical content they need to be effective teachers.	
Mathematics	Mathematics, M.S.	Students earning a MS in Mathematics will be able to: 1. Demonstrate mastery of subject matter of advanced topics in mathematics. 2. Construct sound mathematical arguments to prove theorems. 3. Apply theoretical knowledge to solve problems, including problems involving modeling phenomena in other fields. 4. Communicate mathematical results clearly.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
During our capstone course, MAT 490 Senior Seminar, students are required to perform research, write a research paper, and give a presentation on their work. This is evaluated by a rubric and is independent of grades and GPA. We are developing new rubrics for assessing technology and another for the goal involving the revision of work.	The departmental assessment committee evaluates the evidence as collected from grades and from the senior seminar instructor, who evaluates the students using the rubrics. The committee will also be charged with collecting data related to the new rubrics and analyzing the results. We have discussed the possibility of creating a departmental subcommittee each year to evaluate these senior seminar students, but this is in the early stages of discussion.	Feedback from instructors who have taught MAT 490 and applied the rubrics to the presentation and the talk was incorporated in the revision the rubrics that had been in use for a number of years. Changes included adding two new dimensions to the rubric: a measure of whether the paper or talk is pitched at the right level for the intended audience and a measure of whether the students had demonstrated competence of the topics s/he has chosen for the paper or talk. The prior rubric for the paper had included a category on technology, but that was frequently deemed "not applicable," as not all topics make use of technology in any significant way. Spring 2020 was the first application of these new rubrics on this collection of student work, so we will revisit this next year to determine if there are more revisions warranted.	Next program review in 2025-26. We only have one program, a B.S. in Mathematics. The Combined 4+1 program is essentially the same major, with the only different being that the 4 + 1 students have as requirements 2 courses that the general B.S. majors have as options. Our last program review took place during the 2017-18 AY, with the self-study completed during the Fall 2017 semester and the site visit during the Spring 2018 semester.
Three level II courses, which are advanced and generally form sequences with Level I courses, are required and effectively serve as three capstone courses.	Annually by the Math Graduate Committee, with referrals to the Math Department as a whole when desirable.	A change implemented was to require all students to either take a final exam or do a capstone project.	Next program review in 2025-26. Fall 2017: Self-study; Spring 2018: Site visit

| Mathematics | • Mathematics, MAT

• Teacher of Mathematics 5-8, 8-12, Fast Track Licensure, Licensure Only | The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:

A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-guidelines.docx

B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/pst-guidelines.pdf

Internally:

Students earning an M.A.T. Mathematics degree will be able to:

1. Demonstrate mastery of subject matter of advanced topics in mathematics.

2. Construct sound mathematical arguments to prove theorems.

3. Apply theoretical knowledge to solve problems.

4. Communicate mathematical results clearly.

5. Demonstrate the ability to use mathematical knowledge to construct effective lessons and units for secondary school students. |

(Outcomes 1 through 4): We depend on course descriptions and student learning outcomes in the mathematics content courses, along with satisfactory evaluations on assessments with the coursework to demonstrate achievement of these outcomes. (Outcomes 4 and 5) We rely on the assessments in place for licensure: Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 3 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice. Assessments for coursework are administered during each course; The MTEL is required to be passed prior to admission to the practicum, which is checked by MSOE staff when evaluating students' Intent to Progress to Stage 3 form; Programmatic assessments are administered and evaluated by faculty panels at three points during the students' progression through program; the CAP is administered during the practicum.	School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established	Next program review in 2026-27. Department of Elementary and Secondary Education 2019.

| Mathematics | • Middle School Mathematics, MAT

• Middle School Education, Math/ Science - Initial License, License Only | The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website:

A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-guidelines.docx

B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/pst-guidelines.pdf

Students earning an M.A.T. Middle School Mathematics degree will be able to:

1. Develop a deep understanding of mathematical ideas, including being able to represent concepts in multiple ways, explain why procedures work, and recognize why two ideas are related.

2. Solve problems and make connections between mathematical topics or between mathematics and other disciplines.

3. Communicate mathematical results clearly

4. Make effective use of technology.

5. Demonstrate the ability to use mathematical knowledge to construct effective lessons and units for middle school students. | |

| E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators |||||

Department	Category List each degree program:	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	
Media and Communication	Media and Communication B.S.	1. Demonstrate critical and innovative thinking. 2. Demonstrate knowledge and awareness of skills in oral, written, and visual aspects of media and communication. 3. Demonstrate knowledge of and ability to apply media and communication theories. 4. Know and effectively use current technology related to the media and communication field. 5. Understand the influence of culture on media and communication and to be able to respond effectively to cultural differences. 6. Demonstrate ethical, legal, and social accountability within the media and communication field. 7. Demonstrate knowledge and skills that allow for productive interpersonal, team, and group exchanges.	

(Outcomes 1 through 4): We depend on course descriptions and student learning outcomes in the mathematics content courses, along with satisfactory evaluations on assessments with the coursework to demonstrate achievement of these outcomes. (Outcomes 4 and 5) We rely on the assessments in place for licensure: Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 3 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice. Assessments for coursework are administered during each course; The MTEL is required to be passed prior to admission to the practicum, which is checked by MSOE staff when evaluating students' Intent to Progress to Stage 3 form; Programmatic assessments are administered and evaluated by faculty panels at three points during the students' progression through program; the CAP is administered during the practicum.	School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established	Next program review in 2026-27. Department of Elementary and Secondary Education 2019.

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Internship site supervisor feedback EXPECT class client feedback Capstone Course MCO 499/MCO 513 Portfolios	Faculty internship supervisor reviews site supervisor feedback each semester. Individual course data is reviewed at end of course by instructor Department Curriculum Committee reviews big picture data annually	Complete revised all program flowsheets effective 2023. Incorporated multimedia programming throughout all major and minor programs. Developed student workshops to improve multimedia understanding and content creation. Revised internship site supervisor evaluation to garner better data. Created universal student internship evaluation to gain more data about student internship experience	2023

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Music and Dance	Dance B.A.	Aligned with LEAP Outcomes (Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning) Listed in the SSU catalog: https://catalog.salemstate.edu/preview_entity.php?catoid=59&ent_oid=1790	
Music and Dance	Music B.A.	Aligned with LEAP Outcomes (Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning). National Association of Schools of Music handbook (especially pages 109-112) https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2025/01/M_2024-25_Handbook_Final_01-17-2025.pdf	
	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation		
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Music and Dance	Music B.A.	NASM - National Association of Schools of Music	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone course; Exit survey	As a small department, all full-time faculty participate annually in a review of the program, its stated outcomes, and evidence of student achievement in meeting those outcomes	Revised curriculum, implementation of peer mentors, revision of recruiting and admissions processes.	2025
Capstone course Performance jury Sophomore review Piano proficiency exam	As a small department, all full-time faculty participate annually in a review of the program, its stated outcomes, and evidence of student achievement in meeting those outcomes.	Revised curriculum Integrated benchmarks for applied music Targeted advising and per mentoring Placement exam in curriculum Revision of admission/audition process	2022

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
2022	Sufficient staffing for operational success Dedicated budget for technology upgrades	Compliance with standards	2032

