



Salve Regina University
NECHE Self-Study
February 16, 2021



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Introduction

When Salve Regina's reaccreditation site visit is complete in April 2021, its self-study review will be nearly two years in the making. University leadership recognized the unique opportunities that the reaccreditation process offers, and has supported the efforts of the Core Team, Steering Committee and subcommittees at each step along the way.

Launched in May 2019, the process began when the Provost/Vice President for Academic Affairs convened the Steering Committee, which was comprised of vice presidents, administrators and faculty from across divisions. Each member of the group was charged with overseeing one of the nine Standards for Accreditation, and subsequently selected more than four dozen subcommittee members representing the University community, with an emphasis on faculty participation. These individuals were charged with a comprehensive examination and evaluation of the programs, practices and methods by which Salve Regina conducts the business of education. While the Standard Three subcommittee included Trustee participation, the anticipated student representation on subcommittees proved to be a challenge when the University moved to remote learning following the onset of the pandemic. Dr. Carol Anderson, vice president of the Commission, provided guidance to both the Steering Committee and subcommittee members regarding the self-study and reaccreditation being undertaken so that the process and objectives were clear.

The timing of the self-study provided the opportunity for conversation and reflection soon after the University's eighth President took office, and enabled new leaders in several areas to share fresh perspectives. The timing was also advantageous as it aligned with the launch of the Strategic Compass, an initiative designed to identify the University's shared values and establish key priorities as Salve Regina nears its 75th anniversary year in 2022-23.

As administrators looked ahead to the self-study process, it was viewed as an opportunity to re-set the campus culture in order to foster teamwork, professional and personal development, consensus, organizational change, and the empowerment of individuals. These goals were shared with the Steering Committee in a meeting on November 18, 2019, with the expectation that their work to compile "meaty bullets" for each of the Standards' numbered paragraphs in NECHE's format—description, appraisal and projection—would begin in January 2020. The Steering Committee also met on February 21, 2020, to provide an update on the progress being made by subcommittees in their review of each Standard. In addition, they had the opportunity to meet with Dr. Patricia O'Brien, SND, senior vice president of the Commission, on March 26, 2020, for a gathering that was originally scheduled to be an in-person campus visit but was moved to the virtual realm just after the onset of the pandemic.

Several members of the Core Team participated in NECHE-sponsored workshops designed to support the work of the institutional self-study process. The Director of Institutional Research and Effectiveness and self-study writer participated in the Data First Forms Workshop at NECHE's Burlington offices on January 16, 2020. They also attended the virtual Self-Study II Workshop along with the Associate Provost on July 28, 2020.

While the original timeline was significantly impacted in spring 2020 as efforts across the University community turned to ensuring a successful pivot to teaching, learning and working in a virtual environment, subcommittees continued their work despite the pandemic. Templates were submitted by June 2020 and the Core Team began a comprehensive review of the information throughout the summer and fall 2020 as the self-study writer crafted the narrative. A day-long virtual visit with NECHE's visiting team leader was held on November 9, 2020, in which Dr. Lorraine Sterritt, president of St. Michael's College, met with Steering Committee leaders and the Core Team.

The University's NECHE Reaccreditation webpage provides an overview of the evaluation and self-study process, along with the Standards for Accreditation and subcommittee members. Invitations for public comment are published online, in the Newport Daily News, Newport This Week and in the University magazine, Report from Newport.

The University's self-study has inspired candid conversations regarding current University practices and highlights a number of areas where renewed commitment by new leadership creates opportunities to strengthen and enhance the Salve Regina experience. It is anticipated that a focus on the Strategic Compass, equity and inclusion, graduate and professional studies and institutional research and effectiveness will remain as priorities in the coming years and further define just what makes Salve "Salve."

Steering Committee Leaders

Standard 1: Dr. Theresa Ladrigan-Whelpley, Vice President for Mission Integration

Standard 2: Dr. James Ludes, Vice President for Public Research and Initiatives

Standard 3: Dr. Jameson Chace, Professor/Chair, Biology and Biomedical Sciences

Standard 4: Dr. Nancy Schreiber, Provost/Vice President for Academic Affairs

Standard 5: J. Malcolm Smith, Vice President for Student Affairs

Standard 6: Dr. Donna Cook, Associate Provost

Dr. Steven Rodenborn, Dean of Undergraduate Studies

Standard 7: William Hall, Vice President for Administration/Chief Financial Officer

Standard 8: James Fowler, Vice President for Enrollment Management

Standard 9: Michael Semenza, Vice President, University Relations and Advancement

Core Team

Chair: Dr. Nancy Schreiber, Provost/Vice President for Academic Affairs

Annemarie Bartlett, Director of Institutional Research and Effectiveness

Dr. Donna Cook, Associate Provost

Mary Edwards, Director of Constituent Communications and Design/Self-Study Writer

Dr. Steven Rodenborn, Dean of Undergraduate Studies

Institutional Overview

Salve Regina was founded by the Sisters of Mercy of Providence, R.I., who believed that a Catholic institution of higher education was needed to prepare students to lead responsible lives within the context of Mercy values. This vision led to the Rhode Island General Assembly's charter, which was granted in 1934, for the establishment of a corporation named Salve Regina College. Thirteen years later, Ochre Court was gifted to the college corporation, thereby establishing a home for Salve Regina. The Gilded Age "cottage," which sits oceanside along Cliff Walk in Newport, R.I., was converted to house students, faculty, classrooms and study spaces, and the founding Sisters welcomed Salve Regina's first 58 students through the gates of Ochre Court on September 24, 1947—Mercy Day—as the Class of 1951.

In the decades that followed, the institution acquired surrounding properties, building residence halls and classroom buildings to expand the campus that now encompasses 80 acres set on seven contiguous 19th-century estates. With Ochre Court housing administration offices, Salve Regina is comprised of 52 buildings, 21 of which are structures of historic significance that have been purposefully adapted for student use. The college became coeducational in 1973 and achieved university status in 1991, at which time the school's charter was amended to change the name of the corporation to Salve Regina University.

The story of Salve Regina begins nearly 200 years ago, however, with Catherine McAuley's vision for a world in which Mercy is extended with compassion and purpose. As the foundress of the Sisters of Mercy, Catherine chose to use her wealth and means to ease the plight of the poor, the sick and the uneducated in 19th-century Dublin, and served as an inspiration for the women who joined her religious order that would come to span the globe. Known as the Walking Sisters, Catherine and the early Sisters of Mercy defied the traditions of the time, when nuns typically remained cloistered, by venturing into neighborhoods and homes, wherever they were needed most.

Today, nearly 75 years after the gates of Ochre Court were opened to its first students, Salve Regina is poised to celebrate its jubilee anniversary, having built a strong foundation of Mercy-driven education upon which its next chapters may unfold. With a mission that encourages the campus community to work for a world that is harmonious, just and merciful, the institution is also committed to the Critical Concerns identified by the Sisters of Mercy in their ministries around the world: the sustainability of life through care of the Earth; immigration and the dignity of all people; nonviolence at all levels, from domestic abuse of women and children to nuclear disarmament; systemic racism and advocacy for social justice; and the education, health and spirituality of women.

Under the leadership of President Kelli J. Armstrong, Ph.D., Salve Regina is moving forward under a new Strategic Compass that will guide University initiatives and ensure that the student experience is fully imbued with the Mercy mission. As the institution's eighth president, and first-ever lay person in the role, President Armstrong's commitment to Salve's Mercy heritage is strong, while her focus is on a future in which the University's reputation for academic excellence is recognized outside of its current market segments. With a background in strategic planning and institutional research, President Armstrong has begun to reset the campus culture through the Strategic Compass, with an emphasis on data, assessment and evaluation as drivers for change.

To that end, the Office of Institutional Research and Compliance was renamed the Office of Institutional Research and Effectiveness (IRE) and is also under new leadership. Based on feedback from the NECHE five-year review, IRE has added a dedicated assessment position to support efforts across campus in establishing student learning outcomes that are meaningful, measurable and manageable. The role of the Assistant Director for Assessment and Institutional Research represents an important institutional investment in ensuring a University-wide commitment to assessment and evaluation. IRE will be

instrumental in establishing more effective processes for systematic assessment across campus and support efforts to close the loop in programming.

In the Academic Affairs area, the period since the University's last accreditation review is one in which turnover in key positions, along with restructuring in undergraduate and graduate areas, has provided both challenges and opportunities for the institution. The current Provost, who took over the role in 2018, is the fourth person to lead the division over the past 10 years. Having followed an interim provost who held the position for the 2017-18 academic year, the Provost has been working to strengthen shared governance mechanisms with faculty and create a structure for enhanced programming and innovation.

In addition, the Dean of Undergraduate Studies joined the University community in 2019 to further strengthen the Academic Affairs division. Due to restructuring under previous Provosts, the position had been held by a number of individuals and the current Dean was selected to provide leadership in curricular and policy initiatives in order to support continuous improvement at the undergraduate level. One such initiative under way is the Core Curriculum renewal, which is discussed in Standard 4 and will serve to refresh the current Core with a focus on action-based learning more deeply connected to the Mercy mission across disciplines.

Currently, a search is under way to fill the position of Vice Provost for Graduate and Professional Studies, another area that has experienced change over the last decade. The position reflects a shift in focus from the previous role held by the most recent Dean of Graduate Studies and Continuing Education. The Vice Provost will be charged with evaluating, strengthening and launching new academic programs and offerings for students and employers as well as leveraging all modalities to optimize enrollment and quality. Opportunities for growth in the area will enable the University to establish new revenue streams, thereby reducing its dependence on undergraduate tuition.

Given the significant leadership changes at Salve Regina, the reaccreditation self-study provided the ideal opportunity to reflect on what works well at the University, and what improvements may be made to ultimately strengthen and enhance the student experience. As the process unfolded, it became clear that while gaps exist in assessment and follow-through, efforts to address these issues are moving forward, and progress in establishing a culture of assessment is evident in the work of IRE and data governance initiatives. A commitment by leaders at all levels ensures that the momentum will continue and assessment will become a culture of habit and best practice at Salve Regina.

The Strategic Compass plays a large role in Salve Regina's story, setting the course for the institution's future as a framework to further the core values and guiding principles that will shape the student experience in coming years. At the outset of the initiative, President Armstrong asked that the Compass address three key questions in gathering input from stakeholders across campus in order to create a path forward:

1. What does Salve do best?
2. What do Salve's strengths tell us about our values as an institution?
3. What does every Salve student need when they graduate?

To facilitate the process, OptimizeU Leadership Coaching, an external consulting team with expertise in higher education and organizational change, was engaged. Dedicated to fostering transparency and open communication, President Armstrong called for nominations to form a Steering Committee, which ultimately consisted of faculty and staff representatives from various departments and offices who conducted the extensive work required to gather and analyze information through a collaborative process. The Committee worked throughout 2020, and while the original timeline was affected by the pandemic, the Strategic Compass was presented to the Board of Trustees and campus community in October 2020.

Other areas of the University have benefited from the expertise of outside consultants in recent years and are discussed in the self-study narrative. One donor-funded project, spearheaded by University Relations and Admissions, was an investment in market research and planning through Dartlet, now Carnegie Dartlet. The firm was engaged to identify positioning in the higher education realm related to marketing, messaging and perception, and conducted extensive research through focus groups and stakeholder participation. Based on input at all levels, it was clear that Salve Regina's focus on Mercy was a common theme amidst each constituency. Highlighting Salve's underlying purpose to "inspire thoughtful discovery that encourages a life of compassion and wonder," an advertising campaign was created and both print and digital formats incorporated messaging to promote the University's deep commitment to its Mercy values.

At the graduate level, Gray Associates was engaged to work with faculty and staff in assessing current program offerings. A higher education consulting firm with expertise in data analytics and the development of data-informed academic program strategies, its consultants assisted in a comprehensive review of graduate programs through an external market lens, which led to the sunseting of several underperforming programs.

In addition, Pearl Street Collective worked with University Relations and Advancement in discerning the division's strengths, challenges and opportunities to best leverage the talents of each team member moving forward. Building capacity in the area is of vital importance as the University approaches its 75th anniversary and, following the consulting firm's work, the position of Chief Advancement Officer was created. The Chief Advancement Officer, who joined the University community in January 2021, will lead campaign planning, establish an infrastructure to support fundraising and advancement activities, growth and success.

Through the generosity of a lead donor foundation, Art & Science Group LLC is helping to develop strategies for positioning the University amongst its key constituents as a "next step" in the Strategic Compass process. A firm with expertise in higher education strategy, the consultants are working to ensure that Salve Regina leverages its position for sustainability and growth in a competitive marketplace. The University is also collaborating with Eastley and Partners LLC in a study to create student-centered spaces on campus that provide a welcoming and engaging environment to support a vibrant student experience.

Additional themes that took shape through the self-study process include the Presidential Commission for Equity and Inclusion's efforts to create an inclusive community that values diversity and welcomes every individual with kindness, dignity and respect. Like the Strategic Compass, the Commission's work will impact all areas of the campus community and invite all constituents to join in advancing Salve's Mercy mission and traditions.

It is also anticipated that the Core Curriculum renewal, currently under way with two committees in place, will greatly impact students' academic experience. The Core Learning Outcomes Committee (CLOC) is charged with consulting stakeholders from across the campus community and identifying the list of Core learning outcomes that will determine the aims and purposes of the Core Curriculum. The Core Curriculum Structuring Committee (CCSC) has been charged with investigating effective, creative and mission-driven practices in higher education curriculum design and developing a renewed structure for the Core Curriculum reflective of Salve's distinctive mission, values and strengths.

In looking ahead to Salve's 75th anniversary, and with the Strategic Compass in place to set the course, the University is positioned to celebrate its Mercy heritage while furthering its commitment to the mission, enhancing the academic experience, and fostering the personal and professional success of its students.

Salve Regina University's Response to the Pandemic

As news of the COVID-19 pandemic spread across the globe in March 2020, students left campus for an extended spring break that soon turned into remote learning for the remainder of the semester. In a matter of two to three weeks, all classes were moved online and “Virtual Salve” was launched on March 30. University employees were required to work from home, if possible, joining faculty and students in becoming acclimated to the “new normal.”

To navigate the logistics during this time, the Emergency Management Team (EMT) was activated to manage all operational adjustments in order to complete the semester remotely. Faculty were resilient in making swift and significant adaptations to their coursework in such a short period of time, and students progressed to successfully complete the academic year. Five weeks into remote learning, the Salve Regina community was surveyed to gather feedback on aspects that were working well and inform on ways to improve should the need to employ similar measures in the future arise. While Commencement was postponed until spring 2021, the Class of 2020 was invited to participate remotely in a virtual Conferral of Degree ceremony held on May 17, the date originally scheduled for Commencement. Commencement plans for May 2021 for the Class of 2020 and 2021 are being discussed and will depend on the Rhode Island Department of Health (RIDOH) guidelines and current health situation.

In early June 2020, RIDOH initiated a partnership with all Rhode Island institutions of higher education to help support the re-opening of campuses for the 2020-21 academic year, and required each, including Salve, to prepare a detailed Campus Readiness Plan (CRP). At this juncture, Salve transitioned the EMT to the Campus Readiness Group (CRG), a cross-campus committee charged with developing the CRP in order to maintain the health and safety of all students, faculty and staff. The CRP was submitted on June 30, 2020, and RIDOH provided feedback in early July.

Sustaining Salve Regina's signature academic excellence in the virtual environment necessitated that faculty and facilities be prepared for a model of teaching and learning with high flexibility. Along with key administrators and staff, members of the Faculty Executive Assembly Committee (FAEC) were active participants in preparations throughout the summer, working collaboratively with the Department of Information Technology to develop and implement dual modality learning, the new academic footprint for the upcoming academic year. This required altering classroom physical and technological environments and providing advanced instruction for faculty to adjust to simultaneous in-person and remote teaching. Classrooms were upgraded throughout the summer months into live synchronous streaming lecture capture classrooms so that teaching could continue as scheduled whether in-person or remotely. Access to mobile streaming and lecture capture equipment provided an agile method for Salve to adapt to a variety of situations, including accommodating the needs of students and faculty who were unable to attend class in person because of quarantines or other health circumstances.

A significant investment in resources and training enabled the effective deployment of appropriate technology to support the implementation of dual modality processes. Once again, a survey was administered to students near the middle of the fall semester (Sept. 29-Oct. 6) in order to garner feedback on this pedagogy and adjustments were made wherever possible.

While the pandemic forced all offices and departments across campus to shift operations in many and varied ways, the Office of Residence Life was significantly impacted as the team made plans to welcome students safely back for the fall 2020 semester. Residence halls were altered to accommodate social distancing and room occupancy guidelines; most rooms became doubles, with the exception of a few of the largest rooms across campus. To accommodate all students who planned to live on-campus, the University secured additional space at Newport's Marriot Hotel, which housed 140 students for the fall semester. Move-in days

were staggered in order to avoid crowded hallways and residences as families dropped their students off, beginning on September 1.