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Nursing	Nursing BSN	https://elearning.salemstate.edu/courses/1160120/pages/student-handbook-and-policies	
Nursing	Nursing LPN/BSN	https://elearning.salemstate.edu/courses/1160120/pages/student-handbook-and-policies	
Nursing	Nursing ABSN	https://elearning.salemstate.edu/courses/1160120/pages/student-handbook-and-policies	
Nursing	Nursing RN/BSN	Program has been suspended due to low enrollment. Suspended since Fall 2021	
Nursing	Nursing Education Certificate Program	Graduate Student Handbook; Syllabi	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
1. Systematic Evaluation Plan (SEP) CMR 6.04 (1)(h): NCLEX Pass Rates for first time test takers, Program Completion Rates, Employer Satisfaction, Job Placement Rates for Graduates; 2. NUR 423 Senior Capstone (140 Precepted hours with RN); End of Program Curriculum/Nursing Academic Support Surveys;	Program Administrator/Chairperson; Faculty, Administrators, Staff Ongoing process to review evaluation data; Systematic Evaluation plan provides frequency of evaluation in accordance with regulatory requirements of the Board of Registration in Nursing CMR 6.04. Three subcommittees: Academic Success, Academic Policies, Curriculum Committee are charged with goals for the AY and utilize Evidence Based Practice and Data to inform decisions. Report out at Faculty Committees for review, revision, and vote throughout the academic semester.	14 BORN Policies reviewed annually utilizing SEP and Data to inform changes. Continuous Curriculum review and revision according to CCNE, NCLEX, BORN standards New Curriculum for the SON expected to begin Fall 2026. Has University approval, waiting for BORN approval. Substantive Change Form submitted to BORN	Commission on Collegiate Nursing Education (CCNE) onsite Accreditation with Full Approval effective November 2, 2022. Next site visit expected Fall 2032. MidTerm report due 2027.
1. Systematic Evaluation Plan (SEP) CMR 6.04 (1)(h): NCLEX Pass Rates for first time test takers, Program Completion Rates, Employer Satisfaction, Job Placement Rates for Graduates; 2. NUR 423 Senior Capstone (140 Precepted hours with RN); End of Program Curriculum/Nursing Academic Support Surveys	Program Administrator/Chairperson, Faculty, Administrators, Staff Ongoing process to review evaluation data; Systematic Evaluation plan provides frequency of evaluation in accordance with regulatory requirements of the Board of Registration in Nursing CMR 6.04. Three subcommittees: Academic Success, Academic Policies, Curriculum Committee are charged with goals for the AY and utilize Evidence Based Practice and Data to inform decisions. Report out at Faculty Committees for review, revision, and vote throughout the academic semester.	14 BORN Policies reviewed annually utilizing SEP and Data to inform changes. Continuous Curriculum review and revision according to CCNE, NCLEX, BORN standards New Curriculum for the SON expected to begin Fall 2026. Has University approval, waiting for BORN approval. Substantive Change Form submitted to BORN	Commission on Collegiate Nursing Education (CCNE) onsite Accreditation with Full Approval effective November 2, 2022. Next site visit expected Fall 2032. MidTerm report due 2027.
1. Systematic Evaluation Plan (SEP) CMR 6.04 (1)(h): NCLEX Pass Rates for first time test takers, Program Completion Rates, Employer Satisfaction, Job Placement Rates for Graduates; 2. NUR 475 Senior Capstone (140 Precepted hours with RN); End of Program Curriculum/Nursing Academic Support Surveys;	Program Administrator/Chairperson, Faculty, Administrators, Staff Three subcommittees: Academic Success, Academic Policies, Curriculum Committee are charged with goals for the AY and utilize Evidence Based Practice and Data to inform decisions. Report out at Faculty Committees for review, revision, and vote throughout the academic semester.	All Curriculum, Policy, Academic Success revisions apply to the ABSN program	Commission on Collegiate Nursing Education (CCNE) onsite Accreditation with Full Approval effective November 2, 2022. Next site visit expected Fall 2032. MidTerm report due 2027.
N/A	N/A	N/A	N/A
Data related to graduates entering clinical faculty role or clinical faculty obtaining this certification; Clinical faculty hired after 1.6.2023 are required to have MSN or Education Certificate	Program Administrator/Chairperson, Graduate Program Coordinator; Faculty, Administrators and Staff	Continuous Curriculum review to maintain standards	

Nursing	Nursing MSN Generalist Track and MSN Adult Gerontology Primary Care Nurse Practitioner	Graduate Student Handbook; Syllabi	
	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation		
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Nursing	NUR BSN; LPN to BSN; ABSN Programs	Commission on Collegiate Nursing Education https://www.aacnnursing.org/CCNE MA Board of Registered Nursing https://www.mass.gov/orgs/board-of-registration-in-nursing	
Nursing	MSN: Generalist and AGPCNP Programs	Commission on Collegiate Nursing Education https://www.aacnnursing.org/CCNE	

MSN Generalist: End of Program Surveys; Job Placement Data after Graduation; MSN Field Experience; MSN AGPNP: End of Program Surveys; Job Placement Data after Graduation; Adult Gerontology Field Experiences (over three semester); Board Certifcation with ANCC in Adult Gerontology Primary Care Nursing (AGPCNP-BC) data	Program Administrator/ Chairperson;Graduate Program Coordinator; Faculty, Administrators, Staff	Continuous Curriculum review to maintain standards Currently reviewing the length of time for completion of program as well as modalities offered.	Commission on Collegiate Nursing Education (CCNE) onsite Accreditation with Full Approval effective November 2, 2022. Next site visit expected Fall 2032. MidTerm report due 2027.

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
CCNE Full Approval Accreditation 11.2.2022 BORN Full Approval with Warning 1.8.2025	BORN Deficiencies identified with site visit October 2024: SON has been working to address all deficiencies and out of 12 identified 9 are now compliant Three remaining deficiencies related to 244 CMR 6.04 (4)(b)(2); (4)(b)(4); (5)(b)(1) Reports to BORN related to the remaining deficiencies submitted on 10.10.2025, 11.10.2025; 1.16.2026	NCLEX pass rates for first time test takers Employer Satisfaction Job placement rates for graduation Graduate satisfaction rate from End of Program Surveys	CCNE no deficiencies 2022; Interim report due 2027
CCNE Full Approval 11.2.2022	No deficiencies CCNE CCNE letter related to Key Element IV-D Spring 2025. Decreased in ANCC pass rates 2022. Letter submitted by SSU SON 4.15.2025 to CCNE. On 10.29.2025 CCNE stated the SON is now in full compliance with Key Element IV-D	Employer Satisfaction Job placement rates after graduation Graduate satisfaction rate from End of Program Surveys ANCC pass rates for students graduating from the AGPCNP program	CCNE no deficiencies 2022; Interim report due 2027

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Occupational Therapy	B.S./M.S. and Direct Entry M.S.	SSU Undergraduate and Graduate Catalogues https://catalog.salemstate.edu/preview_entity.php?catoid=41&ent_oid=1108 https://catalog.salemstate.edu/preview_program.php?catoid=46&poid=5788 OT Undergraduate and Graduate Handbooks https://salemstate.instructure.com/courses/1166047/pages/student-information	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Capstone Research Projects Portfolio Reviews End of program interviews/surveys, 1 year post-graduation survey and employer surveys. Scores from the National Certification Examination Fieldwork Educators Student evaluations	Department faculty Chairperson Fieldwork Coordinator. The process occurs during Annual Retreat (1) End of the Semester Faculty Retreats (3 fall, spring, summer) OT Curriculum Committee Meetings (every other week)	Action Steps Taken: From full-time faculty portfolios and professional development plans several action steps were identified by faculty to improve their teaching effectiveness. National Board Examination Pass Rates and data, Faculty feedback and student assignments indicated that changes in quiz format and some clinical reasoning assignments will need to transition to in-person instead of online to address the types of questions and format of the National Board Examination and the increased use of AI by students for online assignments. The following courses were discussed to implement these changes OCT 402,407, 706,707, 412, 413, 712, 715, 718, 720, 850, and 906 The department in conjunction with the OT student advisory and the SSU CTI resources developed an AI policy template that faculty could choose to use or modify for their classes. Three faculty participated in the AI faculty learning community and one was a member of the AI advisory community. AI Literacy has now been added to OCT 398 and OCT 717 our Digital Information Literacy course to better prepare OT students for the benefits, barriers and ethical issues surrounding AI usage.	Re-accreditation was completed 2017-2018-ten years of accreditation given with no areas of non-compliance. In spring of 2022 the five year Interim Accreditation Report was submitted and given approval with no action necessary. Full re-accreditation fall 2027-2028. Each year an Annual Report is submitted for review 2024-2025 submitted and accepted