In addition, Sodexo adjusted its operations to accommodate for reduced occupancy in the cafeteria based on RIDOH requirements and increased its to-go options in all venues across campus. Interscholastic athletic competition was cancelled for the fall and winter but teams were allowed to practice as long as they were compliant with prescribed safety and health requirements. To further protect the community, external conferences and events were suspended until further notice. All internal events for community members were either amended to comply with state requirements or held virtually.

Facilities enhancements included installing physical barriers to service spaces and multiple hand sanitizer and wipe stations to all campus buildings. Environmental protocols were implemented, including more frequent cleaning of all common spaces. Areas such as the mail room reconfigured spaces and protocols to accommodate social distancing in areas where lines often become congested during busy periods.

Beginning in mid-August, the CRG transitioned back to the EMT in preparation for the start of classes on September 9, 2020. All faculty, staff and students were required to sign Salve Regina University's Pledge for the Protection of Our Community in acknowledgement of the protocols in place and to commit to actions that would help ensure the safety of the community. In addition, the implementation and enforcement of the COVID-19 addendum to the Student Code of Conduct, which is included in the 2020-21 Student Handbook, is of the utmost importance to the University community. Expectations on social gatherings, social distancing, the use of face masks, health monitoring and hygiene, quarantines and classroom protocols are detailed to ensure that students are aware of the many factors that impact the health and safety of the campus community. Sanctions for deliberate non-compliance, which may include disciplinary probation, suspension or expulsion, are also included in the addendum.

In further accordance with RIDOH guidelines, the University partnered with the Broad Institute to provide reliable and expedient testing for the campus community. Onboard testing of all faculty, staff and students planning to return to campus was conducted prior to the start of classes, followed by ongoing surveillance testing throughout the semester. A Central Oversight Unit (COU) was established to provide contact tracing and communication. The COU ensured an up-to-date and accurate means to coordinate isolation, quarantine and contact tracing protocols without interfering with academic learning.

The University's Virtual Salve website transitioned to Back to Salve, a one-stop website for current information, updates and communications regarding Salve's reopening as well as testing and screening throughout the semester. Updated daily through December 19, 2020, the COVID-19 Dashboard was designed to inform the community on the pandemic's impact on campus, which had an overall positivity rate of .85% for the fall semester, by far one of the lowest rates in the New England region.

Students, staff and faculty were given the flexibility to learn and work remotely based on their individual circumstances. Five percent of the undergraduate student population chose to take their classes fully online for the fall semester, while 19% of the faculty chose to teach remotely due to concerns about underlying health conditions. Faculty who chose the remote option were required to complete extensive online instructor training. Fifty percent of undergraduate classes met on a regular schedule with socially-distanced seating arrangements, while 33% were staggered (50% of the class alternating in and out of class) and 17% of undergraduate classes were fully remote. Eighty-four percent of graduate courses were taught remotely (compared to approximately 70% prior to the pandemic). First- to second-year retention of the fall 2019 cohort was 82.9%, compared to the previous year of 85.2 %.

As the semester unfolded, many regions of the United States saw spikes in COVID-19 cases, with Rhode Island showing an increase as well. On Nov 30, 2020, R.I. Governor Gina Raimondo mandated a two-week pause that required higher education institutions to move all classes online. Salve shifted once again to a fully remote learning environment, and all students living on campus were given the option to continue to live in the residence halls through the end of the semester (Dec. 18, 2020); 220 students chose to remain on campus. In preparations for the spring 2021 semester, the start date was delayed by one week. The University began classes on January 19, 2021, and will continue to implement dual modality learning until a time when the vaccine is distributed to the general population.

Throughout the pandemic, communications were necessary in order to share timely and relevant information. University communications were sent to community members twice per week (Tuesday and Thursday) to meet this need. In addition, the Offices of the President and Provost held virtual office hours to address questions and concerns from campus constituents, including faculty, staff and students.

The unpredictable nature of operating a university during a pandemic did compromise some of Salve's plans to advance work to strengthen a number of areas. The March 2020 launch of the institution-wide data governance initiative has been on pause so that personnel resources could be reallocated to supporting the changes needed around remote learning and dual modality for the fall reopening. Plans that were in place to reexamine and strengthen academic assessment were also delayed. After a successful hire for the role of Assistant Director of Assessment and Institutional Research in mid-February 2020, the campus closed in March, thereby compromising Salve's ability to collaborate with faculty and generate the momentum needed to fully advance assessment strategies, particularly in the graduate area. Other areas regarding the Strategic Compass and Core Curriculum renewal, which will be discussed in the self-study narrative, moved ahead but at a slower pace than originally planned as efforts in all areas were, by necessity, shifted to the pandemic. The University community is hopeful that these projects, as well as other key initiatives under way, will get back on track as 2021 progresses.

Lessons learned as a result of the pandemic also brought about positive change at the institution. The pivot to dual modality introduced enhanced technology that both faculty and students have found engaging and further conversations with stakeholders will allow for a sharing of perspectives in improving the teaching and learning experience. The change to a more formally scheduled move-in for students also proved to be a positive experience, with plenty of staff on hand throughout the process to assist families at their assigned move-in times. In addition, postponing New Student Orientation from June until August provided the opportunity to incorporate various activities into a Week of Welcome (WOW). While June is an important yield opportunity, WOW was a positive experience for many students; it gave them the opportunity to become more acclimated to the campus, and their fellow classmates, prior to the start of the semester.

Salve Regina, while affected financially, has weathered the storm brought by the COVID-19 virus. Its impact started during early spring 2020 and continues in this fiscal year. As evident in the self-study and supporting documents, fiscal 2020 financial operations were successful, with positive earnings from operations and a balance sheet with ample liquidity. The University was able to absorb approximately \$4 million in disrupted revenue with a combination of expense savings and, to a lesser extent, limited summer furloughs. Salve Regina did not experience any layoffs.

While the incoming Class of 2024 and retention suffered only minor losses, the impact on fiscal year 2021 is continually being monitored. Most of the impact thus far has been in auxiliary revenue and additional COVID-related expenditures regarding residence hall de-densification, additional off-campus housing, expanded health services, food service, surveillance testing and contact tracing, environmental cleaning, and investments to enable all classrooms to accommodate hybrid learning. The impact of these measures was close to \$6 million (on a budget of \$79.4 million). The University was able to amass savings and additional

external funding to counter the impact and still present a budget with a positive bottom line (approximately \$1 million). Sources of funding include federal funding, private gift funding, a one-time unrestricted endowment spend increase, discretionary budget cuts, a minor decrease in pension contribution, and a limited furlough in the summer. As of this writing, Salve Regina appears to be on track with its current financial plan, subject to re-enrollment for spring 2021 and the impact of students' return to campus.

In looking ahead to the Class of 2025, Salve Regina continues to offer virtual and small, in-person tours to prospective students and families and the enrollment funnel suggests another strong enrollment cycle is in the works, with applications increased by 3% and early deposits running significantly ahead at this time. In preparation for the 2021 cycle and in response to the effects the pandemic would have on accessibility of standardized testing, the University determined that continued requirement of the standardized testing for admission to the nursing and education programs would place an undue burden on the applicant pool and has temporarily suspended the requirement. Admissions leadership will review the effects of this adjustment to determine whether to make the change permanent in future enrollment cycles.

The spring 2021 semester is well under way with the following breakdown on remote instructions as of February 1: 10% of undergraduate students are remote; 20% of undergraduate courses are online; 58% of undergraduate courses meet in full; 22% of undergraduate courses meet staggered; and 95% of graduate courses are online. In order to mitigate an uptick in positive cases of COVID-19 early in the semester, the University implemented a pause on in-person learning and issued a shelter-in-place order for both on- and off-campus students. From Feb. 3 at 10 p.m. through Feb. 16 at 5 a.m., all undergraduate students were required to remain in their residence unless they needed to leave for essential items such as food and medicine, outdoor exercise, COVID-19 testing or official University business. Additionally, a curfew was in place from 10 p.m. to 5 a.m. daily.

University leadership is committed to the health and safety of the campus community. Surveillance and symptomatic testing are ongoing, with careful monitoring at all times of the very fluid and evolving situation.

STANDARD ONE: MISSION AND PURPOSES

DESCRIPTION

Inspired by the enduring vision of the founding Sisters of Mercy, Salve Regina's mission is a living commitment to the Catholic tradition and Mercy values that the University endeavors to integrate into all dimensions of institutional life, including teaching, research, service and leadership. With its focus on Mercy, justice and lifelong learning, the mission is the cornerstone of strategic planning and academic programming, and fosters the development of men and women who recognize the importance of turning empathy into action as change-agents in an increasingly interconnected global society.

As a community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice. The University through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just and merciful.

The University's mission statement, which has inspired thousands of students, faculty, staff, Trustees and alumni to work for a world that is harmonious, just and merciful, was approved by the Board of Trustees in its present form in 1997 and reaffirmed in October 2020. Representation of the mission is found across campus; framed in offices, in print pieces, on University webpages and in many course syllabi.

No discussion of mission would be complete without reference to Catherine McAuley, the foundress of the Sisters of Mercy. The 2019 installation of a statue in her honor pays tribute to a woman who truly believed that one person can make a difference. She and the first Sisters of Mercy went without hesitation to where the need was greatest, tending to the sick, educating the poor and offering compassionate outreach, no matter the obstacles. Nearly 200 years after Catherine's profession of vows as the first Sister of Mercy, her legacy continues today through Salve Regina's mission and commitment to its Mercy heritage.

The Office of Mission Integration oversees three areas, including the Mercy Center for Spiritual Life and Center for Community Engagement and Service, which are discussed in Standards Two and Five, and the recently established McAuley Institute for Mercy Education. Tasked with providing opportunities for the campus community to incorporate the mission into the Salve experience, Mission Integration has launched new initiatives that promote an understanding of the University's Mercy traditions.

The McAuley Institute for Mercy Education was created to advance the University's Mercy, Catholic vocation through leadership development, interdisciplinary dialogue and action around issues of contemporary religious and cultural significance. It also seeks to engage public leadership in the national discourse around issues of importance to the Catholic Social Tradition and the development of Mercy higher education worldwide. The Mercy Leadership Colloquium is an opportunity for staff in leadership positions to engage in monthly discussions of shared readings in order to develop practices rooted in the Mercy mission. Nineteen staff members from across campus have participated in the first two series, with a third cohort planned for 2021. In similar fashion, the Mercy Faculty Forum invites discussion and consideration on the ways in which research, teaching, service and leadership may advance the University mission. The Mercy Interdisciplinary Faculty Collaboratives on the Critical Concerns of Earth and Race are also under way, with 11 faculty and student assistants working to advance interdisciplinary teaching and research on these important issues. A fourth initiative, the Voices of Mercy, invites one faculty and staff

member, along with one student and graduate each year, to reflect on their vocational journey as a person of Mercy, responding to the question: “What matters to me and why?”

Launched in January 2020 and presented to the campus community in October 2020, the Strategic Compass defines the institution’s core values and sets strategic priorities as the University moves ahead and beyond its 75th anniversary in the 2022-23 academic year. Given new leadership in key positions, including the President, Provost, Vice President for Mission Integration and Undergraduate Dean, the initiative provided the opportunity to renew institutional commitment at all levels to Salve’s mission. The previous strategic plan, which concluded in 2019, will be discussed further in Standard Two.

As a member of the Council for Mercy Higher Education (CMHE), which facilitates a decennial mission assessment review, Salve’s self-study has been under way throughout the fall 2020 semester and concludes with a peer visit in February 2021. One of CMHE’s key areas of evaluation is curricular development and integration, which will assist University efforts to identify where mission meets market in order to create impactful programming responsive to the needs of a global marketplace.

APPRAISAL

Salve Regina’s CMHE review assesses eight core areas of mission integration through five queries. An ad hoc committee was convened to explore the ways in which the mission is incorporated across the campus community, and submitted its findings to the Conference in January 2021. The CMHE review supports a Core Curriculum renewal under way, ensuring that coursework will connect more closely to the mission. The Core renewal will be further discussed in Standard Four.

In alignment with the mission is the University’s commitment through the Strategic Compass to the five Critical Concerns of Mercy set forth by the Sisters of Mercy of the Americas. The Concerns focus on immigration, racism, women, the Earth and non-violence. Through its 2017 Civic Action Plan, which was launched following the award of a three-year Davis Educational Foundation grant, Salve introduced programming centered on the Critical Concerns to create opportunities for students to engage in community partnerships and mission outreach. In addition, a Presidential Commission for Equity and Inclusion, which is discussed in Standards Two and Five, was instituted in fall 2020 to develop policies and programming that support the Strategic Compass’ goals for an inclusive campus community.

An appreciation of, and attunement with, the University’s mission and purposes are effectively demonstrated by the Board of Trustees, administration, faculty, staff and students. Orientations feature introductions to the Catholic heritage and Mercy charism through conversations and print pieces, including the mission statement and *The Heritage and the Promise*. To advance the mission among the student population, the Student Government Association has standing Mission/Traditions, Diversity and Environmental committees. Mission effectiveness statements define action steps by which Trustees, faculty, staff and students may advance University goals. These are now shared at Convocation, Board meetings, orientations and posted on the website.

The Catholic Identity Mission Assessment (CIMA) survey, administered through the Office of Mission Integration by the Association of Catholic Colleges and Universities, provides further opportunity for students to contemplate mission effectiveness. The 2018 first-year student mission survey indicates that 31% of first-semester students could explain or discuss the mission with some detail or at length. An additional 41% of first-semester students could explain or discuss the mission a little. While respondents in the spring 2020 senior survey represent a different cohort, nearly 67.3% felt they could explain or discuss the mission with some detail or at length and another 23.8% felt that they could discuss the mission a little, suggesting that students’ understanding of the mission increases throughout their Salve experience.

The student learning outcomes of Salve's current core curriculum center on "the breadth and depth of the Catholic intellectual tradition, including its emphasis on the compatibility of faith and reason...and an understanding of the Mercy tradition and its commitment to justice, reconciliation, and compassion." However, while the results of the 2020 CIMA survey of graduating seniors indicate that the campus environment significantly fosters values connected to the Critical Concerns and Catholic Social Teaching such as "service to others" (78.9%), "social responsibility" (71.1%) and "environmental stewardship" (63.3%) and over 77% of graduating seniors affirm that their "compassion for others" had been moderately to dramatically strengthened by their overall Salve experience, only 31% felt they could adequately explain/discuss "Catholic Social Teaching." In addition, as shown in the Core Assessment survey administered to seniors in their spring 2019 Capstone course, when presented with rating the extent to which the Core helped with certain skills, experiences, and values, seniors reported less frequently that the Core helped them understand the "values and traditions of the Sisters of Mercy," "breadth and depth of the Catholic Intellectual Tradition," and "Christian ethical thought." In the work of Salve's Strategic Compass and Core Curriculum renewal process, a review of how and to what extent every Salve student engages with the rich tradition of Catholic Social Teaching and the foundational Mercy framework of the Critical Concerns may need to be examined. Salve may currently be stronger in the promotion of the social values and virtues underlying Catholic Social Teaching and the Critical Concerns than in an explicit critical engagement with the conceptual frameworks and lexicon of the Mercy, Catholic tradition itself.

Other opportunities for mission reflection are provided for all constituents. Examples include an annual self-evaluation completed by Trustees that includes a prompt on personal mission effectiveness; employee performance evaluations in which supervisors reflect on how team members incorporate the mission into their work; and course evaluations across disciplines in which students are asked to consider the ways in which a course enhanced their understanding of, or fulfilled, the mission.

PROJECTIONS

- As the Strategic Compass unfolds, Salve Regina's mission will continue to anchor the institution in its Mercy heritage as defining values and guiding principles inform planning. Mission effectiveness statements will be revised as appropriate and, as the Core Curriculum renewal process unfolds over the next two years, Mercy principles and values will be intentionally embedded in the curriculum and the mission statement will be standardized in course templates.
- The McAuley Institute will provide opportunities for conversation and action around the mission and Critical Concerns, further engaging the campus community. The Center for Community Engagement and Service will work to integrate experiential service learning and volunteerism into academic and extracurricular experiences. The Mercy Center for Spiritual Life will expand its efforts to connect its traditions in order to engage the entire Salve community by developing deeper partnerships with departments and offices and expanding Mercy Week to be a more integral and inclusive celebration.
- Following the CMHE accreditation visit in February 2021, Mission Integration will develop a plan to facilitate and implement recommendations made by the CMHE visiting team and redevelop a mission integration committee to foster deeper collaboration with faculty, staff and students.

STANDARD TWO: PLANNING AND EVALUATION

DESCRIPTION

Salve Regina has a strong tradition of planning and evaluation, with processes that map clear and achievable goals in alignment with the mission and purposes of the University. Similar to the timing of its last reaccreditation self-study in 2011, the University's recent presidential transition, along with leadership changes in Mission Integration, Academic and Student Affairs, brings fresh perspectives in outlining strategic direction.

The 2016 strategic plan, which concluded in 2019, advanced the institutional mission by establishing eight transformational and enabling priorities, each of which included sub-strategies outlining goals and action steps with a focus on leadership and Mercy's role in a global society. The plan's development was facilitated by a team of faculty and staff, who compiled feedback from a variety of sources, including a series of campus conversations. In addition, an accompanying vision statement spoke to the cultivation of a leadership style that turns empathy into action for the common good, and to academic programming that inspires and prepares graduates to meet challenges ahead.

President Kelli J. Armstrong, whose background in strategic planning and institutional research supports the University's shift to data-informed reasoning, charged a core team with developing the University's new Strategic Compass. Through a facilitative and inclusive approach, the Compass is built on input from Trustee, faculty, staff, student and alumni participation in focused working groups, surveys and a community gathering entitled "Salve's Strategic Compass: Designing Our Future." The Strategic Compass Steering Committee was chosen through an open nomination process and began its work in January 2020 in collaboration with OptimizeU, an external consulting firm engaged to facilitate the design thinking process, allowing those involved to freely share their ideas and opinions. Although the original timeframe for completion was adjusted due to the pandemic, the Strategic Compass was presented to the Board of Trustees and the University community in October 2020.

The Strategic Compass initiative is designed to chart the course for coming years by articulating shared institutional values and utilizing those to develop curricular and co-curricular programming that will strengthen and enhance the academic experience. With an intentional shift toward data-driven decision-making, the University renamed its Office of Research and Compliance to the Office of Institutional Research and Effectiveness (IRE), reflecting the move toward a model that will enable greater strategic focus on outcomes while enhancing the information and analytic capacity of the campus community.

The Student Success Committee (SSC), with representatives from Student Affairs, Finance, Admissions and Academic Affairs, serves in part as a retention task force in gathering data about students who are considering withdrawing from Salve. As both a strategic and operational working group, the SSC considers both retention and attrition factors and is a channel for sharing cross-divisional information to support student success. Research has shown that the impact of multiple factors may lead to students who struggle in deciding whether to stay. In monitoring students for these indicators, the University has increased its first- to second-year retention from 73% in 2007 to 82.9% in 2019. The 2019 cohort retention rate for students of color is 90%.

In support of the institution's student success efforts, IRE manages a Student Success Dashboard that is designed specifically for undergraduate fall cohort retention. Dashboard tracking indicators provide critical data to University leadership, as well as to other working groups such as the SSC, which directly impacts the student experience and retention efforts. The dashboard originated in 2015 with the need for a focused effort on retention and persistence, and has become a standardized set of metrics evaluated by a

team of faculty and staff with both the positional and operational power to make policy and intervene with students. Similarly, a Graduate Programs Dashboard was recently designed and launched to assess admissions and registration data for fully-informed and strategic decision-making.

Further underscoring the importance of data-supported innovation, the President and Cabinet have tasked the Offices of Information Technology (IT) and IRE to lead a data governance initiative. Formally launched in March 2020, the three-year plan is a significant investment of time, talent and resources. The project includes the creation of a Data Governance Committee, which will define a policy to frame the preservation and use of University data, as well as a data warehouse and a workflow platform to support the data governance process. Further discussion of this initiative takes place in Standard Seven.

Planning

Planning and evaluation are well-established practices across the campus community, as evidenced by the information referenced in Standard 2.1's Data First Form and demonstrated in supporting documents. Members of the President's Cabinet oversee distinct branches of the University, representing Academic Affairs, Finance and Administration, Enrollment Management, Student Affairs, Mission Integration, Public Research and Initiatives, University Relations and Advancement. Each member develops annual goals based on strategic priorities and objectives, and subsequently submits annual progress reports. Year-end summaries provide valuable information to the administration and Board of Trustees regarding the quality and effectiveness of established benchmarks in support of strategic priorities.

In responding to NECHE's mid-term review in July 2016, the University has continued its commitment to meeting the evolving needs of its current and prospective students through a variety of initiatives aligned with the last strategic plan. The 2016-2019 strategic plan progress report highlights the benchmarks and goals achieved based on the plan's transformational and enabling priorities. Examples include: filling the vacant Chief Information Officer's position; working with Carnegie Dartlet to identify positioning in relation to marketing, messaging and perception; the formation of the Center for Student Development (CSD); a revised financial aid model; the Nuala Pell Leadership Program; a faculty-driven advising model; and innovations in graduate programming such as the Doctor of Nursing Practice, Ph.D. in International Relations and Newport MFA in Creative Writing. Each has had a direct and significant impact on the campus community and will be discussed further in the self-study.

In addition, a number of projects stemming from the 2016 strategic plan were initiated in efforts to improve the student experience. The University identified a need to invest in its academic and residential facilities, resulting in the reconstruction of the O'Hare Academic Building, as well as renovations to the Miley Hall Cafeteria and McKillop Library Café. The scope of work included technological upgrades, and the creation of classrooms and meeting spaces that foster collaboration and an enhanced student experience. Plans are also under way to support a three-year residency requirement by constructing new residence halls to house junior-level students, in efforts to deepen student engagement and strengthen school spirit.

Through robust participation in strategic planning, the faculty and administration within Academic Affairs enable meaningful contributions to the planning, evaluation and implementation of University initiatives. The Faculty Assembly Executive Committee (FAEC), for example, plays an important role in a variety of areas, from curriculum oversight to the advancement of diversity and inclusion. The Undergraduate Council, made up of undergraduate program directors and chairs, takes the lead in designing and promoting the academic experience.

Furthermore, as members of the Graduate Council, graduate program directors facilitate academic planning as well as marketing and strategic planning. A recent collaboration with Gray Associates, a higher education

consulting firm, assessed current graduate program offerings and the external market through a systematic, data-driven analytical process, which led to the sunsetting of several underperforming programs.

Financial planning is a shared responsibility between the administration and the Board of Trustees, which meets regularly and exercises oversight through subcommittees on audit, finances and investment. Through a structured annual budget process, the President, Cabinet and Finance team develop, execute and monitor the operating budget (see faculty/staff budget instructions in supporting documents). Data-supported planning models drive the process, with the results of data gathering and modeling serving to inform administrators and trustees about the financial viability of academic programs and student services (see Standard Seven supporting documents).

Institutional priorities are feasible, reflective of the mission and achievable through a realistic course of action defined by leadership at all levels. Operationally, planning and evaluation occur at various sub-cabinet levels. Offices such as Mission Integration and Multicultural Programs and Retention have defined annual goals and priorities for each area, with the mission and strategic goals as a baseline. It is expected that the Strategic Compass will be the catalyst for additional planning as initiatives are implemented across divisions.

Additional operational frameworks include an emergency response plan, which covers crisis management, severe weather and active shooter scenarios to ensure the safety of the Salve community in the event of a campus emergency. The University's response to the pandemic underscored the strength of its contingency management and crisis communications plans. The Emergency Management Team (EMT) immediately launched its efforts in March 2020 to facilitate the move to remote learning. The group then transitioned into the Campus Readiness Group, which was tasked with reconfiguring campus facilities for a safe reopening. Working with state and local authorities, the team subsequently created the University's campus readiness plan. Institutional decisions that are made based on such contingencies are in alignment with defined priorities, with the health and safety of the campus community being of the utmost importance, while resources, both human and financial, are allocated accordingly.

In looking ahead at the demographic challenges on the horizon for higher education, the Admissions team has outlined strategies to offset decreasing numbers of college-age students in the coming years. Project 7500, a three-year Admissions enrollment initiative, is further discussed in Standards Five and Eight.

In addition, as the University welcomes a new Chief Advancement Officer to focus on the upcoming 75th anniversary, further constituent engagement will bring the campus community together for this important milestone.

Evaluation

Salve Regina's increased emphasis on assessment and evaluation is an integral component of the Strategic Compass. Last conducted in 2017, a mission survey administered to faculty and staff evaluated how well employees integrate the mission into their leadership, teaching, research and service. The survey confirmed that 94% of faculty and staff fully agree or mostly agree that they are committed to promoting the mission and 92% fully agree or mostly agree that they incorporate the mission into their work.

Some examples of the ways in which academic programs and the student experience are assessed include program reviews, annual reports, senior exit surveys, student learning outcomes (SLO) assessment, and NSSE surveys administered to first-year students and seniors. Additional methods of assessment include student course evaluations, alumni and faculty surveys. Student performance evaluations from community partners, internship mentors, clinical supervisors and educators are also submitted through Handshake, resulting in constructive and qualitative feedback on academic programming. Student teachers, social work

and nursing students, in particular, are assessed on specific program requirements through course evaluations as preparation for their respective state and national certifications.

Salve Regina utilizes the results of its evaluation activities to inform planning, programming, services and resource allocation. The annual University profile, which is derived from the IPEDS annual snapshot, posted on the website and comprised of key strategic indicators, is a useful tool that informs senior leadership and the Board, and also supports public accountability and transparency.

The University's budget is based on a five-year planning/projection model that is tied to the strategic plan; if budget reallocation is not a viable option, funding for new initiatives must be explicitly justified with a direct connection to both the departmental annual plan and strategic initiatives. External grants and fundraising efforts also provide significant resources for new initiatives and academic program advancement through named programs, endowments and funds.

The academic program review, which is further discussed in Standard Four, provides the opportunity for departments to reflect on their administrative and student learning effectiveness as well as gain insight from the perspective of external reviewers. Normally conducted every five years, the review is currently on hiatus pending an evaluation of the process and utilization of results. Alumni surveys, which are a component of the academic program review and administered to recent graduates, are also on hiatus, with re-evaluation planned to examine response rates and the populations surveyed in the context of overall effectiveness. The Provost will appoint a committee in spring 2021 to review the process in fall 2021, with a goal toward reinstating the process in the 2022-23 academic year.

The BCSSE survey of incoming students provides first-year advisors and First Year Transition (FYT) instructors with a report highlighting key components of students' responses that are linked to success. These reports assist in customizing interactions with all students and, more specifically, guide conversations with students who have not yet declared a major. BCSSE results are also used, in aggregate, to give faculty and staff insight on the characteristics of the incoming class, their preparedness, and their expectations of Salve. NSSE surveys regularly assess student engagement and satisfaction while enrolled, as well as upon graduation. These data have traditionally informed strategic planning and decision making at the highest levels. For example, feedback on the Core Curriculum has led to the renewal currently under way, which is discussed further in Standard Four.

FYT satisfaction and engagement surveys are a quick, formative check-in tool completed by both the instructor and student. The results are then combined with the Student Success Dashboard to inform intervention measures for at-risk students by the SSC. FYT course evaluations contain questions similar to academic course evaluations, but also include specifics that focus on first-year programming in order to adjust, if needed, for the following academic year. One change that was instituted involved Title IX, which moved from being taught through individual sections to a plenary session as some instructors did not feel they were equipped to discuss these policies with students. However, when taught in the larger plenary session in fall 2019, students felt they had no outlet to discuss issues with their instructors, so the session was moved back to the classroom.

When the Provost joined the University in July 2018, a satisfaction survey polling faculty, staff and students was administered to assess perceived access, quality of service and effectiveness in areas including Academic Affairs, Registrar, undergraduate studies, graduate and professional studies, sponsored programs, Center for Teaching and Learning (CTL), Institutional Research and Compliance, McKillop Library, Academic Center for Excellence (ACE), Writing Center and International Programs. Approximately 3,200 students, faculty and staff received the survey with a response rate of 18%. Overall, of those constituents who used the services of the office listed, 80% rated their experience "excellent" or "good" out of a five-point scale of

Excellent, Good, Average, Poor or Very Poor. The faculty response rate was approximately 31% and of those who used the services of the offices, 78.6% rated their experience “excellent” or “good.” The staff response rate was approximately 55% and of those who used the services of the offices, 79.5% rated their experience “excellent” or “good.” The student response rate was approximately 12%. Results indicate that “high touch” areas where students traditionally seek assistance, such as the McKillop Library, Registrar’s office, ACE and the Writing Center, were favorably perceived with 84% of students who used the services of the office rating their experience “excellent” or “good.” These results led to more intentional efforts to leverage the positive work being done to support student achievement.

Exit surveys at the undergraduate and graduate levels collect comprehensive feedback from students on their academic experience, campus-wide programs and services, and plans after graduation. Both an annual executive summary and five-year longitudinal report are produced, shared widely and used to demonstrate areas of success and needs for improvement. Ad hoc analyses also provide a timely snapshot of the student experience and have served as the catalyst for change in areas such as Gerety Hall Student Center, the Pell Honors Program and graduate program offerings, which are further discussed in later Standards.

APPRAISAL

Planning

In President Armstrong’s first Town Hall meeting following her arrival, it became clear that data would play an integral role in setting the stage for Salve’s future. The presentation was an overview of the institution’s performance across a range of data, along with the national trends and demographics that would impact student enrollment in the coming years. Paying for college is one of the biggest challenges faced by students, and one in four Salve students qualifies for a Pell Grant. The “State of the State” encompassed a range of information, from reputation to enrollment to finances, and identified key opportunities to advance the University, such as widening geographic markets for recruitment, enhancing fundraising and investment in academic and student support programs. Another area of growth is in graduate and professional studies, where a clear and cohesive strategy for life-long learning offerings can lead to new revenue streams.

The fall 2019 presentation also introduced students, faculty and staff to the Strategic Compass initiative. As previously mentioned, the iterative and data-driven process was designed to define shared values and draft a Compass with metrics to guide programming and initiatives over the next five years. A virtual Town Hall in October 2020 served as a forum in which the results of the Strategic Compass were unveiled, with updates on the process and an overview of the values and guiding principles. Such gatherings of the campus community are paramount to the open communication that is an integral part of a culture shift toward data-informed decisions and transparency, which will enable stakeholders to better comprehend the “why” behind the “what” as strategic priorities are implemented.

Over the last decade, institutional research has grown with an intentional investment in the people and tools necessary to retain and analyze data in order to implement change and improvement. With IRE’s expanded role, including the addition of a full-time position focused on assessment, the team is poised to enact positive growth and transformational opportunities for the University. For example, Salve Regina’s success in improving retention was the result of a campus-wide commitment to meeting students’ needs. Without the underlying data and research to discern what those needs are for a particular cohort, however, the SSC would not have the tools with which to achieve their first to second-year retention goals (see Standard Five supporting documents). Furthermore, the commitment to assessment is also valuable for securing external funding as the inability to access assessment data can be a stumbling block in seeking grant opportunities.

An important external reality that must be addressed in future strategic initiatives is the shifting demographics in the Northeast that will pose challenges to enrollment management. The total number of

U.S. public and private high school graduates is projected to decline significantly between 2025 and 2031. The Northeast is already experiencing a drop, with percentage changes relative to the 2008-09 school year projected to fall between -10% and -20% for the New England states by 2024-25. For the 2019-20 academic year, 76.8% of enrolled students hailed from this region, as has been the tradition across the decades.

As a tuition-dependent institution with a traditional undergraduate enrollment cap at approximately 2,000 students, Salve must expand its outreach and find new markets in which to share its story. With a spotlight on the need to diversify the University's sources of revenue beyond undergraduate tuition, room and board, opportunities for shaping graduate and professional studies must be explored in terms of both new programming as well as retiring underperforming certificates, with the budgeting process aligning more closely with strategic goals. A search for the next Vice Provost for Graduate and Professional Studies is in process to realize these initiatives based on the priorities outlined in the Strategic Compass.

Faculty and administrators within the Academic Affairs division created new programs at the undergraduate and graduate levels to respond to strategic priorities, including the need to increase academic excellence, better respond to current and prospective students' needs, and expand the reach and reputation of the University. For example, the collaboration with iDesign to create and promote the online RN-to-BSN and MSN degrees, along with the DNP degree, builds on the Rodgers Family Department of Nursing program's outstanding reputation. By creating entry points within the profession at all levels, the University has created a full suite of nursing programs that are a natural progression from the undergraduate degree.

In addition, the Ph.D. in International Relations, the nation's first fully online international relations program, is also a natural progression from the master's degree, building on Salve's leadership in the field and responding to a market need among mid-career professionals working in the national security community or in professional military education. Leveraging the University's location in a destination resort city, the Newport MFA invites writers near and far to embrace their creativity through the unique, low-residency program.

Responding to aspects of the 2016 strategic plan that called for creating a stronger student community and also strengthening the University's financial model, Student Affairs partnered with Finance to design new campus residences. Though the original timeline for completion has been pushed back due to delays in permitting at the local level, new residence halls will substantially increase the availability of junior and senior on-campus housing, resulting in a more cohesive campus experience for undergraduate students as well as increased revenue for the University. The 2016 strategic plan was also the catalyst for the \$30 million renovation of O'Hare Academic Building, which included the Lily Haseotes Bentas Center, a 23,000-square-foot addition housing expanded science and nursing simulation laboratories, the Center for Business Outreach, updated classrooms and academic office space and collaborative spaces for student engagement in an active learning environment.