		The OT curriculum committee using the program evaluation information vote to approve the following changes in the OT curriculum and put them through for approval by the SSU Graduate Education Council and the Undergraduate Curriculum Committee;
		1. Alignment with Updated Accreditation Standards: Recent accreditation standards are requiring perceptual-motor content to be integrated within the occupational therapy major coursework rather than as a separate support course. This integration ensures concepts are directly applied to occupational performance contexts, creating more meaningful learning experiences for students.
		2. Enhanced Curriculum Specificity: By addressing perceptual-motor learning concepts within OT-specific courses, faculty can better tailor this content to focus on improving occupational performance across various client populations and practice settings. This approach allows for more direct application of these principles to occupational therapy assessment and intervention strategies.
		3. Competitive Program Alignment: A scan of other BS in Occupational Health Studies programs nationwide reveals that peer institutions have already integrated perceptual-motor content within their core OT curriculum rather than as separate support courses. This change allows our program to remain competitive in attracting qualified applicants while maintaining educational excellence.
		4. Streamlined Curriculum Path: Removing this support course requirement eliminates potential scheduling conflicts and creates space for students to engage with emerging practice areas and specialized content within the occupational therapy curriculum.
		Rationale for Proposed BS curriculum changes -4-12-25
		The Occupational Therapy faculty proposes the removal of SMS 201-Perceptual Motor Learning from the required support courses for the following reasons: The Second change is a proposed substitution of BHS 247-Statistics for Healthcare Professionals in place of MAT 147-Statistics aims to better align statistical education with the specific needs of occupational therapy students. Our students consistently face challenges when applying general statistical concepts from MAT 147 to their healthcare-focused undergraduate and graduate research projects.
		BHS 247 offers several advantages specific to healthcare professionals:
		• Content focused on healthcare research applications and clinical data analysis
		• Emphasis on statistical methods commonly used in evidence-based practice
		• Practical experience with health outcomes measurement and interpretation
		• Direct application of statistical concepts to healthcare scenarios and case studies
		This change will strengthen students' ability to design appropriate research methodologies, analyze healthcare data effectively, and interpret research findings in ways relevant to occupational therapy practice. The healthcare-specific statistical knowledge gained will better prepare students for both their academic research requirements and their future clinical practice where evidence-based decision making is essential. Master's in occupational therapy - Admissions Policy-Prerequisite Requirement changes: Direct Entry- Prerequisites Policy Rationale for changes;

		Rationale for Proposed changes
		Proposed Changes to the Direct Entry Occupational Therapy Prerequisite Policy
		The proposed revisions to the graduate Occupational Therapy prerequisite policy are designed to streamline entry into the program, align with current educational trends, and reduce unnecessary barriers to entry without compromising the academic and professional preparation of students. These changes are grounded in a thoughtful review of curricular alignment, accreditation standards, student needs, and faculty input.
		1. Removal of Statement Regarding Timing of Statistics Requirement
		Current Policy: "Because your undergraduate degree was not occupational therapy, there are prerequisites that must be completed with a grade of C or better by the beginning of the program in September. The exception is statistics – this course may be taken in the first semester of the program."
		Proposed Change: Removal of The exception is statistics-this course may be taken in the first semester of the program.
		Rationale: Removing this statement clarifies expectations for incoming students and aligns all prerequisites to be completed prior to program entry. It simplifies advising and ensures a consistent academic foundation for all students entering the program, eliminating confusion about staggered prerequisite timelines.
		2. Removal of Medical Terminology Course (Certificate) Requirement
		Rationale: While knowledge of medical terminology is valuable, it has been effectively integrated within core OT coursework. Removing this requirement reduces financial and time burdens on prospective students, while allowing the program to address terminology contextually within relevant courses where it is applied in clinical reasoning and documentation.
		Removal of PHL 218 – Ethics Requirement
		Rationale: Ethical reasoning and professional conduct are core competencies embedded throughout the OT curriculum and clinical education experiences. Rather than requiring a standalone ethics prerequisite, these competencies are more meaningfully developed through OT-specific ethical frameworks addressed in foundational and applied courses. This change also broadens access for students from diverse academic backgrounds who may not have taken a formal ethics course but can demonstrate ethical reasoning through other experiences.
		Total Prerequisite Credits: change from 30 to 27
		These proposed changes support the program's commitment to academic excellence while enhancing accessibility, equity, and clarity for prospective students. They maintain the integrity and rigor expected of graduate-level OT education while aligning with best practices in graduate admissions and curriculum design.

		Course Modifications and Curriculum Enhancements
		Overview
		Based on programmatic evaluation findings, several courses underwent targeted modifications to enhance content alignment, update language, and strengthen key educational elements. These changes ensure stronger alignment with current ACOTE accreditation standards while maintaining program excellence.
		Course Sequencing Adjustment
		Research Course Realignment
		OCT 801: Research Seminar was moved from fall to spring semester to align with OCT 802: Research, Writing and Learning III. This adjustment provides more effective faculty research advising during students' IRB process and Graduate Research Day presentations.
		ACOTE Standard B5.4 Enhancement
		This sequencing change strengthens alignment with standard B5.4 by improving research advising support throughout the Institutional Review Board (IRB) process. The modification ensures students develop comprehensive understanding of ethical policies and procedures essential for:
		• Human-subject research
		• Educational research
		• Population health research
		Benefits of Enhanced Research Support
		The additional research advising:
		1. Reinforces students' understanding of ethical considerations in research methodologies
		2. Facilitates thorough comprehension of IRB protocols and requirements
		3. Enhances students' ability to navigate complex ethical scenarios across various research contexts
		This change cultivates a more robust research culture while fostering development of ethically conscious and methodologically sound researchers in Occupational Therapy.
		Course Description Updates
		1. Information Literacy Courses
		• OCT 398 and OCT 721: Updated to emphasize technology integration in teaching-learning processes across multiple audiences, ensuring alignment between both courses
		2. Research and Writing Sequence
		• OCT 408 and OCT 798: Removed outdated language and aligned content between BS/MS and Direct Entry programs
		• OCT 402: Clinical Reasoning and Professional Judgment: Enhanced focus on evidence-based practice and reflective practice for professional reasoning development
		3. Cognitive Perceptual Disabilities
		• OCT 404 (BS/MS program) and OCT 804 (DE program): Updated to emphasize evidence-based practice and functional aspects of visual perceptual cognition, ensuring alignment between both program versions. ACOTE Standards Alignment
		These modifications strengthen alignment with key ACOTE standards:
		• B2.12: Principles of Instructional Design
		• B3.2: Professional Reasoning
		• B3.6: Provision of Interventions and Procedures
		• B3.19: Teaching-Learning Process and Health Literacy
		• B5.2: Scholarly Study

		Program Enhancement Outcomes
		The curriculum updates achieve multiple objectives:
		1. Reinforce evidence-based practice principles
		2. Cultivate advanced professional reasoning skills
		3. Enhance proficiency in implementing current interventions and procedures
		4. Strengthen capacity for effective teaching-learning processes and health literacy promotion
		5. Foster a robust culture of scholarly inquiry and critical analysis
		Content Enhancement Initiatives
		Advanced Technology Integration
		Artificial Intelligence and Digital Information Literacy
		• Incorporation of AI technologies to enhance digital information literacy skills
		Expanded Digital Learning Resources
		• Integration of the International Clinical Educators Video Library
		• Implementation of additional Simucase learning modules
		Professional Reasoning Enhancement;
		• Expanded Simucase learning opportunities to facilitate advanced professional reasoning development through diverse clinical scenarios
		Interprofessional and Intraprofessional Education
		In collaboration with the Center for Interprofessional Education and Collaboration at Salem State University and Community College partners:
		• Additional interprofessional and intraprofessional learning opportunities
		• Integration of interprofessional education (IPE) fieldwork experiences
		• Implementation of critically engaged civic advancement experiences

		E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Occupational Therapy	B.S./M.S. and Direct Entry M.S.	Occupational Therapy Fully accredited by the Accreditation Council for Occupational Therapy Education https://acoteonline.org/	

Strategic Impact

These enhancements enrich the educational experience, foster collaborative practice skills, and prepare students for modern healthcare complexities. By integrating cutting-edge technologies and emphasizing interprofessional collaboration, the program ensures graduates are well-equipped to meet evolving Occupational Therapy profession demands and contribute meaningfully to patient care and community health initiatives.

1. Faculty goals are to continue to participate in JEDI opportunities and CTI workshops to improve their teaching effectiveness for becoming an HIS.

• Faculty have participated in the Building more Inclusive Academic Communities (BIAC) and JEDI consulting and institutes.

• Faculty have participated in FLC to create more globally engaged learning experiences and Collaborative Online International learning opportunities (COIL)

2. Supplemental Lab Instructor path to Adjunct Faculty Mentorship Program- From the Program Director's evaluations, student evaluations, SSU BI data on DFWs and the faculty course evaluation forms it was determined that supplemental lab instructors were needed to support student success and learning in several of the OT lab courses. Two supplemental lab instructors were hired and both indicated the desire to become adjunct faculty. Both supplemental lab instructors identified your hired as adjunct faculty for the department and assigned a full-time faculty mentor who were currently teaching another section of the same course or who had previously taught the course. Weekly mentorship meeting were held for new adjuncts. Providing faculty mentorship to these supplemental lab instructors has improved adjunct faculty readiness and effectiveness and the OT program will continue to build on this program to develop adjunct faculty opportunities and effectiveness.