Furthermore, the space study currently being conducted by Eastley & Partners, LLC, will address the need to establish a center for student activity on campus. Gerety Hall currently houses the Office of Student Engagement and serves as a hub for student activities, but its lack of dining options, accessibility, recreation and technology spaces where students can study, relax and recharge has become a priority for the University. The study, which was driven by student concerns, will draw on feedback from students, faculty and staff and is expected to provide a foundation from which to create a vibrant, welcoming environment that will enhance student engagement.

Evaluation

Salve's strengthened commitment to the compilation and utilization of data draws attention to the uneven implementation of assessment and use of results. Though many departments assess their programs and

services, addressing issues appropriate to their respective areas, the self-study has identified gaps in systematic evaluation across the institution. Thoughtful consideration of the quantitative and qualitative findings significantly impacts and invigorates programs and services, thereby enhancing institutional effectiveness, but implementation must be consistent across departments and a systematic approach of key performance indicators must be developed. Academic departments that hold specialized accreditation have more robust and systematic assessment, while departments that are not externally accredited may have challenges. Overall, a more integrated and holistic approach is needed to facilitate the sharing of information in an intentional manner and to close the loop with a purposeful cycle of assessment that connects intended outcomes, data collection, evaluation and implementation of plans for continuous improvement.

As stated in Standard One, the Conference for Mercy Higher Education (CMHE) review will assist in curricular development and the integration of the mission in the Core renewal. As the process unfolds, Mercy principles and the Critical Concerns will be intentionally embedded in the undergraduate curriculum, and the mission statement will be standardized in all course syllabi templates, thereby enabling students to identify the major tenets of a Mercy education.

In an example of how student course evaluation has fostered improvement, religious and theological studies faculty were asked to examine how the evaluation impacted their course design. Noting often cursory responses to the question “In what ways did this course enhance your understanding of or fulfill the mission,” each highlighted components of the mission as integral to course design and classroom discussion. A question regarding what students liked best/least about a course has also guided revisions to curriculum, resulting in more engaging content. Instructor feedback may be found in supporting documents.

In support of efforts to attract well-qualified students and grow enrollment, Admissions worked in conjunction with University Relations and Carnegie Dartlet to develop marketing communications strategies. This represented a significant investment and extensive research by the University to increase reputational and brand awareness. The results, which highlighted the fact that the mission is deeply connected to the student experience as well as the overall perception of the University, further supported previous research by the University’s communications team and assisted in the development of a data-driven marketing and communications campaign to increase brand awareness and recognition. The “Salve Seeks” campaign has contributed to the steady growth of applications, while the average GPA of incoming freshmen has increased 11% from 2009 (3.1) to 2019 (3.44).

The University is also collaborating with Art & Science Group, LLC, to determine how Salve may best position itself so that its key constituents will make positive decisions to engage with the institution—whether by applying, matriculating, donating, etc. By utilizing sophisticated research methodologies to guide strategic planning, enrollment, branding, pricing, financial aid and other strategies, Salve will begin to operationalize the Strategic Compass through a focused commitment to market-informed program development and delivery. The firm will help the institution position itself to thrive sustainably, prioritize and communicate its distinctive assets, and strengthen the lived experience of enrolled students in order to be competitive in recruitment practices.

Using qualitative and quantitative feedback mechanisms, undergraduate students have a voice in University operations through several groups, including the Student Government Association (SGA), Campus Activities Board (CAB), Activities Funding Board (AFB), and Student Athlete Advisory Committee (SAAC). Individual students, especially those in leadership roles, have served on strategic planning and faculty search committees, and engage in various forms of evaluation on specific topics or projects, including campus-wide surveys that inform planning. For example, results of a focus group on equity and inclusion illustrated the need to address these issues in the Strategic Compass. Other opportunities for student participation include focus groups, such as those hosted by Carnegie Dartlet and the Strategic Compass task force, which offer

students a “seat at the table” to voice their perspectives on their Salve experiences. Students chosen by Academic and Student Affairs administrators, representing a myriad of perspectives, are also invited to share insights with Trustees each year. In addition, three undergraduates and one graduate student were selected in an open nomination process to serve on the Presidential Commission for Equity and Inclusion.

In athletics, information from the Equity and Athletics Disclosure Act (EADA) and student surveys informed the addition of women’s lacrosse and equestrian teams. In the 2018-19 academic year, Salve Regina was home to more than 540 student athletes, the highest ever, who achieved an average overall GPA of 3.29. As is customary with higher education institutions, this is an important affinity group that helps to engage and retain students.

With a focus on ROI and monitoring students’ career trajectories, initiatives through the Office of Career Development provide valuable data on programming. Recent graduates are asked to complete the First Destination Survey, which helps to refine programs and services as well as monitor post-graduation success. Student employees and their supervisors engage in a recursive evaluation each semester; guided reflections on work assess the student employment experience relative to the National Association of Colleges and Employers standards. In addition, supervisors submit qualitative evaluations through Handshake that are designed to provide constructive feedback on performance, although usage of the system has not been embraced across all offices. The Departments of Business and Economics and English use the platform to document and track their students through internship opportunities. The University plans to make a concerted effort to engage other academic departments to use the platform, which will collect valuable data about students’ experiences. A dashboard snapshot (dated 12/11/20) shows that 74% of students have logged into the Handshake website to search and track internship and employment opportunities, which is considered a high usage level per the vendor’s perspective.

In a strategic move, the Pell Center for International Relations and Public Policy redoubled its efforts to raise awareness and recognition of the University’s reputation as an institution of academic excellence through research, publications and engagement. Its Story in the Public Square initiative expanded from an on-campus conference into a broadcast airing in nearly 300 PBS markets nationally on SiriusXM’s POTUS channel and has garnered Telly Awards for three consecutive years.

An institutional commitment to becoming a community of greater diversity outlined in the 2016 strategic plan has been reaffirmed by the goals of the Strategic Compass. Salve Regina has demonstrated its dedication to equity and inclusion through a variety of programs offered by the Office of Multicultural Programs and Retention, including cultural competency development workshops, Multicultural Education Week and student leadership retreats. In June 2020, a virtual Vigil and Forum for Social Justice brought the campus community together in a renewed commitment to listen, learn and work toward a more inclusive campus experience for all. Following this, the Presidential Commission on Equity and Inclusion was launched, and tasked with reviewing policies and procedures to ensure that they promote University values and the Mercy mission, and advance an institutional commitment to equity and inclusion. In addition, the Commission will review and recommend ongoing training and development for students, faculty and staff, sponsor events and programs, and ensure regular, ongoing data collection to monitor progress.

The Strategic Compass has also led to improvements in the five-year financial planning model, which have been instituted for greater financial transparency. These adjustments enable the financial planning process to more accurately reflect strategic goals, with an intentional commitment to providing sufficient resources to achieve desired outcomes. In addition, the University participates annually in the NACUBO tuition discount study, whereby the Business Office collaborates with Financial Aid to summarize data, which eventually becomes part of a nationwide survey database. The Finance team then uses metrics to perform trend

analyses for use in the budget model. Data are also compared to peer institutions to help to make informed decisions for net pricing to our students. (See supporting documents in Standard Seven.)

In the area of Mission Integration, a new Vice President has reinvigorated Mercy traditions into the Salve experience for students, faculty and staff. Changes include the Center for Community Engagement and Service's renewed strategic framework designed to foster a deeper connection to the mission and the greater community. The Mercy Center for Spiritual Life conducted an internal program review in 2019 with an interdepartmental committee of faculty, staff, students and alumni, utilizing the Council for the Advancement of Standards in Higher Education Self-Assessment Guide for Campus Religious, Secular and Spiritual Programs and a second assessment tool based on the CMHE model.

PROJECTIONS

Planning

- The Strategic Compass implementation will foster a University-wide commitment to its key priorities and direct work on the Core Curriculum renewal and the development of the signature Salve experience for all students.
- Presidential Commission for Equity and Inclusion initiatives for 2020-2023 include a comprehensive review of policies, practices and procedures to identify areas for adjustment and improvement in order to foster a more inclusive campus culture.
- Efforts to improve the student experience through capital investments will include the construction of new residence halls once permits are obtained. Results of the student space study will be considered in spring 2021, followed by the implementation of recommendations over the short- and long-term based on feasibility for Salve's campus.
- The University will advance the Strategic Compass process by positioning undergraduate programs based on a nine-month collaboration with Art & Science Group, LLC.

Evaluation

- It is critical to support the University's strategic decision-making, planning and evaluation efforts. The University will work toward a more intentional and systematic framework of assessment with common KPIs across divisions to provide a more holistic approach to assist in decision-making.
- IRE will play a role in supporting a systematic, University-wide accounting of the good assessment work already being done in order to lay the foundation for future initiatives.
- Using the Strategic Compass as a guidepost, operational plans will be developed across campus offices by January 2022, with associated assessment strategies toward program and process improvement. More intentional planning and evaluation will become best practice and all offices will have action plans responsive to strategic goals, the means to enact those plans, and metrics to measure success.
- The University will develop better data systems, including data-marts in critical areas such as graduate and professional studies, and invest in upgrading Advancement data capabilities for the next capital campaign, which is due to launch in 2022.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

DESCRIPTION

With the enduring vision that is a hallmark of the Sisters of Mercy, the University's founders set in motion their plans to further Catherine McAuley's belief in the power of education when the Rhode Island General Assembly passed an "Act to Incorporate" Salve Regina College on March 16, 1934. The institution was empowered to "effectively promote virtue and piety and learning in such of the languages and liberal arts and useful arts and sciences." Having welcomed its first class in September 1947 and attained University status in 1991, Salve Regina continues its mission to impart knowledge and prepare students to work for a world that is harmonious, just and merciful.

The University's organizational chart depicts an infrastructure customary to institutions of higher education. The responsibilities associated with various roles within the institution are shared throughout the hiring process in position descriptions and interviews and, once a part of the community, new employee orientations introduce individuals to the campus culture and expectations. Board, faculty and staff handbooks are an additional resource that provide information and serve as a guide regarding policies, procedures and conduct to ensure an environment that promotes respect and courtesy to colleagues, students and visitors alike.

The University's bylaws identify the affiliation with the Institute of the Sisters of Mercy of the Americas, Inc., whose mission is stewarded through the Conference for Mercy Higher Education (CMHE). As an affiliate institution, Salve Regina updated its bylaws in October 2020 to reflect its pledge to CMHE's covenant. While CMHE does not provide governance or operational oversight for Salve Regina, the previously mentioned peer-review mission assessment, which takes place concurrently with NECHE reaccreditation, will serve to strengthen and highlight the Mercy traditions and ways in which they are integrated throughout the student and campus experience.

Salve Regina's Board of Trustees is empowered to manage the assets of the corporation and establish policy in accordance with the University mission. The Trustee Handbook's mission effectiveness statement outlines a call to action for Board members entrusted with the institution's governance. Similar mission effectiveness statements for faculty, staff and students set the tone for compassion and respect amongst the campus community.

A system of shared governance at Salve Regina ensures that appropriate stakeholders participate in setting policies and making decisions. Quarterly meetings of the Board of Trustees and bi-weekly President's Cabinet meetings enable shared communication across divisions. Board subcommittees with a focus on Academic Affairs, Student Affairs, Finance, Investments, Mission, Properties and University Relations and Advancement also meet regularly. Trustees are appointed to working committees in alignment with their backgrounds and expertise (see supporting documents).

The Faculty Assembly is the established governance forum for faculty discussion to ensure the academic integrity of educational programs. The Assembly oversees curriculum and provides input on academic programming, and is discussed in further detail in Standard Four.

The Student Government Association (SGA) works in conjunction with the Office of Student Engagement to "enforce change and progress on campus to meet the intellectual, social and spiritual needs" of Salve Regina's undergraduate students and is further discussed in this Standard as well as in Standard Five.

Governing Board

As stated in the governance section of the Trustee Handbook, the Board of Trustees “is a self-perpetuating body of between nine and 33 members that is endowed with the responsibility and legal authority to manage the affairs of the Corporation.” Responsibilities include the appointment and evaluation of the President; supporting the University mission; ensuring responsible management of resources; and preserving institutional autonomy. Trustees serve two, four-year terms and after cycling off for a period of two years as an associate member, may be asked to rejoin the Board.

The criteria considered in the selection of Trustees reflects the Board’s duty to ensure the quality and integrity of the institution. Trustees are expected to “support the philosophy, mission and goals of the Sisters of Mercy and Salve Regina” and to “resist pressure from any individual attempting to compromise University values, ideals, goals, policies or rights.”

Trustees maintain personal and financial independence from the University in order to ensure any decisions made or actions taken are in the best interests of the institution. With five seats dedicated to Sisters of Mercy, the governing body demonstrates a deep and lasting commitment to the Mercy mission. Current Trustees bring a range of expertise as community partners across industries including health care, banking, real estate, financial management, education and more. Their combined business acumen and dedication to service provide mission-driven focus in University governance. As NECHE standards dictate, 94% of the Trustees, including the Chair, are free of any personal or immediate familial financial interest in the institution. In addition to the Sisters of Mercy representation, the Board is composed of 57% male/43% female, with seven alumni serving as Trustees.

Through quarterly meetings of the full Board, as well as regularly scheduled standing committee meetings, Trustees are informed of all matters relating to Salve Regina’s mission, purpose, management and goals. They receive a full agenda, past minutes and all committee reports in advance of the Board meeting, and detailed minutes serve as evidence that the Trustees monitor, review and approve changes to institutional policies. Trustees are expected to serve on at least one standing committee, all of which are required to meet at least twice per year. External auditors complete a thorough examination of the University’s finances in an unbiased process, with results subsequently presented to the Audit Committee as well as the full Board upon completion. Salve Regina consistently receives audited financial statements that reflect clean and fiscally responsible practices.

The Trustee Handbook is typically updated annually and serves as a resource for both new and long-serving Board members throughout their tenure. Expectations and responsibilities accompanying the role, along with the mission effectiveness statement, clearly outline the ways in which Trustees serve as ambassadors on behalf of the University. Due to recent bylaw revisions and other changes, a 2020 edition was not published and the Board was presented with an updated handbook at the February 2021 meeting.

Trustees were invited to participate in creating a framework for the University’s future through Strategic Compass interviews and focus groups. A presentation at the October 2020 annual meeting provided an overview of the research conducted by OptimizeU in collaboration with the Strategic Compass Steering Committee. Trustees were briefed on the methodologies used and the results achieved and were also asked to reaffirm the mission statement, signaling the University’s commitment to its purpose and the Mercy traditions upon which it was founded.

The Committee on Trustee Matters is charged with providing in-service educational programs, reviewing the charter and bylaws, and assessing Board membership and attendance to ensure effectiveness. The annual Board evaluation is an opportunity for Trustees to consider the governing body’s work as it relates to mission, strategy development and stewardship of resources. The survey also asks Trustees to appraise their

personal participation in a number of areas, including conflicts of interest, and is a valuable tool for reflection. In addition, Trustees are asked to comply with the University's Conflict of Interest Policy by signing a disclosure statement each year.

A standing weekly meeting between the Board Chair and President ensures that channels of communication across divisions remain open. The President also communicates regularly with the full Board in between quarterly meetings through frequent communiques that include pertinent information shared with the campus community, as well as invitations to ceremonies and events that take place throughout the year. Standing Board committee meetings also facilitate productive communication among Trustees.

The Board of Trustees' 2018 presidential search resulted in the installation of the University's first lay President. The process was led by a committee comprised of the Board Chair, five Board members (two of whom were Sisters of Mercy), Vice President for Enrollment Management, Director of Human Resources, two faculty members and one student. The President undergoes an annual performance review, which is compiled from information gathered by evaluations completed by each Trustee. The review examines the ways in which the President performs in a number of areas, including leadership, resource acquisition and allocation, management, mission and governance. Feedback is used to drive conversations surrounding compensation, goals and areas of improvement.

The President has clear direction from the Board of Trustees and is authorized to manage the institution in alignment with its mission and purpose. The President's Cabinet is an extension of that authority, with each Vice President overseeing University divisions, setting goals and reporting regularly on progress. Having closed out the last strategic plan in 2019, the University is moving forward with Strategic Compass goals that reinforce shared values and strengthen Salve Regina's commitment to its Mercy mission.

Recently instituted as a component of the annual Board meeting, the "State of the State" features a report by each Vice President highlighting key performance indicators and peer data. In addition, the work of the standing Audit, Finance and Investment Committees monitor compliance and fiscal responsibility on behalf of the institution and its constituents. As a member of United Educators, Salve Regina has access to its umbrella risk management program and full suite of resources that address safety, compliance and liability risks. The Board is apprised of any situation that has the potential to expose the University to risk and has been updated regularly regarding the impact of the coronavirus on the campus community.