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
Re-accreditation was completed 2017-2018-ten years of accreditation given with no areas of non-compliance. In spring of 2022 the five year Interim Accreditation Report was submitted and given approval with no action necessary. Full re-accreditation fall 2027-2028. Each year an Annual Report is submitted for review 2024-2025 submitted and accepted	No action steps needed	Masters in Occupational Therapy program must meet the following ACOTE standards at this address file: https://acoteonline.org/accreditation-explained/standards/	Re-accreditation-self-study due fall of 2027 with onsite visit spring of 2028

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Philosophy	Philosophy B.A.	Philsophy course assessment matrix file is only available to SSU affiliates but the URL is: https://elearning.salemstate.edu/courses/1336697/files?preview=92285569	

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Political Science	Political Science B.A.	1. Promote student success through the utilization of numerous innovative pedagogies to ensure that students not only learn the course content but also that they develop a wide range of civic and critical thinking skills. 2. Promote student success by fully participating in the General Education curriculum, academic advising, and serving as advisors for student groups. 3. Facilitate academic excellence through the scholarship that faculty and students produce, present, and publish. 4. Develop an informed and engaged citizenry in order to prepare current and future civic leaders.	
Political Science	Political Science B.S.	1. Promote student success through the utilization of numerous innovative pedagogies to ensure that students not only learn the course content but also that they develop a wide range of civic and critical thinking skills. 2. Promote student success by fully participating in the General Education curriculum, academic advising, and serving as advisors for student groups. 3. Facilitate academic excellence through the scholarship that faculty and students produce, present, and publish. 4. Develop an informed and engaged citizenry in order to prepare current and future civic leaders.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Annual review of Senior Seminar papers.	Tenured faculty by way of qualitative analysis and discussion of the Senior Seminar papers with respect to the areas of thesis formation, argumentation, use of relevant research, originality, and breadth and depth of understanding.	We have attempted to introduce skills such as thesis articulation and the building of argumentative structure in scaffolded ways earlier in the career of our majors. As a result of our last review (2024), we also would like to more intentionally discuss finding appropriate academic sources earlier in our curriculum, and in conjunction with our W-II courses. Unfortunately, losing another tenured faculty has meant a reduction of our full-time faculty labor force to 2 faculty. Assessment therefore now falls on the shoulders of only those remaining 2 faculty members. As a result, our priorities have shifted from assessment to convincing SSU administration of the necessity to support and invest in the existing program, given that it serves the mission of the university in a substantial manner.	AY 2023-2024. The last departmental review did not talk about assessment, but it did identify the following strengths of the program: • Robust curriculum and a rigorous major • Strong departmental identity • Essential support for SSU's mission and values • Dedicated, accomplished faculty • High enrollment rates • Promotes critical thinking, personal growth, and civic engagement

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
2020 Program Review	Capstone course focus groups Current student and Alumni Surveys (done the year before Program Review)	We now encourage students to take POL300R earlier in their career so that they are better versed in research methods. Pre-COVID we have had plans to use our surveys, focus groups and high DFW courses to intervene in those classes where students underperform	2022-23 Program Review
2020 Program Review	Capstone course focus groups Current student and Alumni Surveys (done the year before Program Review)	We now encourage students to take POL300R earlier in their career so that they are better versed in research methods. Pre-COVID we have had plans to use our surveys, focus groups and high DFW courses to intervene in those classes where students underperform	2022-23 Program Review

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.**
Psychology	Psychology B.A.	https://www.apa.org/about/policy/undergraduate-psychology-major.pdf
Psychology	Psychology B.S.	https://www.apa.org/about/policy/undergraduate-psychology-major.pdf

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Senior Research and Seminar (capstone) courses, and assessment of PSY 203/204 writing and research skills	Faculty-led advisory groups, and assessment coordinator	Professors teaching PSY 203/204 meet annually to share teaching successess and failures; a number of faculty teaching writing courses have participated in professional development workshops. We have also tracked success from courses in PSY 101 recently, and have started a working group to determine whether any changes should be made to PSY 101. In addition, we have begun a review and reconsideration of the PSY 203/204 course sequence to determine whether or not it needs to be revised.	2016; General Education: PSY Contemporary Society (CS) courses reviewed in 2022, Personal Growth and Responsibility (PGR) course reviewed in 2024, and Diversity, Power Dynamics and Social Justice (DPDS) course reviewed in 2025.
Senior Research and Seminar (capstone) courses, and assessment of PSY 203/204 writing and research skills	Faculty-led advisory groups, and assessment coordinator	Professors teaching PSY 203/204 meet annually to share teaching successess and failures; a number of faculty teaching writing courses have participated in professional development workshops. We have also tracked success from courses in PSY 101 recently, and have started a working group to determine whether any changes should be made to PSY 101. In addition, we have begun a review and reconsideration of the PSY 203/204 course sequence to determine whether or not it needs to be revised.	2016; General Education: PSY Contemporary Society (CS) courses reviewed in 2022, Personal Growth and Responsibility (PGR) course reviewed in 2024, and Diversity, Power Dynamics and Social Justice (DPDS) course reviewed in 2025.

Psychology	Behavior Analysis B.S.	Previously, our program included what is referred to as a "verified course sequence" which was verified by the Association for Behavior Analysis International. However, since Fall of 2022, our program has been fully accredited by the ABAI education board, which is a higher standard than the VCS.
		The program includes coursework that has always been part of the program and prepares students for later certification and licensure if they are pursuing an applied area of the program. Here is the general information about accreditation: https://accreditation.abainternational.org/apply.aspx
		The accreditation standards, including information about reporting outcomes, can be found here: https://accreditation.abainternational.org/apply/accreditation-standards.aspx
		The list of accredited programs can be found here (Salem State is listed under the master's programs): https://accreditation.abainternational.org/apply/accredited-programs.aspx
		The decision notification letter can be found here: https://accreditation.abainternational.org/apply/accredited-programs/salem-state-university.aspx
		Our program handbook is updated each year, and can be found here. This is how we maintain compliance with publishing the outcomes data online: https://records.salemstate.edu/sites/default/files/policies/MSBehaviorAnalysisHandbook2022-2023.pdf

We refer readers to the above-linked resources, and especially the handbook for the program. Briefly, the program involves 28.5 credits of behavior analytic graduate-level coursework, 3 credits of elective behavior analytic coursework, and 6 credits related to the thesis. Students can choose to complete a 3-person committee thesis, or the equivalent practical application in research thesis, option. Standards for the thesis options for ABAI accredited program theses can be found here:

https://accreditation.abainternational.org/media/117185/updated_guidance_for_the_thesis_or_equivalent_standard-202303.pdf

The faculty in the program review the data each semester. The program coordinator shares the information, and invites faculty to participate in meetings.

We also report annually to ABAI as part of maintaining our accreditation status.

Originally, we required a thesis/project. It became clear that we were not going to immediately hire the third faculty member who was supposed to be hired in 2016-2017. So, we moved to the comprehensive exam. The comprehensive exam is fairly high stakes, and we ended up modifying the multiple choice component for the first set of students. We discovered that none of them had completed modules that were supposed to have been completed in their courses. This is because the work was given partial credit; however, now almost all faculty assign the modules related to the comprehensive exam as a pass/fail score on that portion of their grade. In addition, we are working to design a written component that can be administered online. This would allow for more integration of information. We have continued to monitor performance, and determined replacing the comprehensive exam with two capstone options would be best practices that are consistent with our goal to seek external accreditation. We have in governance a change that will remove the comprehensive exam, and instead require either (a) a two-semester thesis, or (b) a two-semester "practical application in research" project. This will allow students to complete projects directly related to their supervision areas, and provide a genuine alternative to a thesis. We will continue to monitor progress and outcomes as a result of this change. We are also working on having more of a mentoring/onboarding with applicants to help them adjust to taking on master's-level work as undergraduates.

Spring 2022, and this resulted in full accreditation of the graduate program portion. We will review our curriculum again over the summer, and plan to make any recommendations in the fall for possible changes.

Psychology	I-O Psychology M.S.	The MS in I-O Psychology program follows guidelines for a Masters Degree curriculum developed by the Society for Industrial Organizational Psychology (SIOP) (siop.org, Div. 14 of the American Psychology Association) See https://www.siop.org/education/for-students/graduate-training-program/guidelines-for-education-training/ (see especially GENERAL KNOWLEDGE AND SKILLS)	
Psychology	Counseling M.S.	The program is aligned with the requirements set by the Board of Allied Mental Health and Human Services for LMHC licensure in Massachusetts. Program information is available in the Salem State University Graduate Catalog.	