Salve Regina does not operate a multi-campus system. In September 2012, the University closed an instructional location in Pawtucket, R.I., and opened its Warwick, R.I., site for graduate studies and continuing education in order to be more centrally located for students in the Providence area. All off-campus, online and continuing education, as well as evening and weekend programs, are offered in conjunction with academic departments but administered through the staff of the Office of Graduate and Professional Studies, located and operated through the main Newport campus.

Internal Governance

The Board and internal governance mechanisms in place ensure that relevant perspectives are considered in enacting plans, policies, curricular changes and other key considerations. Representation of various industries on the Board, as well as core competencies in expertise evident in leadership and administration, contributes to discussions and informs decision-making on University matters.

Internal governance is supported by an infrastructure of administrators, faculty and staff across divisions. As part of the Cabinet, the Vice Presidents, Chief Communications Officer and Chief Advancement Officer meet biweekly with the President to discuss needs and concerns that impact the University. Reorganizations

across divisions have taken place as a result of changes in leadership, as well as through the monitoring of effectiveness, needs and goals by senior administrators within their areas.

In concert with the President's focus on metrics, the Provost/Vice President for Academic Affairs works with a core team that provides input into policy and practice. The Associate Provost focuses on undergraduate and graduate academic operations, including budget analysis and accreditation practices. The Undergraduate Dean works in collaboration with the Provost's office and department chairs to develop strategy and tactical plans for academic programs. The Vice Provost for Graduate and Professional Studies will work in similar fashion with the Provost and graduate program directors when in place.

All programs, regardless of modality, are under the same curricular processes. Curriculum is overseen by departmental faculty and also undergoes review by the Curriculum Committee, an elected committee of the Faculty Assembly. Faculty report to department chairs in the discipline, who then report to the Undergraduate Dean or Vice Provost for Graduate and Professional Studies. Undergraduate and Graduate Councils operate under the guidance of the Dean or Vice Provost, respectively, to vet issues of curriculum, policy and practice.

As voting members of the Faculty Assembly, full-time teaching faculty share a general responsibility for the integrity of the University's entire academic endeavor. The Faculty Assembly typically meets once a month during the academic year and members serve on both elected and ad hoc committees. These include the Executive Committee, the Curriculum Committee, the Nominations and Elections Committee, the Evaluation Process Committee, the Rank and Tenure Committee, the Sabbaticals Committee, the Faculty Salary and Benefits Committee and the Grievance Committee. In December 2019, the Core Review Committee was disbanded and its responsibilities were folded into the Curriculum Committee.

The Faculty Assembly Executive Committee (FAEC) is a steering committee that represents the interests of the Faculty Assembly when not in session. The speaker of the Faculty Assembly serves as the faculty representative to the Board of Trustees, acting as a resource for consultation on matters concerning the faculty. The representative attends Board meetings but has no vote.

Students have substantial opportunity to express their views and to make judgments on matters that impact them. Representatives from each class make up the SGA, with one senator per 100 students elected by the full student body, along with four spots reserved for first-year students. The Executive Board consists of officers serving as president, vice president, secretary, treasurer, public relations coordinator and chief justice. Student participation in SGA elections has varied over recent years, with 499 students voting in the spring 2017 election cycle, 722 in the spring 2018 election (representing approximately 33% of the student body), and 608 casting votes in spring 2019. The spring 2020 election saw a drop in participation, likely due to the University's move to remote learning, with 272 votes cast.

SGA's internal and external standing committees and subcommittees cover all areas of campus life, encouraging conversations between students and various offices such as Academic Affairs, Admissions and the Business Office. The organization conducts an annual review of University policies as well as a review of its Constitution and the Activities Funding Board and Student Organization Recognition Committee (SORC) manuals. The SORC oversees the recognition and governance of new student organizations and engages in an annual review to determine which organizations are active. SGA also conducts surveys to assess student opinion on specific issues relevant to the student body, such as dining, safety and security, etc. In spring 2018, SGA conducted focus groups with students of color to learn about the experiences of this population on campus, leading to a diversity resolution presented to the Faculty Assembly. In fall 2019, SGA administered a campus-wide student experience assessment, which led to improvements at Gerety Hall Student Center for the spring 2020 semester. In addition to installing a stage for open-mic nights and other

events to enhance the campus experience, late night food options, weekend food trucks, and upscale vending and innovative programs were added.

Salve Regina's first venture into online program management with iDesign has been successful in restructuring and expanding outreach for the RN to BSN program. By combining instructional design technologies with the institution's nursing faculty expertise, the fully online program offers nursing professionals the opportunity for flexibility, affordability and advancement in their careers. The contract with iDesign was developed to expand geographic outreach so that Salve operates in additional states, with all coursework implemented through the Department of Nursing.

APPRAISAL

Members of the campus community share a dedication to providing students with a transformational experience that prepares them for a life of learning. With a new Strategic Compass to guide the work at hand, Trustees, senior leadership, faculty and staff have the opportunity to renew their commitment to the guiding principles and values that form the foundation for the Salve Regina experience. It is essential that all stakeholders be well-versed in the foundational principles that define the Strategic Compass in order to position the University to deliver an academic experience that fosters the development of compassionate leaders and global citizens.

According to the Official Catholic Directory, the Sisters of Mercy have experienced a steady decline in numbers over the decades, from 13,000 in 1970 to less than 3,400 in 2014. Salve Regina has been blessed in the past with exceptional leadership in its first seven presidents, and President Armstrong's deep commitment to carrying on the Mercy traditions of her predecessors has been inspiring and reassuring for the University community. A future challenge, however, may be at the Board level, where five seats are reserved for representation by Sisters of Mercy.

Governing Board

University Trustees are well-informed and engaged in the institution's governance. The Strategic Compass initiative and reaffirmation of the mission have enabled Board members to reflect as a governing body upon the values that frame institutional purpose and the expectations of what students will gain through their Salve Regina experience. As an integral part of strategic decision-making, the Board is fully apprised following unforeseen circumstances; throughout the pandemic, for example, members of the Board have been a valuable resource for the institution's response in navigating such unprecedented challenges.

The Board of Trustees has great loyalty amongst its membership but term lengths have not been managed effectively. The President and Board Chair are committed to this institutionalized practice. While representation of the public interest is evident in the expertise of current Trustees, diversity continues to be an issue within the organizational infrastructure. Signaling the importance of the Strategic Compass' guiding principle to foster an inclusive community, the Board welcomed a prominent alumna of color at the October 2020 annual meeting. Her experience in human resources will be a valuable resource in an examination and restructuring of hiring policies to implement better practices around diversity, equity and inclusion, and attracting more diverse candidates to the community.

The newly launched Presidential Commission for Equity and Inclusion is charged with advancing an institutional commitment to equity and inclusion in order to foster a culture of support for all members of the campus community. The President and Board Chair also recognize that the Critical Concerns of Mercy, which speak directly to the issue of racism, are an integral part of Salve Regina's purpose. In honoring individuals who have dedicated their lives to dismantling systemic racism, the University's 2021 Commencement will reinforce the values of an inclusive community.

Further generating opportunities for alumni, whether as Trustees or on advisory committees, will strengthen the Board's effectiveness through shared connections to the student experience. With an enhanced focus on data and research, the University is better able to identify additional alumni and individuals who make a difference in their communities. The President has created four advisory councils in an effort to increase the number of University ambassadors at a time when there is great work to be done in support of the 75th Anniversary Campaign. It is expected that the Advisory Councils, representing alumni, parents, young alumni and corporate/community stakeholders, will each meet twice a year.

In addition, creating opportunities for Board members to interact with campus constituents may lead to greater understanding of the populations served by the University. Other than the Faculty Assembly speaker who attends quarterly meetings, faculty do not serve on Board committees. Whether by increasing faculty, staff and student representation on Board committees or encouraging Trustee attendance at campus events, increased dialogue can be mutually beneficial, resulting in candid conversations and the sharing of ideas around important campus issues.

Recognizing the importance of a Trustee's role in University governance, the President secured funding through a Davis Educational Foundation Presidential Grant to underwrite a Board retreat that was originally scheduled for May 2020 but was postponed due to the pandemic. Through discussions facilitated by a faculty member from Harvard's graduate school of education, the planned retreat will allow Trustees to become better acquainted as they explore more deeply and intentionally the Board's policy and fiscal obligations, as well as elements of fiduciary responsibilities such as academic quality, diversity and societal impact. While the retreat's postponement was disappointing, the opportunity will further enhance Board effectiveness and cohesiveness when rescheduled.

The President is also working with the Vice President for Mission Integration to develop a curriculum for new Trustee orientation that will provide an overview of Salve Regina and detail the responsibilities and expectations of service as a Board member. The orientation's design will draw from the Association of Governing Boards of Universities and Colleges as well as from CMHE's work to provide a cohesive orientation and mission formation program for colleges and universities throughout their network. It is expected that the initiative will also address the lack of an external perspective in evaluating Board effectiveness. This further illustrates a commitment by leadership to ensure that the Board of Trustees is engaged, informed and well prepared to act in the best interests of the University.

Internal Governance

President Armstrong spent a great deal of time in her inaugural year listening to members of the campus community through conversations with faculty, staff, students, trustees and alumni. These discussions were an opportunity for key stakeholders to share thoughts on the past, present and future of the University prior to the launch of the Strategic Compass initiative. In her November 2019 "State of the State" Town Hall meeting, the President presented observations through the lens of a fresh perspective, highlighting some of the campus culture's strengths, such as a willingness to go above and beyond, as well as concerns, including an underinvestment in professional development for faculty and staff, who represent any institution's greatest resource.

Review occurs periodically to monitor changing needs and leadership. Examples include the founding of the Center for Student Development, restructuring the undergraduate and graduate administrative offices, and renaming and expanding the Office of Institutional Research and Effectiveness. In recognizing that additional departments and offices may benefit from restructuring and/or new positions, the President signaled to the campus community that all decisions and changes forthcoming would be based on data and analytics, with the Strategic Compass as a guide. Currently, the institution employs staff and faculty whose

roles are commensurate with their skills and expertise, with faculty possessing academic and professional credentials within their respective disciplines.

While the Presidential Commission for Equity and Inclusion demonstrates the University's commitment to creating a campus culture where all members feel welcome, valued and respected, the recruitment and hiring of candidates of color remains a challenge. Again, the Strategic Compass has given priority status to issues of equity and inclusion, and it is anticipated that the Commission will develop enhanced policies and procedures to ensure that practice follows theory. At the student level, the diversity initiative led by SGA will foster a better understanding of the campus experience encountered by students of color. For the first time in University history, each member of SGA's executive board is a student of color, and each is committed to action and progress toward a more inclusive campus community.

The institutional governance structure supports productive and transparent communication from the Board to the campus community, and reflects a commitment by the President and senior leadership to share information in an open and transparent manner. Although improvements have been made in the past years, additional work is needed. It is expected that the President and senior administration will endeavor to engage the faculty and staff in a more inclusive dialogue in both curricular and administrative matters. The faculty governance process can be cumbersome; the need for greater flexibility and nimbleness to respond to quickly changing market conditions in both the undergraduate and graduate areas is of vital importance.

An increased emphasis on shared faculty governance is evidenced by monthly meetings between the President, Provost and Chair of the FAEC, which create opportunities for dialogue on important issues. This commitment to open communication will help to create an inclusive campus culture where individuals are encouraged to share insights. Town Hall meetings allow constituents to come together for updates on issues that impact the University. Questions around why certain initiatives are moved forward while others are not will be answered by analytics, and through consistent messaging, the campus community will come to appreciate data-driven practice. In addition, the President's virtual office hours provide the opportunity for faculty, staff and students to meet for informal discussions on a range of topics. These channels of communication have been particularly helpful throughout the pandemic as a means of sharing information and reassurance in unprecedented circumstances. The Provost has also established weekly virtual office hours, inviting faculty to share thoughts and concerns in order to maintain open communication and, ultimately, create an enhanced academic experience.

One result of the President's office hours is the recent announcement regarding the creation of a staff advisory council. The idea was raised during a session with staff members as a way to create a staff group equivalent to that of the Faculty Assembly. Members will be chosen through an open nomination process. The staff advisory council will facilitate communication between departments on campus, as well as offer advice on new policies and ways in which the University can enhance the experience of staff at Salve. The group will meet monthly throughout the year, with the first group of participants serving as a steering committee to organize the council.

With heightened emphasis on assessment and evaluation, the Academic Affairs team and Department Chairs are better equipped with the information needed to ensure the integrity and quality of academic programming in all modalities. Further discussion takes place in Standard Four.

While student leaders make great efforts to publicize events through bulletin boards, digital signage, fliers and social media, some areas, such as CAB day trips, concerts, and SGA elections, are more successful while others have low overall participation. Though students are welcome to attend weekly SGA meetings, few do. However, responses to monthly emails from SGA senators to their constituents suggest that students are making a concerted effort to have their representatives work to effect change.

A recently established Graduate Student Association is still in its early stages. A faculty mentor has been appointed and plans are under way for a student-led organization that has representation from each graduate program. Thus far, members have been tasked with drafting a constitution and ideas under consideration include a mentorship program with current upper-class students as well as a program connecting students to alumni. Additionally, students hope to launch initiatives such as a sponsored conference, self-care portal resources and scholarships.

PROJECTIONS

Governing Board

- Salve Regina will demonstrate an ongoing commitment to an inclusive community that values diversity and welcomes every individual with kindness, dignity and respect. Initiatives built around equity and inclusion will serve as catalysts for change and create a more diverse and vibrant campus community. The Board of Trustees will actively seek to identify and invite people of color to serve on the Board, as well as actively seek individuals with experience in the fields of higher education and public policy. Adding faculty perspectives to the Academic and Student Affairs committees will provide wider context to discussions; faculty will be included in those upcoming meetings with relevant agenda items.
- The rescheduled Board retreat will serve as an opportunity for Trustees to engage with the senior leadership team in examining the challenges facing higher education. The President also hopes to organize a Board pilgrimage to Dublin, Ireland, when travel is permitted to visit the Mercy International Centre on Baggot Street, where Catherine McAuley established the first house of Mercy, in an exploration of Salve Regina's heritage.
- A revised Board orientation has been implemented for new Trustees and management of term limits for Board members is under way with renewed emphasis in the 2020-21 term cycle.

Internal Governance

- The Presidential Commission on Equity and Inclusion will spearhead initiatives in 2021-2023 toward greater diversity in hiring processes, training, programs and assessment. The SGA's diversity initiative will help to ensure that students of color have non-threatening and equitable classroom experiences.
- Greater student involvement in shared governance, where appropriate, will be examined in order to provide the opportunity for the student voice to be heard on matters that impact the academic and campus experience. The possibility of a Graduate Curriculum Committee will be considered as the Strategic Compass goals are defined.
- Additional realignment in organizational structure may occur following the Strategic Compass work as goals and guiding principles are defined.
- A staff advisory council will be convened in spring 2021 to facilitate communication between campus offices and departments, offer advice on new policies and serve as a representative voice for staff members.

STANDARD FOUR: ACADEMIC PROGRAM

DESCRIPTION

Through faculty-mentored research opportunities, robust academic programming and mission-driven experiential learning, Salve Regina offers an educational experience that can be tailored to a student's goals and interests. The University has over 50 major areas of undergraduate study, some with focused concentrations, across departments. At the master's level, there are 10 major areas of study across departments, some with focused concentrations, along with 25 certificate options. The University offers three doctoral programs: the Ph.D. in Humanities; the Ph.D. in International Relations; and the Doctor of Nursing Practice (DNP), which has two track options (see Areas of Emphasis section).

While the programs of study are typical of those found at other institutions of higher education, with a 13:1 undergraduate student to faculty ratio, the University's small size fosters a personalized experience. Bachelor's degrees are planned over a four-year course of study, although some students are able to complete the degree in six to seven semesters, depending on the number of credits they bring from other institutions. Transfer students are required to complete at least 30 credits at Salve in order to be awarded the degree. Associate's programs are included in undergraduate offerings but, traditionally, such degrees are only awarded in rare circumstances (e.g. posthumously). Highly motivated undergraduate students have the option of applying in the junior year to one of nine combined bachelor's/master's degree programs, whereby graduate coursework begins in the senior year and is typically completed in the fifth year of study.

Salve Regina's continuing education program, the RN to BSN, provides nursing professionals with a flexible and affordable option for completing their degree in as little as 12 months. Though the program has been offered by the Department of Nursing for 23 years, its first year as a fully online program was completed in June 2020. In partnership with iDesign, which provides support in marketing, recruitment and online program management, the program offers multiple start dates throughout the year for added convenience as well as preferred tuition rates for nurses at partner institutions.

The University's master's degree programs are designed to be completed over the course of two to three years, with a minimum of 30 credits. Post-baccalaureate coursework requires 40-42 credits plus four residencies for the Ph.D. in Humanities, 48 credits for the Ph.D. in International Relations, and 30 credits for the DNP. As is the case with stand-alone 12-credit certificate programs, which may be completed in a year, student motivation determines the degree completion time frame.

The evolution of Salve Regina's academic programming is ongoing, with the Strategic Compass now serving as a guide. Through assessment and a keen awareness of the intersection between mission and market, the University continues to refine and renew its signature programs, interdisciplinary collaborations and new initiatives with quality and integrity. Academic program requirements, including student learning outcomes (SLOs) for the four Core Curriculum goals, are articulated through course catalogs, program assessments, syllabi and on the website.

The Academic Affairs division is led by the Provost/Vice President for Academic Affairs who serves as the University's Chief Academic Officer, with the support of academic leadership administration. The division has a traditional organizational structure; department chairs report to the Undergraduate Dean and graduate program directors will report to the Vice Provost for Graduate and Professional Studies when the position has been filled.

All undergraduate programs are designed with a scaffold approach; lower level courses (100-200) provide foundational coursework while upper level courses (300-400) advance the skills and knowledge learned

through introductory courses. Undergraduate programs include a Capstone experience in the senior year that drives integration between the Core Curriculum and major field of study. Graduate programs offer introductory coursework at the initial entry point, with progression through more advanced work leading to the completion of a major project at the master's level or a dissertation for the doctoral degree. Student learning and achievement are monitored through both direct and indirect assessments—including theses, presentations, exit surveys, pass rates, exhibits and performances—for each program (see E Forms).

Financial resources targeted to academic excellence and student engagement initiatives are available each year, with the amount of funding varying based on the size of the department and the number of students in the major or program (see Standard Seven for more information on the budgeting process). In addition, as discussed in Standard Six, all faculty are allocated professional development funding to be used for a variety of purposes, including but not limited to, attending or presenting at conferences and workshops.

Assuring Academic Quality

In conjunction with faculty, department chairs and graduate program directors, the Office of Academic Affairs oversees all programming, in all modalities, to maintain quality and integrity. All programs are administered through academic departments, with no stand-alone programs. The Provost has worked diligently since arriving on campus in 2018 to set a course toward an effective system of shared governance after two quick, successive changes in academic administrative leadership in the years prior. The Provost, who reports directly to the President, routinely meets with the speaker of the Faculty Assembly and the Faculty Assembly Executive Committee (FAEC), ensuring that communication on institutional issues is open, relevant and timely. In addition, the Undergraduate and Graduate Councils meet monthly throughout the academic year to discuss issues, policy and procedure.

In response to the recommendations from NECHE's five-year interim report, the University embarked on an institutional learning outcomes (ILO) initiative. A Salve education is a transformational experience that empowers students to engage with the Critical Concerns of Mercy and Catholic Intellectual Tradition through curricular and co-curricular programming. With this in mind, the ILO Core Team outlined six areas of exploration to support student development as change-agents equipped to make a difference, including: spirituality and mercy; information literacy; communication; intercultural and global responsibility; leadership; and civic engagement. Moving forward, the ILOs connected to each may serve as a foundation for alignment with Strategic Compass initiatives as key priorities are outlined.

The FAEC and Curriculum Committee play an integral role in maintaining the quality of Salve Regina's academic programs. In a newly revised process, all program changes, additions and deletions are vetted in Curriculum Committee, then discussed in the Faculty Assembly's open forum, after which a recommendation is brought forward for the approval of the Undergraduate Dean or Vice Provost and Provost. New programs are reviewed by the Curriculum Committee, which is comprised of faculty and the Registrar, to ensure appropriate breadth, depth and rigor. The process begins with a consultation between the Dean and leadership in all areas likely to be impacted, including department chairs (if an interdisciplinary program), appropriate library staff, etc., before moving to the Curriculum Committee and Faculty Assembly for recommendation to the Provost, who has final approval. Through the use of Softdocs enterprise content management software, the workflow process is documented from start to finish.

Academic program review, specialized accreditations and end-of-year assessment that focus on both academic department administration and SLOs provide reflective opportunities and concrete feedback on programming. These periodic reviews are an opportunity for a comprehensive self-study as faculty prepare for the external reviewers, and are designed to evaluate a variety of programmatic aspects, from students and curriculum to resources and mission. Assessment efforts are a component of the process, which is designed to foster innovation and improvement.

As mentioned in Standard Two, the academic program review process, currently on hiatus, has been conducted every five years by departmental faculty with external reviews by peers from similar colleges and universities or external accrediting bodies. For departments that possess discipline-specific accreditation, those bodies supply the external perspective. In other departments, chairs and graduate program directors must secure an external peer faculty reviewer, with the Provost's approval, to provide disciplinary expertise in the review. For both the accredited and non-accredited program reviews, it is expected that departmental, and in some cases extra-departmental, faculty play a role and share responsibility throughout the process. An example is the Department of Art's 2018-19 assessment, which highlights the improvement and streamlining of the senior experience with modifications to the portfolio class. An increased emphasis on digital work to replace outdated portfolio tools such as physical portfolios and business cards enhances and updates the academic experience to reflect real-world best practices. (See additional assessment examples in supporting documents.)

Upon graduation at both the undergraduate and graduate levels, students will have demonstrated collegiate-level English language oral and written communication skills outlined in both ILOs and Core Curriculum SLOs. Undergraduates are required to enroll in two University seminars in the first year, both of which impart skills of analysis and critical thinking, with the fall seminar (UNV101) focused on reading skills, and the spring seminar (UNV102) structured as a more writing-intensive course. The English for Academic Purposes (EAP) program is designed for degree-seeking students who have TOEFL scores of 500-550 (paper-based test), 173-213 (computer-based test), or 61-80 (Internet-based test), which are required for admission and clearly stated in course catalogs. As part of the Office of International Programs, the purpose of EAP is to provide the language and cultural support necessary for success in academic and student life.

Students are required to make satisfactory academic progress each year, with a minimum cumulative GPA at the end of the spring semester of 2.0 for undergraduate and 3.0 for graduate students. Exceptions include nursing, education and business, which fall under the guidelines of independent accrediting organizations and require a higher GPA for degree completion. Through these requirements, the University has set expectations for student achievement, independent learning, information literacy, skills in inquiry and critical judgment that are appropriate and align with accepted practice.

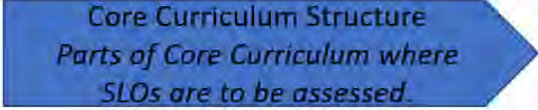
Budgetary planning for the upcoming academic year is undertaken by department chairs at the end of each fall semester, based on ongoing evaluation of program needs. Operational and capital expenditures within the department are considered and discussed with the Provost to ensure alignment with the mission and strategic priorities. The budget process will be further discussed in Standard Seven.

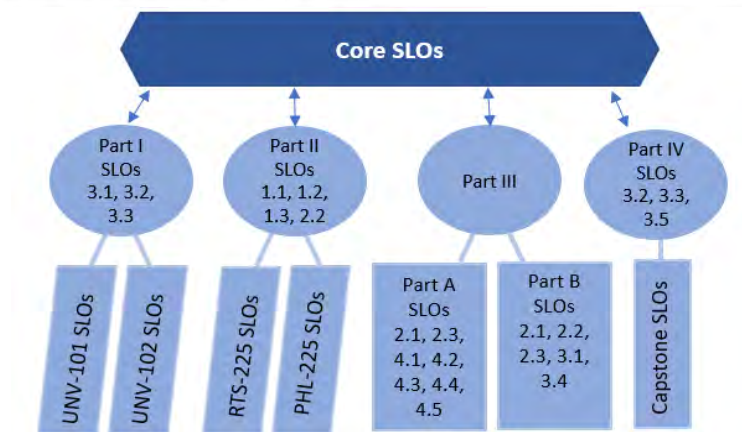
Since the 2016 interim report, Salve Regina has submitted two substantive change proposals to NECHE, both in connection with instituting a terminal degree: The DNP and the Ph.D. in International Relations. These initiatives, run through the Departments of Nursing and Political Science, were a natural progression from the bachelor's and master's degrees offered. Both programs, which are discussed in the Areas of Emphasis, were approved by NECHE and subsequent 2019 focused visits emphasized enrollment, assessment and resources.

Since its last reaccreditation, Salve Regina has discontinued four undergraduate degrees, along with a number of graduate degrees and certificates. In such cases, advisors work closely with students to provide guidance as to program requirements and curricular changes to ensure that any necessary modifications, course substitutions or allowances are made to ensure a successful teach-out strategy.

Course scaffolding and defined prerequisites, from 100-level introductory classes to 400-level advanced coursework, create the framework for student achievement and independent learning that builds mastery of

the discipline throughout the course of study. ILOs define standards for information literacy, analysis, communication and problem-solving skills that are expected of each student, with SLOs outlining expectations for specific programs. The following illustrates current Core SLOs mapped to “Parts of the Core” where SLOs are integrated and assessed for achievement:

Core Curriculum Student Learning Outcomes	Part I	Part II	Part IIIA	Part IIIB	Part IV
	University Seminar I and II Introduction to Inquiry, Analysis & Communication	Faith & Reason	Exploring the Liberal Arts Link Past, Present and Future: Parts of Inquiry	Exploring the Liberal Arts Seek Truth, Pursue Goodness, Encounter Beauty	Integrating and Applying Knowledge
1. Dialogue with the Catholic Intellectual Tradition, including the Mercy tradition					
Student Learning Outcomes, Goal 1: The student shall					
1.1 Demonstrate an understanding of the breadth and depth of the Catholic intellectual tradition, including its emphasis on the compatibility of faith and reason.		II			
1.2 Demonstrate an understanding of the Mercy tradition and its commitment to justice, reconciliation and compassion.		II			
1.3 Demonstrate an understanding of other religious and philosophical traditions.		II			
2. Seek Truth, Pursue Goodness and Encounter Beauty					
Student Learning Outcomes, Goal 2: The student shall					
2.1 Demonstrate knowledge of the truth as it is pursued in the disciplines of mathematics and the sciences; the social sciences; the humanities; and the fine arts.			IIIA	IIIB	
2.2 Demonstrate moral reasoning abilities through the study of ethical traditions, including Christian ethics.		II		IIIB	
2.3 Demonstrate imaginative capacities and appreciation of creative achievement.			IIIA	IIIB	
3. Refine the Liberal Arts Skills of Inquiry, Analysis and Communication					
Student Learning Outcomes, Goal 3: The student shall					
3.1 Utilize the liberal arts skills to analyze and evaluate significant texts and/or investigate mathematical and scientific processes.	I			IIIB	
3.2 Speak about significant issues in a cogent, analytical and persuasive manner.	I				IV
3.3 Write about significant issues in a cogent, analytical and persuasive manner.	I				IV
3.4 Demonstrate knowledge of a language other than English.				IIIB	
3.5 Demonstrate information literacy by engaging in research using appropriate technologies.					IV
4. Link the Past, Present, and Future					
Student Learning Outcomes, Goal 4: The student shall					
4.1 Demonstrate knowledge of the Greek, Roman and European tradition and its role in shaping the United States.			IIIA		
4.2 Demonstrate knowledge of the diversity of the human experience through an in-depth study of a culture outside the United States.			IIIA		
4.3 Analyze and evaluate the interaction among diverse populations around the world and within the United States.			III		
4.4 Demonstrate awareness of the challenges facing society (i.e., economic, environmental, political, etc....) and of the need for merciful and just responses to them.			III		
4.5 Demonstrate an awareness of the need for civic engagement at all levels of society.			III		



The Newport campus houses the bulk of the University’s resources, including classroom space in O’Hare Academic Building, McAuley Hall and Antone Academic Center, as well as McKillop Library’s Writing Center, Academic Center for Excellence (ACE), Technology Services Center and more. Salve Regina’s instructional site located at 144 Metro Center Blvd. in Warwick, R.I., will be discontinued at the close of the fiscal year. A subscription for Pearson’s Smarthinking platform provides writing and tutorial resources for graduate students and may be renewed annually.

Undergraduate Degree Programs

Salve's undergraduate degree program is comprised of the Core Curriculum and the major area of study, with a minimum requirement of 120 credit hours for graduation. Majors require from 30-80 credits, with programs such as nursing and early childhood education requiring more credits for degree completion in order to meet requirements imposed by external accrediting organizations.

As students pursue their majors, they move from introductory classes to more challenging and specialized classes. This is demonstrated in a review of syllabi for PSY100: Introduction to Psychology and PSY430: History and Systems of Psychology Capstone, as well as MGT120: Management and Organizational Behavior and MGT490: Strategic Business Planning Capstone. The minimum number of upper level courses required by departments is three. Some upper-level courses require prerequisite courses; most of these are associated with program requirements, rather than electives. As a rule, students may take electives across disciplines, with one exception being nursing, which is reserved only for those accepted into the program. The Capstone is the culmination of the educational journey as students synthesize learning across disciplines by implementing the critical thinking and analytical skills garnered through previous coursework.

Each department publishes a detailed rationale in its University Catalog introduction, along with course structures, offerings and requirements for each of the 100- to 400-level courses. Degree program descriptions and requirements are also available and articulated online. In addition, students have access to information in the MySalve portal that clearly states the order and requirements for each program: four-year plans for undergraduates and two- to three- year plans for graduate students; unofficial transcripts; and academic evaluations that allow students to independently track progress toward the degree. Undergraduate students are introduced to these tools as part of the First Year Transition (FYT100) curriculum, as well as by advisors and department chairs, in order to engage students in their academic experience.

Students are required to take a writing-intensive UNV102 seminar in the spring semester of the freshman year. They are also required to take courses in the sciences, mathematics, history, social sciences, literature, religious studies, philosophy, modern language and visual/performing arts. Core SLOs stress development of information literacy, critical thinking and analysis, writing and oral communication skills. The Capstone taken in the senior year typically requires a project that demonstrates the depth and breadth of knowledge gained throughout the course of study, such as a thesis, seminar paper, business plan, art exhibition, theatrical production, etc. As a culminating experience in the major, Capstone projects are intended to strengthen students' writing and reasoning abilities, and to demonstrate the comprehensive skill sets learned through the course of study.

A Davis Educational Foundation grant funded a three-year civic engagement project through which 18 faculty members were awarded year-long fellowship stipends, thus enabling them to develop innovative community partnerships courses. An associate professor of art and art history partnered with the Newport Health Equity Zone (HEZ) Arts and Culture Working Group to provide experiential learning opportunities for students in her ART300: Advanced Studio Concepts course. She and her students conducted Saturday workshops, working with community members to create banners, masks and noisemakers, which were part of a hope-themed sidewalk parade they helped to organize and run over the course of three years. The graduate program director for counseling, leadership and expressive arts also worked with HEZ in her HLL519: Introduction to Holistic Leadership Perspectives course in an ambitious project in which graduate students collaborated with community members and administrators on a strategic leadership plan.

Upon graduation, students will have developed a comprehensive understanding of scientific, historical, and social phenomena and an appreciation of the ethical dimensions of humankind. Core courses, as well as those in the major area of study, enable students to develop this knowledge and strengthen their skills through an exploration of interdisciplinary coursework that inspires thoughtful discovery and lifelong

learning. For example, mathematics, economics and accounting will focus on quantitative reasoning; philosophy, religious and theological studies and nursing focus on ethics; history, cultural and historic preservation and political science seek to develop students' historical consciousness; and social work, sociology and anthropology help students understand social structures and dysfunctions.

Proposals to change or implement new academic programming now require more substantial data and information prior to Curriculum Committee review, with feedback required by the Dean before moving to the Faculty Assembly. The revised process ensures that new programs are supported by data and considered through the perspective of mission, demand and financial feasibility before the Provost gives final approval based on Faculty Assembly recommendations.

All work related to the Faculty Assembly is now hosted through Canvas, the University's learning management system, and is accessible to all faculty. Information includes committee reports and templates, meeting minutes, past agendas and action items. Electronic archiving has streamlined processes, resulting in more efficient practices around voting and ensuring that all members of the Assembly are up-to-date.

General Education

The Core Curriculum offers students a thorough grounding in the liberal arts and sciences and encourages students to contemplate the compatibility of faith and reason, including the distinctive values lived by the Sisters of Mercy. The SLOs are clearly articulated across four goals: dialogue with the Catholic Intellectual Tradition, including the Mercy tradition; seek truth, pursue goodness and encounter beauty; refine the liberal arts skills of inquiry, analysis and communication; and link the past, present and future.

The Core requirements are the same for all majors. In addition to the two University Seminars in the freshman year, students must take 3 credits in visual/performing arts, 3 credits in English literature, 3 credits in history, 6 credits in a modern language, 6 credits in philosophy and 6 credits in religious and theological studies. They must also take 4-6 credits in science, 3 credits in mathematics and 6 credits in social science. To fulfill the social science requirement, students take 6 credits in two of the following disciplines: political science, economics, psychology, sociology and/or anthropology.