Evidence that graduates have achieved the stated outcomes for the degree (other than GPA) include the following: Successful completion of required internship. Research productivity in selected courses as evidenced by class projects that hone students' research skills. Some students also present their research and/or publish it, though this is not a required component. In courses with more applied skills focus, students work on case studies either brought in via collaborations with industry partners, or case studies that are designed by the faculty. In line with IO-psychology as a scientist-practitioner field, the applied projects are also expected to meet the bar of being researched products. A key focus is on extracting evidence-based best practices from the scientific literature to advise organizations in solving complex problems. Successful job placements upon graduation. See https://elearning.salemstate.edu/courses/1141251/pages/program-summary-september-2019	The Program Coordinator in consultation with program faculty reviews program outcomes in an ongoing manner. We meet as a group and discuss the outcomes in light of the competencies that are expected in the field. Also the program surveys students for input into the review process so we can stay nimble to their feedback. We solicit feedback on program during our classes and in the advising meetings with the Program Coordinator. We also conduct a survey of all our students and a report is produced for dissemination.	2010: Creation of Course in the Psychology of Organizational Development Consulting (PSY 787); 2014: Creation of Five Year BS/MS Program; 2015: Creation of I-O Specific Environmental Pscyhology (PSY 789) and Social Psychology (PSY788) Background Courses; Establishment of Masters Thesis Course (PSY999) and Procedures; 2016: Creation of Organizational Psychology Course (PSY791); 2017: Modification to MSIO Special Topics Course (PSY993); 2019: Creation of I-O Specific Psychometrics Course (PSY790); 2020: Major Realignment of Course Requirements on the MSIO Program Plan of Study; 2023: Internal redesign of Psychometrics Course (PSY790) to better fill student needs for R training as well as training in psychometric concepts; 2023: (at a department-wide level) hired a field experience coordinator to help students find appropriate internships.	2017: Society for Industrial Organizational Psychology (SIOP) - Div. 14 APA Review Placed Salem State I/O Program 13th in United States for Curriculum (See https://www.siop.org/Research-Publications/TIP/TIP-Back-Issues/2017/October/ArtMID/20295/ArticleID/1398/Ranking-I-O-Masters-Programs-Using-Objective-Data-From-I-O-Coordinators) Spring 2020: Annual Internal Program Review; Fall 2020: Internal program review; Summer 2023: Internal Program Review.
Comprehensive Examination, Practicum/Internship evaluations by supervisors. Alumni data is collected via survey to assess the number of students who have passed the licensing exam and in what year they took the exam. Minimum grade requirements are necessary in each course.	Director of Clinical Training oversees clinical training evaluations. GPC (and selected faculty) grade comprehensive examinations. GPC monitors student progress. The Program of Study for each student is reviewed on an annual basis to assess progress and course of study by GPC.	Effective January of 2024, the format of the Comprehensive Exam will change from essay to multiple choice format to align with changes to the licensing exam. This year five policy or course change proposals were sent to the GEC for consideration. The first changed the number of transfer credits from other universities to 9 credits. The second, added permission for entry to courses for students outside the M.S. in Counseling Program or M.Ed. in School Counseling Program. The third changed the name of PSY 820 from Theory and Treatment of Substance Abuse Disorders to Theory and Treatment of Substance Use Disorders. The fourth allowed students to take PSY 990 Special Topics in Psychology up to two times with different topic areas. The fifth removed a prerequisite requirement to PSY 733 Principles of Psychological Testing that was no longer relevant.	2015-16

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**
Psychology	Behavior Analysis M.S.	Previously, our program included what is referred to as a "verified course sequence" which was verified by the Association for Behavior Analysis International. However, since Fall of 2022, our program has been fully accredited by the ABAI education board, which is a higher standard than the VCS. The program includes coursework that has always been part of the program and prepares students for later certification and licensure if they are pursuing an applied area of the program. Here is the general information about accreditation: https://accreditation.abainternational.org/apply.aspx The accreditation standards, including information about reporting outcomes, can be found here: https://accreditation.abainternational.org/apply/accreditation-standards.aspx The list of accredited programs can be found here (Salem State is listed under the master's programs): https://accreditation.abainternational.org/apply/accredited-programs.aspx The decision notification letter can be found here: https://accreditation.abainternational.org/apply/accredited-programs/salem-state-university.aspx Our program handbook is updated each year, and can be found here. This is how we maintain compliance with publishing the outcomes data online: https://records.salemstate.edu/sites/default/files/policies/MSBehaviorAnalysisHandbook2022-2023.pdf
	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**
Secondary and Higher Education	• B.A. Art/M. Ed. in Secondary Education • B.A. English/M.A.T. English to Speakers of Other Languages • B.A. English/M. Ed. in Secondary Education • B.A. History/M. Ed. in Secondary Education • B.A. Biology/M. Ed. in Secondary Education • B.A. World Languages and Cultures/M. Ed. Secondary Education	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
We refer readers to the above-linked resources, and especially the handbook for the program. Briefly, the program involves 28.5 credits of behavior analytic graduate-level coursework, 3 credits of elective behavior analytic coursework, and 6 credits related to the thesis. Students can choose to complete a 3-person committee thesis, or the equivalent practical application in research thesis, option. Standards for the thesis options for ABAI accredited program theses can be found here: https://accreditation.abainternational.org/media/117185/updated_guidance_for_the_thesis_or_equivalent_standard-202303.pdf	We have to submit an annual report each year to the ABAI Accreditation board, with an annual renewal fee of $2000 per year to maintain accreditation. (This fee includes much more exposure and marketing as part of being an accredited program.)	Our key changes over the past few years include: (a) the creation and evolution of our thesis process, including creating the practical application in research course sequence (PSY 898 and 998) to better serve our applied students in the thesis process; (b) changing PSY 727 from focusing exclusively on exam preparation to encompassing professional identification, exploration, and preparation both within and beyond the program.	Self-study report due April 1, 2026; site visit by September 30, 2026.

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Data from student referrals is driving a change in the Attitudes of Professional Disposition form. This form will align with our current data and 2024 Professional Standards for Teachers. 2. We have adopted a three-tiered model to provide students support in executive functioning, academic, and career development skills. 3. We have revamping our assessment systems to address new PSTs and ensure Gateway assessments meet DESE's criteria. 4. We have made changes to our pre-practicum to give students targeted feedback at multiple times while they are in the field setting before pre-practicum.	Department of Elementary and Secondary Education 2020 with follow up done in 2021, 2022, and 2023.

Secondary and Higher Education	• Education, BS Educational Studies - Teaching English to Speaker of Other Languages • Education, BS Educational Studies-Community Education Concentration	The learning outcomes for this program concentration are located within each of the eight required courses. The details are specified in a Program Cross Reference document and Capstone Course Information Description.	
Secondary and Higher Education	• School Counseling (Pre K-8), (5-12), MEd • School Adjustment Counselor, Initial Licensure, Licensure Only • School Counseling - Initial License, Licensure Only	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. Regulations: http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11 B. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all C. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/ https://www.schoolcounselor.org/	
Secondary and Higher Education	Educational Leadership, CAGS	1. From Massachusetts Department of Elementary and Secondary Education: http://www.doe.mass.edu/lawsregs/603cmr7.html?section=102 2. DESE Standards of Effective Administrative Leadership: https://www.doe.mass.edu/edeffectiveness/standards/leadership/default.html	

Successful completion with a passing grade (B-) for all of the eight required courses and a capstone course with a final internship and assessment.	The course instructors of each course and a steering committee of faculty and staff involved in the planning and advising of the educational studies concentration.	The steering committee now meets bi-monthly to review program materials and establish goals for formalize learning outcomes for the program.	Developed in 2020-2021, currently undergoing first review (2026)
1.All students must pass the Massachusetts Communication and Literacy Skills Test. 2. All students must complete and receive passing scores from their supervisors in their 500 hour practicum for school counseling or 900 hour practicum for school adjustment counseling. 3. All students present an original piece of data driven work at the Massachusetts School Counseling Association Conference, this project is their capstone project. The practicum students must complete a large data-driven study at their site, which connects counseling theory and the rubrics of the respective organization. Students are asked to do a large case study of a student and turn in therapy tapes for supervision.	Supervisor (college and site supervisor) observations which are documented in the PPA Rubric ratings for 11 standards-based assessments completed during the practicum .These assessments are measured through supervision and observation sessions by field and college supervisors; student notes, papers and reflections; and critical feedback from other school related students, teachers, administrators and staff.	1. Revise plans of study to meet DESE's new School Counseling and School Adjustment Counseling licensure range (grades P-12). 2.Revise syllabi to ensure culturally sustaining practices are in use and candidates are responsive to all students needs. 3.Create partnership sites where supervises model the practices taught throughout university coursework.	Department of Elementary and Secondary Education 2020 with follow up done in 2021, 2022, and 2023.
1. Core program assessments, at least four times across the 36-credit program, 2. Dispositional assessments, 3. Practicum experience/outcomes, and 4. MA Performance Assessment for Leaders (PAL) Assessments (four PAL tasks completed across and beyond life of the program)	School of Education Continuous Improvement Process*	1. Continued to revise the flow of learning in the program: to align with DESE revised state admin. standards in effect Fall 2023 2. Maintained and expanded the work of both a consistent mentor for practicum supervisors (to provide oversight and guidance across more than 20 practicum SSU/site supervisors); 3. Revised Budget and Legal Issues courses to align better with 2023 state standards and to create room in the program for a new equity-focused instructional leadership course (i.e., revised AGS 732A - Creating and Managing Equitable School Budgets and EDU 770 - Legal Issues for School Leaders; created and introduced AGS 736 - Instructional Leadership for Equity and Justice)	Department of Elementary and Secondary Education 2020 with follow up done in 2021, 2022, and 2023.

Secondary and Higher Education	Higher Education in Student Affairs, MEd	1. ACPA/NASPA Competencies (https://www.naspa.org/images/uploads/main/acpa_naspa_professional_competencies_final.pdf) 2. CAS Professional Standards for Higher Education (https://www.cas.edu/standards)	
Secondary and Higher Education	Library Media Studies, MEd	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website: A. SMK Guidelines: https://www.doe.mass.edu/edprep/domains/instruction/smk-faq.html?section=all B. PSTs: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/	
Secondary and Higher Education	Secondary Education - Non Licensure Track, Master of Education	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	

Each course in the HESA program has stated learning outcomes and objectives that are aligned with the ACPA-NASPA competencies and CAS standards. To assess the student's progress and successful growth and development across all professional competencies, a culminating presentation is incorporated into the capstone seminar. Students are required to present a well-developed, succinct yet comprehensive presentation to a HESA faculty committee to demonstrate their grasp of student development theories, self-assessment of the NASPA/ACPA competencies and CAS standards, practical wisdom gained from the assistantship, practica, internship and full-time work experiences, and the praxis that will guide their professional practice post-graduation.	In the final semester of their two-year program, each graduating student presents a comprehensive culminating presentation to a HESA faculty and student affairs supervisor committee chaired by the HESA Program Coordinator.	1. Reduced program to 36 credits in alignment with local programs 2. Eliminated redundant course contentStreamlined course sequence to emphasize social justice and equity curriculum during first semester of two year program. 3. Added coursework in LGBTQIA Issues as a permanent course topic in the program 4. Added special topics courses focused on emerging issues in higher education student affairs (e.g., supervision and legal issues, crisis management, universal design and disabilities) 5. Streamlined practicum courses to focus on identity and supervision (Practicum I) and identity and leadership (Practicum II) and to allow them to be paid. 6. Incorporated components of former portfolio into capstone seminar and introduced culminating presentation to prepare graduates for job search to highlight their achievements and growth areas.	NECHE - 2021
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Assessment of Professional Dispositions established 2. Student Intervention and Support System established 3. Addition of Culturally Responsive Practice course (under development)	Department of Elementary and Secondary Education 2020 with follow up done in 2021, 2022, and 2023.
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established	Undergoing current review 2025-2026.

	E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation		
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Secondary and Higher Education **In partnership with:** **• Biology** **• English** **• History** **• Mathematics** **• Sport and Movement Science** **• World Language and Cultures**	Initial Licensure Programs (Secondary Only) • B.A. Biology/M. Ed. in Secondary Education • B.A. English/M. Ed. in Secondary Education • B.A. History/M. Ed. in Secondary Education • B.A. World Languages and Cultures/M. Ed. Secondary Education • ESOL, MAT • History, MAT • Mathematics, MAT • Middle School Mathematics, MAT • Physical Education, MAT • Spanish, MAT • Teaching English to Speakers of Other Languages, Initial Licensure, Licensure Only	MA Department of Elementary and Secondary Education	
Secondary and Higher Education	Educational Leadership, CAGS	MA Department of Elementary and Secondary Education	

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
DESE 2020 Program Accreditation with follow up in 2021, 2022, and 2023	The regulatory agency did not address areas to continue to work on. The commissioner at DESE stated, "Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts." Internally, however, we have addressed some areas for improvement in implementing 2024 PSTs, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)	Academic Year 2027-2028
DESE 2020 Program Accreditation with follow up in 2021, 2022, and 2023	The regulatory agency did not address areas to continue to work on. The commissioner at DESE stated, "Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts." Internally, however, we have addressed some areas for improvement in monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/	Academic Year 2027-2028

Secondary and Higher Education	Library Media Studies, MEd	MA Department of Elementary and Secondary Education	
Secondary and Higher Education	• School Counseling (Pre K-8), (5-12), MEd • School Adjustment Counselor, Initial Licensure, Licensure Only • School Counseling - Initial License, Licensure Only	MA Department of Elementary and Secondary Education	
	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Social Work	Social Work B.S.W.	https://www.salemstate.edu/academics/maguire-meservey-college-health-and-human-services/school-social-work/accreditation-and-assessment	
Social Work	Master of Social work	https://www.salemstate.edu/academics/maguire-meservey-college-health-and-human-services/school-social-work/accreditation-and-assessment	

DESE 2020 Program Accreditation with follow up in 2021, 2022, and 2023	The regulatory agency did not address areas to continue to work on. The commissioner at DESE stated, "Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts." Internally, however, we have addressed some areas for improvement in implementing new professional standards, continuing to update curriculum, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/	Academic Year 2027-2028
DESE 2020 Program Accreditation with follow up in 2021, 2022, and 2023	The regulatory agency did not address areas to continue to work on. The commissioner at DESE stated, "Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts." Internally, however, we have addressed some areas for improvement in implementing new SMK guidelines for SC moving to a P-12 licensure, implementing new professional standards, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines: https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/	Academic Year 2027-2028

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Student exit survey EPAS assessment of social work competencies and practice behaviors	Social Work Faculty Practicum Director BSW Curriculum Committee	Curricular changes including adding SWK 103; redesigned SWK 402; revised assignments to strengthen students' ability to review and analyze research, apply ethics, and engage in policy practice	2018
Aggregated Field Instructor data Student exit survey EPAS assessment of social work competencies and practice behaviors	MSW Program Coordinator MSW Program Committee MSW Curriculum Committee	We have made changes to course content, curriculum, and assessment in response to student feedback and outcome measures	2018

		E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation	
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Social Work	Social Work B.S.W. and Master of Social Work	CSWE - Council on Social Work Education	

		E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators	
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Sociology	Sociology, B.A.	https://www.salemstate.edu/academics/college-arts-and-sciences/sociology/why-study-sociology The following SLOs were recently approved by the department and will be added to our department's website. Upon completion of the Bachelor of Arts or Bachelor of Science degree in Sociology, students will be able to do the following: 1. Use sociological concepts and theoretical frameworks to critically examine cultural differences in the United States and other parts of the world and better understand people's diverse lived experiences and perspectives. 2. Describe how people's opportunities, experiences, and outcomes are shaped by social class, race, ethnicity, gender, sexuality, and other social identities. 3. Explain how social institutions produce and perpetuate social inequalities, describe how those inequalities give rise to various social problems, and articulate possibilities for social change with a focus on social justice. 4. Design, evaluate, and communicate empirical sociological research using both quantitative and qualitative research methods. 5. Use the sociological imagination to engage in innovative problem solving locally and globally, inform public debates around cultural practices and social policies, and contribute to the public's understanding of sociology as a disciplinary field.	
Sociology	Sociology, B.S.	https://www.salemstate.edu/academics/college-arts-and-sciences/sociology/why-study-sociology The following SLOs were recently approved by the department and will be added to our department's website. Upon completion of the Bachelor of Arts or Bachelor of Science degree in Sociology, students will be able to do the following: 1. Use sociological concepts and theoretical frameworks to critically examine cultural differences in the United States and other parts of the world and better understand people's diverse lived experiences and perspectives. 2. Describe how people's opportunities, experiences, and outcomes are shaped by social class, race, ethnicity, gender, sexuality, and other social identities. 3. Explain how social institutions produce and perpetuate social inequalities, describe how those inequalities give rise to various social problems, and articulate possibilities for social change with a focus on social justice. 4. Design, evaluate, and communicate empirical sociological research using both quantitative and qualitative research methods. 5. Use the sociological imagination to engage in innovative problem solving locally and globally, inform public debates around cultural practices and social policies, and contribute to the public's understanding of sociology as a disciplinary field.	