Taking into consideration the RN to BSN students, Salve designated specific Core courses to engage this unique population of adult learners. The "A" sections share the same SLOs and course descriptions as those for traditional students but reflect the different perspectives held by those with significant work experience in the field. Such sections are delivered in an online format in seven-week terms for added flexibility, with content connected explicitly to the healthcare field. For example, the 'A' section of a literature Core course may feature medical literature while the course content for RTS225 examines medical ethics.

Under the present Core Curriculum, all students must complete 49-51 credits across a variety of disciplines. The two-credit differential is connected to the science requirement; students may take one 4-credit course with a lab or two 3-credit lecture classes with no labs. Students who transfer in with at least 15 credits are waived from UNV101 but such an accommodation does not drop them below the 40-credit general education minimum required by NECHE.

The Major or Concentration

Each of Salve's undergraduate major areas of study has properly sequenced coursework that addresses learning objectives and outcomes. The traditional introductory courses (numbered 100-299) provide foundational knowledge and often serve as prerequisites for more intermediate and advanced coursework.

Specialized accreditations by external entities have been granted in a number of programs, including: International Council for Business Education (IACBE, business and economics); Council on Social Work

Education (social work); Commission on Collegiate Nursing Education (CCNE, nursing); and National Association of Schools of Art and Design (studio art). In addition, the Department of Education is accredited through the state of Rhode Island. These, along with administration of justice and economics, prepare students for a specific profession; students in these majors represent 55% of the undergraduate population (see DFF, Headcount by Undergraduate Major). The University's partnerships with hospitals, social service agencies and school districts throughout the state represent longstanding relationships that enhance the academic experience for students in nursing, social work and education, which are Salve Regina's founding majors. Required clinical/field hours provide experiential learning reflective of the mission and dedication of the Sisters of Mercy to healthcare and education.

As previously noted, all programs have a cumulative, integrative Capstone experience (see E forms for specifics by department). Students use customary disciplinary resources as part of these projects, which are intended to be an opportunity for the student to be able to demonstrate mastery and to connect their discipline with the collective educational experience. For instance, the BIO471 Spring 2019 final thesis paper guidelines establish the student's goal to be "a written, polished summary of research for a general audience" that includes a literature review, methodology and a description as well as interpretation of research results. An assessment of Capstones in spring 2019 gives a snapshot of how students integrate and apply knowledge across a number of disciplines.

Graduate Degree Programs

As previously noted, Salve offers 10 master's level areas of study and 25 certificate options designed for motivated professionals who wish to pursue advanced degrees while actively employed. Program and course descriptions and requirements are found in the Graduate Catalog, which is available in print and online. Several graduate programs are accredited by nationally recognized accrediting bodies, including the IACBE, CCNE, and the Council for Accreditation of Counseling and Related Educational Programs. In addition, the Applied Behavior Analysis program has obtained the Verified Course Sequence from the Association for Behavior Analysis International.

Each graduate program has its own budgeted cost center, similar to undergraduate departments, with at least one dedicated full-time faculty member. The holistic and rehabilitation programs each have additional dedicated faculty. Defined program SLOs indicate that more advanced academic expectations are in place for graduate programs overall, including those that have an undergraduate counterpart such as business and nursing. For example, the Department of Nursing's 2017 Self-Study Report for CCNE describes the curriculum structure that is built from the foundations laid at the baccalaureate, master's and DNP levels.

While it is preferred that faculty teaching in the University's graduate programs have a terminal degree in an associated field, it is required that they must possess at least a master's degree in an appropriate discipline with commensurate professional experience. Faculty are also expected to be current in the field so as to bring relevant perspectives to coursework and instruction. One example is an adjunct instructor in the ABA program who is the Special Education Director at a local school district. She teaches a special topics course focused on legislation and regulation as they pertain to services for individuals with developmental disabilities, providing students with expertise that can only be gained by working directly in the field.

Admission to Salve Regina's graduate programs is competitive, typically requiring a cumulative GPA of 3.0 in undergraduate coursework. In reviewing applications, the Admissions committee considers a variety of factors, including academic achievement, a personal statement, resume and letters of recommendation. Graduate programs in nursing also require evidence of licensure or eligibility for RN licensure in Rhode Island as well as any additional licenses; letters of recommendation from two clinical peers/supervisors who attest to communication and clinical competence; an interview with a member of the graduate nursing admissions committee; and evidence of successful completion of three credits in statistics. In addition to a

bachelor's and master's degree from accredited U.S. institutions of higher education, or the equivalent degrees from outside the U.S., doctoral candidates must provide evidence of quality research and writing skills from previous master's level coursework and letters of recommendation to support the ability to engage in doctoral research.

Courses offered at the master's and doctoral levels are designed to challenge, inspire and transform motivated individuals who wish to advance in their educational and professional pursuits. Structured to accommodate students who continue to work as they study, programs offer great flexibility and can be tailored to individual goals. Coursework in the combined bachelor's/master's degree program exemplifies the depth of mastery acquired over the course of study. For instance, students pursuing the master's in administration of justice and homeland security build upon the undergraduate degree by taking 12 courses on topics ranging from Constitutional Issues to Homeland Security to Terrorism and Transnational Crime. In addition, they choose another four courses for an area of concentration in cybersecurity and intelligence, digital forensics or leadership in justice. Internships and practica in this and other disciplines such as business and applied behavior analysis are opportunities to demonstrate in the field the knowledge acquired in the classroom, while gaining expertise in applying critical skills in the workplace. New this year, prospective students may now apply for five-year programs through their admission to the University, rather than waiting to do so in the junior year.

The Ph.D. and DNP are the highest degrees offered by Salve Regina. The Ph.D. in International Relations prepares students to generate new knowledge through comparative study that seeks to expose differences and reveal similarities in a respectful and considered way. Coursework emphasizes the reality that different regions are part of an integral whole as students explore all of the world's regions, then choose a single area of focus for their dissertation.

The Ph.D. in Humanities is structured so that students complete foundational coursework online and during four residencies. Following their comprehensive exams, they engage in problem-focused and integrated interdisciplinary research and a culminating doctoral dissertation. Building from the intersection of the human and technological experiences, the program offers training in the humanities, coupled with the opportunity to conduct research that transcends traditional academic disciplinary boundaries.

The graduate nursing program is designed for nurses to continue studies within their profession, with two pathways to obtain an advanced degree: Master of Science in Nursing with a Family Nurse Practitioner (FNP) concentration and the post-master's DNP. Graduates are equipped to seek leadership roles as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs and faculty responsible for clinical program delivery and teaching. In building out a full suite of nursing programs through iDesign, the University will be positioned to leverage partnerships with hospitals to attract more students who are looking for professional advancement. Having restructured the graduate programs based on recommendations from CCNE to allow students to step out at the master's level, the MSN is gaining interest and traction. Fall 2020 data indicates that the DNP (discussed in Areas of Emphasis) has declined slightly but the MSN program, which is flexible and attainable for busy professionals, continues to attract students.

Rehabilitation counseling programs are designed for students who wish to pursue a master's degree that leads to licensure as a mental health counselor upon completion of all academic and licensure requirements. Graduates may qualify to provide mental health services in federal programs serving veterans and have portability to clinical mental health professional licensure in other states. The verified Applied Behavior Analysis course sequence prepares students to meet requirements for eligibility to sit for the board-certified behavior analyst certification exam.

The 60-credit Master of Arts in Holistic Clinical Mental Health Counseling prepares students to sit for the licensure exam for licensed mental health counselors through a holistic, social justice and developmental perspective. The program trains students to work in various settings utilizing traditional counseling techniques, whole-person perspectives and systems thinking with awareness of neuroscience and evidence-supported integrative practices. Students are required to engage in all learning activities in ways consistent with the current American Counseling Association ethical standards and other related professional certification bodies as applicable.

Graduate students demonstrate mastery of the knowledge and skills gained through program requirements and coursework with research projects, internships, comprehensive exams, theses and dissertation defense. Sample work in supporting documents include humanities comprehensive exams and MGT575 case studies.

Transfer Credit

Salve Regina may, on occasion, award undergraduates up to nine credits for lifetime experience. Awarding of such credit is unusual and must be supported by a portfolio and approved by the department chair and Undergraduate Dean. A student applying for life experience credit must be a matriculated undergraduate. For example, a student who had recently been promoted to a management position requiring a bachelor's degree entered the healthcare administration and management program after a 22-year career in the field. The student was awarded credit for the required internship course, the introductory Healthcare Systems course, and the Quality Assurance course after submitting an application and supporting materials demonstrating how the student's knowledge and experience specifically satisfied the requirements and intended outcomes of each of these courses.

Dual degree programs are undertaken with accredited institutions with excellent reputations in their field, such as the engineering program with Washington University, which is accredited by the Higher Learning Commission, and University of St. Joseph (USJ), another NECHE-accredited institution. Articulation agreements and MOUs clearly define the credits and degrees offered by each institution.

As stated in the Undergraduate Catalog, all transfer students must complete at least 30 academic credits at the University to receive a degree. With 120 credits needed for degree completion, this represents 25% of the credits required. Transfer students typically bring general education credits, thereby completing substantial advanced work in the major at Salve Regina. Students requesting transfer credit or credit for prior learning are required to meet clearly defined grading policies and examination scores that are outlined through the Registrar's office to ensure student achievement and the suitability of credit awards. Official transcripts from an accredited institution are required and it is at Salve's discretion that credit is awarded. The Transfer Evaluation System from CollegeSource enables students to see which credits may transfer in by matching courses from their previous institution to the equivalent in University programming.

Criteria for accepting and awarding credit are detailed in the Undergraduate Catalog and online. The policies and procedures outlined to determine whether credits are transferable apply to both matriculated and prospective students. The transfer of credit is contingent upon the receipt of an official transcript from an accredited institution indicating a grade of C or better, ensuring that the standards of academic quality and integrity are met. Each department has its own standards for accepting credit, often requiring the submittal of a syllabus to determine whether course content aligns with, and is equivalent to, that of Salve's program of study. The final decision for accepting courses for transfer credit rests with the Registrar, Department Chair and Undergraduate Dean or Vice Provost, who review syllabi and compare learning outcomes. Matriculated undergraduates may transfer in nine credits from an accredited institution with permission of the Department Chair. The request is facilitated through the Registrar via an electronic workflow/approval process. Students must secure advanced approval by submitting a request before taking a course off campus.

At least 60% of graduate credits must be completed at Salve to earn a graduate degree. The Graduate Catalog states that students may petition to transfer in up to 40% of the credits required of a particular master's program if the following conditions apply: courses are appropriate for that particular graduate program; students received a grade of B or better in each course requested for transfer; credits transferred were not applied toward a previous degree; credits were obtained from an accredited institution; and credits were earned within eight years of the petition for transfer. Most students who take advantage of this transfer credit are part of an agreement with AICPA, bringing in an average of nine credits each. This represents approximately 2% of admits in a fiscal year. Students applying to the graduate nursing programs may transfer in nine credits or a maximum of three courses with a grade of B or higher, awarded in the past eight years, from an accredited institution. A transcript, course description and writing sample are required for review by the graduate program director prior to the award of credit.

Integrity in the Award of Academic Credit

A review of Data First Form 4.5 demonstrates that Salve Regina's academic programs are appropriately named and consistent with other U.S. institutions of higher education. As mentioned, all baccalaureate programs require a minimum of 120 credit-hours for completion, while programs such as nursing and education require additional credits due to external accreditation requirements. Discipline-specific courses and lab requirements within the sciences, including biology, chemistry and biochemistry, may also require more than 120 credit-hours for degree completion, depending on the program of study.

Academic Affairs has ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. Leaders at each level work with departments and programs to ensure program quality and mission effectiveness. Syllabi provide course descriptions and objectives, and are collected, reviewed and archived by each respective office.

Graduate programs require a minimum of 30 credit hours, with the five-year bachelor's/master's programs requiring a combined 150 credit-hours. At 12 credits, graduate certificates provide opportunities to gain knowledge in a particular field, with a number of certificates embedded into programs. These are reviewed and approved by the Curriculum Committee in the same manner as any degree program, thereby ensuring that academic quality is consistent across all programs of study.

Department chairs and graduate program directors work in conjunction with the Undergraduate Dean and Vice Provost, along with the Registrar, to schedule required and elective courses with sufficient availability so that students may graduate within the published program length. Course schedules are submitted for two semesters in advance to facilitate planning and provide early warning of potential issues with course availability. In the rare instance where a student is missing a course required for timely graduation, course substitutions may be approved by the department chair or graduate program director. Directed/independent studies may also be offered to ensure students' degree completion.

For students who are planning to study abroad, course plans must be reviewed and approved by the appropriate department chair to ensure that adequate progress toward graduation is made while studying abroad. A dedicated study abroad advisor also works with students and chairs to verify customary time to degree. A template originating in the Office of International Programs is used to make these determinations and for ease of communication with academic departments. Study abroad is also discussed in Standard Six.

Though iDesign's work in partnership with the Department of Nursing assists faculty in the development of online programs, course requirements and content are designed and controlled by Salve Regina faculty, with the same courses and SLOs as those enrolled in the traditional pre-licensure undergraduate track. Multiple syllabi examples are noted in supporting documents.

SLOs in each program are assessed annually as part of the departmental annual reports at the end of the academic year. These appropriately reflect the degree level, with enhanced expectations in graduate programming, and are stated in course syllabi and academic catalogs. The 2019 MFA assessment, for example, connects program SLOs with the ILOs of communication, information literacy, civic engagement, global responsibility and mercy and spirituality. Students met certain benchmarks successfully, including meeting monthly deadlines with 20-25 pages of creative work and engaging the community through public readings, while an area for improvement noted was in regards to connecting the mercy mission more explicitly to programming (Further examples may be found in supporting documents).

Salve Regina subscribes to Commission policy regarding credit hours whereby one hour of in-classroom instruction requires two hours of course-related work outside class time. For example, the expectation for a 3-credit class is that students will engage in three hours of classroom time and six additional hours per week on other work for the course. Students are apprised of this definition on all course syllabi including those developed for internships, directed and independent studies. All courses, regardless of format or number of sections, are run with the same content and associated outcomes.

The University does not award credit for pre-collegiate or remedial work. Any course offered in an alternate format, such as a directed or independent study, must have approval by the Dean. Academic content in these, along with internship, study abroad and service learning opportunities, is outlined and reflective of student advancement within the field of study. The awarding of credit based on CLEP, AP and International Baccalaureate examinations is detailed on the Registrar's webpage and appropriately documents the breadth, depth and quality of knowledge demonstrated by the student. A maximum of 15 credits from dual enrollment programs for high school students prior to matriculation are accepted if the credits meet Salve Regina's requirements for accepting transfer credits. These policies and procedures are clearly stated and available in the Undergraduate Catalog under Academic Policies, Transfer Credit and Advanced Placement Policy. Prior experiential credit is not awarded in graduate programs.

Policies for dismissal and readmission are stated for both undergraduate and graduate students in the academic catalogs and online. Expectations are clear with regard to the required minimum GPA (2.0) for undergraduate students, academic warning, probation and dismissal. Those placed on probation must work with ACE to develop a plan to return to good academic standing. Students who continue to earn a cumulative GPA of less than 2.0 are subject to dismissal. Undergraduate students who are dismissed may submit a written appeal to the Undergraduate Dean. An academic dismissal committee comprised of the Dean, Registrar, Dean of Students and staff from ACE, CSD and Financial Aid consider input from advisors and review student appeals. (See supporting documents for sample correspondence.)

At the graduate level, students must maintain a cumulative GPA of 3.0 and not receive a failing grade in order to maintain good academic standing. Students on probation for two continuous semesters face academic dismissal and may submit a written appeal to the Provost. The process is outlined in the Graduate Catalog as well as in the dismissal notification sent to the student.

Graduation requirements are explicitly stated in the appropriate sections of the Undergraduate and Graduate Catalogs. All students petitioning to graduate undergo a degree audit by the Registrar to assure all requirements have been completed. High achievement is reflected in the awarding of academic honors such as summa cum laude, magna cum laude and cum laude.

Academic integrity in the award of grades is of the utmost importance, with policies in place that are shared through the academic catalogs as well as in course syllabi. The Academic Honor Code sets the expectation that students will "abide by the values of honesty, integrity and truthfulness in their academic pursuits," and

will face consequences ranging from failure for the work to dismissal should they violate the code. A newly approved Academic Integrity Policy being piloted has helped to address concerns of academic honesty.

The University works systematically to ensure an environment supportive of academic integrity. Resources are available through McKillop Library and ACE, which sponsor educational workshops on responsible research and citation methods to assist students at every level. Faculty design courses to prevent cheating and plagiarism through proctored exams and the use of Turnitin.com for assignments. Plagiarism is customarily reported to Academic Affairs to be recorded in the student file and consequences are under the discretion of the instructor. As tracking has been a challenge, with the use of the Advocate software application, incidents of plagiarism will now also be reported to the Associate Dean of Students to be entered into the reporting system for documenting and tracking purposes.