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
2018	Transition from 2001 standards to updated 2018 competencies Revised curriculums More clearly link practicum assessments with student outcomes	Exit Surveys Competency assessments	Spring 2026

(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Student artifacts from the sociology capstone course, which is the single course in our curriculum that cannot be waived, substituted, or transferred in. These include student portfolios, critical reflections, and artifacts from applied research projects (e.g., reports, posters, presentations, websites, etc.)	Faculty supervising the capstone, and all full-time faculty during our opening meeting each new academic year.	In 2021 the capstone course began to rotate among faculty members, whereas for years, the course was taught by a single instructor. All capstone faculty are encouraged to include among students' course experiences a senior portfolio of students' work, opportunities for critical reflection, and an applied research project. These artifacts serve as the basis of our evaluation process; however, systematic analyses have been limited. In 2025 the department approved a new set of student learning outcomes, and we anticipate a renewed effort to ensure the capstone course provides consistent opportunities for faculty to evaluate these.	Fall 2020. Next program review in 2025-26.
Student artifacts from the sociology capstone course, which is the single course in our curriculum that cannot be waived, substituted, or transferred in. These include student portfolios, critical reflections, and artifacts from applied research projects (e.g., reports, posters, presentations, websites, etc.)	Faculty supervising the capstone, and all full-time faculty during our opening meeting each new academic year.	In 2021 the capstone course began to rotate among faculty members, whereas for years, the course was taught by a single instructor. All capstone faculty are encouraged to include among students' course experiences a senior portfolio of students' work, opportunities for critical reflection, and an applied research project. These artifacts serve as the basis of our evaluation process; however, systematic analyses have been limited. In 2025 the department approved a new set of student learning outcomes, and we anticipate a renewed effort to ensure the capstone course provides consistent opportunities for faculty to evaluate these.	Fall 2020. Next program review in 2025-26.

	E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators		
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Sport and Movement Science	Sport and Movement Science/Sport Management B.S.	Sport Management Program Review Dossier, COSMA Accreditation Standards; https://www.cosmaweb.org/accreditation.html	
Sport and Movement Science	Sport and Movement Science/B.S. Exercise Science Professional, Pre-Rehabilitation and Honors Tracks	Within outcomes of individual courses.	
Sport and Movement Science	Sport and Movement Science/Athletic Training, Master of Science in Athletic Training	http://www.caate.net https://www.salemstate.edu/academics/college-arts-and-sciences/sport-and-movement-science/master-science-athletic-training Course syllabi SMS Department Annual Report CAATE Annual Report	
Sport and Movement Science	Sport Movement Science Combined BS-MED Bachelor of Science	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	
Sport and Movement Science	Physical Education, MAT	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	

(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Evaluations at the mid-point and end of internship Senior Seminar	Sport Management Program Coordinator in conjunction with SMS faculty	Still pursuing COSMA or now possibly Athlete Development Certification Movement toward 4+1 Sport and rec Admin program.	2022
Ex Sc created the curriculum addressing the: Commission on Accreditation of Allied Health Education Programs; American College of Sports Medicine	Appropriate program coordinator	2012 new program with recent updates 2019-2020 to curriculum/flow sheets, admission and retention procedures.	2022
Graduation Rate Retention Rate Job Placement Rate Comprehensive written and practical exams at the end of each semester Clinical hours and Clinical performance assessments Capstone (IDS 375) Athletic Training Board of Certification Exam Massachusetts licensure requirements	Faculty evaluate course work Clinical supervisor Athletic training program director	Continued revisions to courses within the Athletic Training major. New flow sheet for 2015, ongoing curriculum development and expansion of the master assessment plan.	2011 – successful visit: Awarded 10-year Award 2019 successful self-study and site visit, approval for MSAT granted 2022 SMS program review
Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area.	1. School of Education Assessment Committee. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	Candidate Holistic Assessment performed at each semester interval Field-based pre-practicum guidelines established Assessment of Professional Dispositions established Intervention System established	2022-23
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice.	School of Education Continuous Improvement Process*	1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established	SMS 2022 Program Review

Sport and Movement Science	Leadership in Physical Education and Movement Studies, M.Ed.	SMS 965 Action Research Project: Complete an action research project relevant to the candidate's teaching.	
		Compile a review of the literature and data and analysis data.	
		Discuss implications of the data and the significance of the project to their work.	
		Present the project via power point or research poster.	
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Sport and Movement Science	Physical Education, MAT	MA Department of Elementary and Secondary Education	
Sport and Movement Science	MS in Athletic Training	CAATE - Commission on Accredation of Athletic Training Education	

Currently an instructor made rubric is used https://acrobat.adobe.com/id/urn:aaid:sc:US:78f4c4c5-ab76-4907-bf32-8db1b6e14fdd	SMS PETE Faculty Member (often adjuncts)	Since the capstone assignment has changed to a presentation or research poster the rubric needs to be modified and updated	SMS 2022 Program Review

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
DESE 2020 Program Accreditation with follow up in 2021, 2022, and 2023	The regulatory agency did not address areas to continue to work on. The commissioner at DESE stated, "Based on the Evidence of Impact submission received in October 2023, I have determined that conditional approval has been removed and Salem State University is granted full approval. A Sponsoring Organization that has been granted full approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts." Internally, however, we have addressed some areas for improvement in implementing 2024 PSTs, monitoring candidates performance through assessments, and building in a culture of assessment and analysis.	MA DESE Program Approval Guidelines (https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)	Academic Year 2027-2028
April 2024 Accreditation Action: Grant 10 years of Continuing Accreditation	No issues noted on accreditation review. Rationale: The Program has completed a comprehensive programmatic review and is in compliance with the 2020 Professional Standards.	BOC Pass Rate (1st time and Overall), Program Graduation Rate, Student Employment/Placement Rate	2034

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
Theatre and Speech	Theatre Arts B.A.	For B.A. and B.F.A. students, the academic and creative outcomes and expectations are published through a 40-page document called the Salem State University Department of Theatre and Speech Communication Handbook. This Handbook reviews the evaluative process of outcomes, and expectations of every student. Additionally, students receive access to detailed rubrics and training for their Juries in each concentration/option. Those documents are given out to every student at orientation and accessible to all current students digitally through their Theatre Participation Points Canvas course shell located at www.salemstate.edu/canvas.	

(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
The theatre faculty and staff are committed to the belief that only by the direct participation of students in theatre productions can a synthesis of cognitive classroom theory and "hands-on" application be achieved. (In order to be a theatre artist, you need to make theatre.) For this reason, all theatre majors earn class credit for graduation by working on theatre department productions through accruing fifty production lab hours per semester; we call this credit Theatre Participation Points, or TPP. In order to keep track of their TPP, Theatre majors are required to register for Theatre Participation courses I-VIII (THE 091-098). The progress of each student in their TPP course is tracked meticulously, with flag-poles or markers along the way each semester for every student.	Theatre Arts Faculty	In Fall 2018, the faculty, staff, and Chairperson submitted and passed through governance over sixty separate documents that resulted in a complete overhaul of course descriptions, flowsheets, additions, changes, and deletions. This was done so that course content properly reflected the values of the department and the outcomes stated by our accrediting body, NAST.	Our re-accreditation application and visit through NAST occurred Spring 2023.

Theatre and Speech	Theatre Arts B.F.A.	See above

Students in the BFA degree program are required to Jury (audition/portfolio/present) every semester. This process involves preparation and a presentation before the theatre faculty. All BFA students are required to complete a minimum of six juries before they earn their BFA degree. After completing six juries, BFA candidates must continue to jury until completion of the program. All BFA students are required to attend an exit interview at the end of their senior year before graduation. A transfer student into the BFA program must complete a minimum of three years (six juries) at SSU as a Theatre Major, in consultation with the department chair. After the juries students receive a letter notifying them of their status in the program as either approved, probational, or denied. An approved status includes: A 3.0 overall GPA in their theatre classes; Sufficient Theatre Production Points; A good audition or portfolio presentation; and, Demonstrated growth, commitment and capacity in the program. When a student receives their first approved status for the BFA program, they fill out a change of major form to officially register in the BFA program through the University. A student with a probational status has not met all the requirements of the program. If their overall GPA in their theatre classes is above a 2.90 and they have been active (TPP) in the program and have demonstrated growth in the program, they may receive probational status. A student can receive up to two probational results- after two "probationals," if they do not receive an approved status at their next jury, they will be denied. A student with a denied status has not met the requirements of the program and will be advised to follow the BA Theatre Arts degree requirements by selecting a minor and fulfilling the foreign language requirements. By the end of the sophomore year, if a student is not approved status, they must transfer into the BA (Bachelor of Arts) program. The Theatre Department is committed to full-time students completing their University education in four to five years. (Please note- this means that if a student waits until the beginning of their sophomore year to Jury, they only have two chances to remain in the BFA.)	See above	See above	See above

E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
Theatre and Speech	Bachelor of Fine Arts B.F.A.	National Association of Schools of Theatre	

E-Series Forms: Making Assessment More Explicit Option E1: Part A. Inventory of Educational Effectiveness Indicators			
Department	**Category** **List each degree program:**	**(1) Where are the learning outcomes for this level/program published? (please specify)** **Include URLs where appropriate.**	
World Language and Cultures	World Languages and Cultures (French, Italian and Spanish concentration) B.A., the Combined BS in Healthcare Studies and Spanish, and the Combined BS in Criminal Justice and Spanish	They are published in our Language Resource Center Canvas page (https://elearning.salemstate.edu/courses/1165638)	

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
AY 2024-25, our re-accreditation has been granted.	1. Inadequacy of facilities to meet programmatic needs, with key update addressed in the opening of the Sophia Gordon Center for the Creative and Performing Arts.

 2. Hire additional full-time tenure track faculty in Speech Communication. (We have lost 5 full-time tenured faculty in that wing of our department in the last 6 years, and have replaced them with only 2 new hire.)

3. Hire additional full-time tenure track faculty in performance. (Our award-winning department has lost 3 fulltime tenured faculty in performance in the last year and the number of theatre majors is increasing.)

4. Greatly expand and improve the faculty offices with better furniture, and more privacy.

5. Lighten the workload of the theatre executive (Chairperson).

6. Increase the overall budget of the department from the University. | Performance indicators and expectations of program are clearly listed and posted in pages 87-112 of the National Association Schools of Theatre Handbook, which can be easily accessed at https://nast.arts-accredit.org/accreditation/standards-guidelines/handbook/. | Spring 2031 |

| (2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?

(e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process?

(e.g., annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|---|---|---|---|
| Capstone course: thesis/translation portfolio and oral presentation of thesis/translation portfolio at open meeting or campus research symposium; capstone thesis evaluated by a panel of at least 3 faculty members. OPI or OPIc recommended for all BA completers.

Elementary and Secondary Education Licensure candidates: MTEL and OPI or OPIc oral proficiency interview required. | Annual review by all full-time World Languages and Cultures faculty convened as department curriculum /assessment committee. Annual departmental assessment retreat, including all full and part-time faculty. | After implementation of various changes (to make oral assessments 25% of student grades in 101, 102, 201, 202 level language courses; assessment of intercultural learning in all intermediate language courses; added evaluation of senior thesis by faculty committee, and added requirement for OPI/OPIc test [paid by department] for licensure majors and graduating seniors during the capstone semester), the goal of students achieving the Advanced-low level by the time they graduate has been about 90%. We have also added two more classes with the DSPS category for the Gen Ed to add social advocacy in our curriculum. | Program Review in 2023 |

World Language and Cultures	Spanish 4+1 and M.A.T.	The online material are being updated to reflect new (2023) changes in the program passed through Graduate Education Council this academic Year. Will continue to be updated as program evolves.	
E-Series Forms: Making Assessment More Explicit Option E1: Part B. Inventory of Specialized and Program Accreditation			
Department	**Category** **List each degree program:**	**(1) Professional, specialized, State or programmatic accreditations currently held by the institution (by agency or program name).**	
World Language and Cultures	Spanish 4+1 and M.A.T.	The License-Specific Subject Matter Knowledge (SMKs) and Professional Standards for Teachers (PSTs) are determined by the Department of Elementary and Secondary Education (DESE) and are available online through their website.	

Capstone course: Oral presentation of capstone thesis at annual Research Symposium evaluated by at least three members of the WLC department. At a professional conference or at other academic forum. MTEL exam required OPI or OPIc oral proficiency interview at the Advanced-low level. Advanced MAT students publish or present on additional Action Research Captstone.	Annual review by all full-time WLC faculty convened as department curriculum/assessment committee in alignment with other MAT programs and DESE contents and pedagogical needs.	MAT thesis written in Spanish. Methods course in Spanish made into two classes to provide more experiences to apply pedagogical learning.	2021 DESE Review and Program Review in 2023

(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
Licensure: 1. Massachusetts Tests for Educator Licensure (MTEL): Candidates must take 2-5 examinations related to general and content knowledge. The exams test the student's fluency in the content area. 2. Programmatic Benchmark Assessments: where teacher candidates describe, analyze, and perform in progressively complex tasks demonstrating mastery of the SMKs and PSTs over 4 gateways. 3. MA Candidate Assessment of Performance (CAP) - A state assessment determining candidate readiness for professional practice. Non-License: 1. Capstone course: Oral presentation of capstone thesis at annual Research Symposium evaluated by at least three members of the WLC department. 2. At a professional conference or at other academic forum. 3. MTEL exam required OPI or OPIc oral proficiency interview at the Advanced-low level.	1. School of Education Continuous Improvement Process* 2. Annual review by all full-time WLC faculty convened as department curriculum/assessment committee in alignment with other MAT programs and DESE contents and pedagogical needs.	Licensure: 1. Candidate Holistic Assessment performed at each semester interval 2. Field-based pre-practicum guidelines established 3. Assessment of Professional Dispositions established 4. Student Intervention and Support System established MAT thesis written in Spanish. Non-Licensure: Thesis	2021 DESE Review and Program Review in 2023

Appendix 8

Glossary of Acronyms and Abbreviations

Acronym / Abbreviation	Full Meaning
ADA	Americans with Disabilities Act
AFSCME	American Federation of State, County and Municipal Employees
API	Asian/Pacific Islander
AUC	All University Committee
BORN	Board of Registration in Nursing
BSB	Bertolon School of Business
BSW	Bachelor's in Social Work
CAAR	Center for Accessible Academic Resources
CC	Community College
CCNE	Commission on Collegiate Nursing Education
CHS	Counseling and Health Services
CJ	Criminal Justice
CRCA	Center for Research and Creative Activities
DHE	Department of Higher Education
FGSSC	First Generation Student Success Center
HACU	Hispanic Association of Colleges and Universities
HIPs	High-Impact Practices
HSI	Hispanic Serving Institution
IDS	Interdisciplinary Studies
IPEDS	Integrated Postsecondary Education Data System
IR\&A	Institutional Research & Assessment
JRCNMT	Joint Review Committee on Educational Programs in Nuclear Medicine Technology
MFT	Major Field Test
MOU	Memorandum of Understanding
MSCA	Massachusetts State College Association
MSI	Minority Serving Institution
MSoE	McKeown School of Education
MSW	Master's in Social Work
N360	Navigate (student success and case management platform)

Acronym / Abbreviation	Full Meaning
NCHA	National College Health Assessment
NECC	Northern Essex Community College
NMT	Nuclear Medicine Technology
NSCC	North Shore Community College
NSSE	National Survey of Student Engagement
OT	Occupational Therapy
PAGE	Program Area for General Education
PEC	President's Executive Council
RISE	Resources and Inspiration for Student Empowerment
SGA	Student Government Association
SGS	School of Graduate Studies
SON	School of Nursing
SPC	Strategic Planning Committee
SSI	Student Satisfaction Index
STEP	Student Transition and Engagement Program
WLC	World Languages and Cultures