Course outcomes and expectations are the same, whether conducted online or face-to-face, through traditional 15-week or abbreviated seven-week courses. Each course's assignment structure is assessed for the total number of hours required to complete assignments, readings and discussion. The Canvas LMS ensures that student engagement in seven-week abbreviated courses is equal to that of face-to-face classroom experience through discussion boards, assignments, group projects, etc., so that each student is afforded adequate opportunities for reflection and analysis of subject matter.

A variety of resources is available to support undergraduate student success and achievement. Instructional support through ACE, the Writing Center and McKillop Library includes subject tutoring, study strategies and writing consultation. Disability Services provides support services and reasonable accommodations that allow students equal access to programming and foster the development of self-advocacy skills. Recent changes in leadership as well as structural changes have resulted in a suite of student support services to accommodate the 3,900 visits, on average, from students across all ACE areas.

All students, regardless of course modality, have sufficient opportunities to interact with faculty. For those enrolled in online programs, Canvas is utilized for correspondence via the platform's discussion boards, messaging and email systems. Faculty also include contact information and office hours—virtual and in-person—on course syllabi and are available through Webex, Zoom or Office Teams. For distance learning and online coursework, Salve requires institution-issued emails, credentialing and two-factor Microsoft verification to access the portal and Canvas.

APPRAISAL

A Salve Regina education is comprehensive in scope and varied in programming. Students are encouraged to customize their experience through the pursuit of a minor or second major, along with co-curricular activities, leadership opportunities and experiential learning. Strategic funding for the University's academic plan will ensure that resources are distributed appropriately across disciplines and in alignment with the Strategic Compass. As programs are developed through a mission lens, the University must work to ensure that resources are allocated according to funding priorities that support strategic initiatives.

Recent articulation agreements address gaps in programming, thereby broadening Salve Regina's reach and providing students with opportunities to pursue dual degree programs in fast-growing career fields. The 3+2 engineering program with Washington University in St. Louis enables students to earn a B.A. in math or chemistry from Salve Regina and a B.S. in electrical, mechanical, systems, chemical or biomedical engineering from Washington. The 3+3 Bachelor's and Pharm.D. program with USJ, Hartford, enables students enrolled in the undergraduate biology or biochemistry majors to apply during their third year of study to complete the next three years of pharmacy training at USJ, culminating with the Pharm.D. Under the University's newest agreement, the 3+2 BA/MS in mathematics and data science allows students to

spend their first three years at Salve majoring in mathematics and minoring in data analytics, followed by two years at UMass Dartmouth to complete the master's degree in data science.

Most undergraduate and graduate programs have established learning goals, which are broadly referenced through departmental webpages and academic catalogs, but a more consistent approach across programs is needed. Currently, an inventory of existing program-level SLOs is available on the Assessment Resources site in Canvas. Program webpages list coursework and requirements for the major and minor, if applicable, along with relevant examples of research, projects, internships and testimonials from alumni in the field. A more purposeful statement of SLOs will ensure consistency in the delivery of information and expectations for each major across platforms. In addition, students would benefit from course syllabi designed with a more deliberate approach to ensure that relevant information and mission are published consistently.

Forms E1A indicate the variability and inconsistent approach different departments take with measuring SLOs. While some utilize signature assignments and vetted rubrics for direct measures, some rely solely on grades for the assessment of student learning. Data sets are varied and measure different items in different departments. Forms E1A also highlight a weakness in current measurement that must be corrected to ensure continuous improvement so that departments “close the loop” by implementing recommended changes and assessing effectiveness toward improved SLOs.

Though a course sequence framed through the scaffold approach is intended for introductory coursework to serve as a foundation for more advanced instruction, first-year students, on occasion, have enrolled in upper-level coursework when lower-level courses are full. While these instances typically involve electives with no prerequisites, an examination of scheduling, class standing and required approval from department chairs would ensure that student qualifications are considered before enrolling. An example of data being utilized to make course corrections for enhanced academic achievement may be found in the recent restructuring of the business program's course sequence. After the Student Success Committee identified some retention challenges from the spring 2019 to fall 2020 semester, it was noted that 33% of those who did not return were business majors. Comprising 25% of the undergraduate population, the program had been structured to include Accounting as a first-year required course, which may have inhibited student success. As a result, the sequence of first-year courses was adjusted to address the issue, thereby allowing students to build the knowledge and confidence needed to master coursework that, while considered introductory, may require more specific skills. Due to the pandemic, a determination has not yet been made if this intervention resulted in better attrition for this population of students. This issue will require more attention, post-pandemic.

Assuring Academic Quality

Academic department annual reports and periodic departmental assessments are completed by all University departments, although not all at the same level of detail or type of analysis. Professional programs that are accountable to external governing bodies tend to have more rigorous assessment practices so as to meet the requirements of the external agencies. Further, these departments complete their program reviews according to timelines set externally (e.g. Rhode Island Department of Education), therefore they do not always fall into the same timeline as other academic departments. Recent assessment plans show great variance in assessment approaches and results. To the extent possible, without hindering the unique characteristics of disciplines, standardization of assessment practices for non-professional programs would allow for greater continuity across the institution (e.g., how program SLOs are assessed and use of results).

The academic program review process must define and incorporate key performance indicators to adequately benchmark programs across disciplines. Some departments have found it difficult to secure external peer reviewers, with a low stipend and lack of similar programming at same-sized institutions contributing to the challenge. As previously noted, although some reviews have been extensive, closing the

loop and creating action steps toward improvement have been uneven across departments. Rather than intentional and measurable, follow-through on program review recommendations is sometimes inconsistent. In addition, some reviews have not been as robust, making the process unproductive in certain areas.

The Department of Mathematical Sciences' most recent review in February 2019 highlights the breadth and depth—as well as the importance—of the process. Though the report acknowledges a decrease in student demand over a five-year period, falling from 33 in fall 2012 to 16 in spring 2019, the articulation agreement with Washington University creates a framework offering greater opportunity for the University as well as the student. Qualified students may earn a BA in mathematics in three years at Salve, followed by either a BS (plus two years) or the master's degree (plus three years) in electrical, mechanical or systems engineering at Washington University. Such a partnership opens up new markets for prospective students who seek the best of both worlds—a liberal arts foundation combined with a professional degree—thereby potentially increasing the department's majors. In addition, curriculum mapping, information literacy initiatives, interdisciplinary collaboration and more comprise a detailed assessment that serves as both a look back as well as a look forward at how the department's strengths can best be leveraged.

Greater market research and analysis must be performed prior to curriculum vetting to ensure that proposed initiatives are guided by data. Some, but not all, new program proposals perform a resource inventory to ensure that sufficient capacity in facilities, technology, library resources and faculty expertise is available to support efforts. Such analysis must be undertaken as a matter of course before any proposal moves ahead.

Gray and Associates conducted a review of graduate programs, analyzing both enrollment data and market trends. Program directors participated in a number of sessions and trainings, carefully examining the data to inform future programs and models. Based on the findings, it was suggested that the University sunset a number of obsolete programs and those with low enrollment, including master's degrees in management and humanities as well as certificates in human resource management and organizational development.

Should programs be eliminated, or program requirements change, department chairs have latitude to propose course substitutions in order to teach out students, but must have approval of the Undergraduate Dean or Vice Provost before any substitution is granted. Utilizing Softdocs, which originates and concludes in the Registrar's office, substitutions are relevant and consistent with SLOs in respective areas of study.

Enhanced promotion and communication of the availability of Pearson's Smarthinking platform, an online tutoring service, may generate increased interest in its writing and tutorial resources. An analysis of the subscription's value over the course of time will determine whether it is cost-effective to renew in the future but, in the short-term, the platform provides support for graduate students pursuing their degrees online, as well as additional support for undergraduate students on academic probation.

Undergraduate Degree Programs

A wide range of programs, which vary in credit requirements, enables students to customize their educational experience by pairing programs for a double major or minor. The Core Curriculum combined with the major requirement creates a comprehensive course of study in the pursuit of the baccalaureate degree and students are encouraged to explore areas outside of their major through electives. Required coursework in credit-heavy programs may prevent students from enrolling in electives, however, unless they choose to overload on credits or stay an additional semester. Some students deal with this challenge by carefully choosing their Core classes. For example, a student in a credit-heavy discipline could choose to take photography to fulfill the performing/visual arts requirement and a course on modern Italy for the history requirement rather than more generic introductory classes.

Results from the spring 2019 Senior Exit Survey indicate that more than 90% of students feel “very satisfied or satisfied” with the education received in their major, as well as the skills they will need to be successful in their chosen careers. More than 90% also reported feeling “very competent or competent” in the areas of critical thinking/problem solving, written communication skills, and knowledge of both contemporary issues and ethical practices in their field.

General Education

The Strategic Compass provides the opportunity to revisit and update the current Core Curriculum, which was implemented in 2014, to match strategic initiatives and more intentionally embed the Mercy mission into coursework across disciplines. Launched in fall 2020, the Core renewal is an important project that will shape the academic experience and help to answer the question “What does every Salve student need when they graduate?” Representing 70% of the Strategic Compass Steering Committee, faculty play a vital role in defining ILOs that will shape the Core renewal and SLOs.

The University provides coursework that exposes students to a variety of disciplines across the three primary domains of knowledge: arts and humanities; science and mathematics; and the social sciences. Since many courses count toward the Core Curriculum, the student experience in fulfilling it varies greatly. Common Core courses include PHL225: Quest for the Good Life and RTS225: Quest for the Ultimate, as well as the first-year University seminars, UNV 101/102, which encompass a range of topics but share focus in skill practice and acquisition. A required Capstone for each program of study serves as a culminating experience that bridges the Core Curriculum with the major program of study. Aside from those four courses, students have a wide variety of options to fulfill the remaining Core requirements.

The demonstration of collegiate-level written and oral skills in the English language is achieved through UNV101 and UNV102, where such skills are embedded to ensure that students are adequately tested and evaluated on the tools required for success throughout their academic journey. The Core renewal will create foundational courses that include participation by transfer students to ensure that all students successfully demonstrate these critical skills.

Some departments offer courses that not only introduce students to the content and methods of the discipline, but also relate directly to students’ majors. For example, MTH171: Math for the Social Sciences focuses on applications of mathematics, such as polling and census-taking, in contemporary society. This course is of particular interest and relevance to students majoring in secondary education who will be teaching social studies. Another example would be POL222: American Legal History, which focuses on the Constitution and its interpretation by the judiciary and fulfills one portion of the social science Core requirement. At the same time, it is of particular interest to administration of justice majors.

A handful of Core classes are team-taught and focus on the relationships among the sciences, social sciences and the humanities. Examples include Evolution and Philosophy, which paired a biologist with a philosopher, and the upcoming spring 2021 course Presidents in Film will be presented by professors from the Departments of History and English, Communications and Media.

In a 2019 survey a majority of students self-reported by answering “a great deal/significantly” when responding to how the Core experience helped in learning how to make an oral presentation (61.5%) and to become a more critical thinker (69%), but less felt it was helpful in developing mathematical reasoning abilities (21.3%). Of 216 Class of 2019 respondents who described the value added to the academic experience by Core courses in the senior exit survey, only 35% chose “very valuable or valuable” when reflecting on both UNV101, which focuses on critical thinking, and UNV102, which focuses on writing, while 81% indicated the same for the Capstone.

The Core Review Committee, whose responsibilities were turned over to the Curriculum Committee, worked with the coordinator of University seminars to assess UNV101 and UNV102 since those classes are not housed in an individual department. However, gaps in assessment, along with a lack of defined metrics, make it difficult to determine whether students are developing the skills and content knowledge envisioned by the Core. A lack of “ownership” over Core assessment has also been a factor; without clearly defining—and assigning—responsibility for measuring outcomes, valuable information remains uncollected.

The Major or Concentration

Some majors require a high number of credits for degree completion, and when accounting for the size of the Core Curriculum, students’ ability to take electives to broaden their learning—an essential feature of a liberal arts education—is limited. It also limits students’ capacity to double major and/or minor if they are focusing on a major with a significant number of credit hours. While external accreditation requirements may prove to be a challenge, narrowing the gap between the wide range of required credits in programming would be beneficial to providing more options for exploring various fields of study.

Graduate Degree Programs

Given that each graduate program has distinct characteristics, content and requirements, it was determined that common SLOs could not accurately capture program purpose and deliverables. In response to NECHE’s five-year interim review regarding graduate assessment, a Graduate Assessment Committee has worked closely with IRE to develop a systematic assessment process that provides a framework for documenting SLOs and a cycle of continuous improvement. This process supports any needed refinement of SLOs to better reflect the curriculum and coursework across individual programs. Within this process, all programs are expected to map SLOs to the curriculum to ensure appropriate assessment.

Program directors provide annual reports to the Vice Provost and Provost as part of the oversight and evaluation process. In addition, they meet monthly throughout the academic year to discuss and review the quality and integrity of programming. Highlights from the holistic leadership 2019 assessment indicate that as a result of evaluation and ongoing action research in holistic leadership classes, it was determined that the academic program would benefit from a community-based type of practicum. The program director continued the Davis Grant/community partnership component begun over the 2017-18 academic year throughout fall 2018. HLL522 and HLL523 were completely revised in summer 2018 and taught by a full-time faculty member and the department is exploring opportunities to continue the community component. HLL519 is frequently revised and updated to meet current best practice, with new rubrics under development for mid-term reflections, oral presentations and final papers. Based on feedback, the department also added the words “cross cultural awareness” to the HLL520 course title to better explain course objectives and a rubric was developed to assess this particular course assignment.

While the expectation is that graduate faculty continue to make significant scholarly or professional contributions in their field, this is not explicitly stated. All part-time faculty are required to submit a CV/resume, along with original copies of their academic transcripts to the Provost’s office for verification of their academic credentials. Several graduate program directors, as part of their program’s external accreditation process, assess on a bi-annual basis the ongoing scholarly or professional contributions faculty are making in the field. In addition, information on scholarly activities of full-time faculty is published in a Faculty Achievements booklet and is included as part of faculty annual reports.

The practice in graduate programs is to use practitioners in the field as instructors in the classroom. Adjunct faculty provide real-world experience that enhances coursework and connects material learned with its potential applications in industry settings. With some full-time faculty teaching across degree levels, the University must be attentive to course loads to avoid overextending capacity. Continued cultivation of appropriately credentialed adjuncts will strengthen programming and enhance course content.

Applicants to graduate programs are evaluated based on a rubric designed by each program director, who has final approval in the admissions process. An examination of the process may help to streamline practice and facilitate an applicant's movement through the pipeline. It may also highlight areas that indicate student success and red flag potential obstacles to completion, thereby reducing the possibility of step-out due to unsatisfactory academic progress.

The increase in applications in the five-year combined bachelor's/master's programs from FY2020 to FY2021 may continue in subsequent years as one of the many ramifications of the pandemic. Student-athletes, in particular, may take advantage of the opportunity in order to maintain eligibility to play an additional season. Given that graduate-level work requires specific skillsets, it is important to manage student expectations regarding what the fifth year of study will entail. Coursework across graduate programs is rigorous; and it is the same, whether a student has recently completed undergraduate studies or comes to the program with years of professional experience. The fifth-year cohorts will benefit from a prescribed course of study in the senior year that includes academic coaching to manage expectations toward ensuring success in the graduate program. As the Chair of the Department of Business and Economics now oversees graduate programs, a collaborative approach with the undergraduate program is expected.

Salve Regina is working to expand its pool of Ph.D. and doctoral program mentors and dissertation readers in order to better facilitate programming for those working toward the University's highest degrees. The Pell Center for International Relations and Public Policy is an important resource for all students and especially those enrolled in the Ph.D. in International Relations. By encouraging students to explore the issues and policies affecting the global landscape, the Pell Pre-dissertation Doctoral Fellowship leverages the work of the Pell Center to generate discussion and ideas through an annual student conference designed to build community across the Ph.D. student population.

As with the undergraduate programs and to address the areas of emphasis in NECHE's five-year review, the University is working toward consistency in assessment across graduate programs to better measure student success—and identify areas where program improvements may be made. An example of feedback driving change can be found in the DNP program, which reconfigured its research course from seven weeks to a full semester after students expressed that the shorter format was simply not sufficient to produce a well-constructed final project. Seven-week courses are challenging in that the information imparted is equal in depth and breadth to that of traditional 15-week coursework. Time management is critical as students engage in learning from day one, with no “spare” time built into the schedule.

The University is exploring the potential for graduate and professional studies to become a strategic driver of revenue through year-round innovative programming. Recognizing a gap in graduate program development, the creation of a Graduate Curriculum Committee is being considered to support movement in this direction. Given that the Curriculum Committee only meets during the academic year, a dedicated group focused on graduate programs would operate over a 12-month cycle in conjunction with the graduate calendar. In addition, program certificates must be included in all assessment processes to ensure academic quality and integrity are consistent with University standards.

Operating under the area of Community Relations and in alignment with the University's mission to prepare students for the challenge of learning throughout their lives, Salve Regina's Circle of Scholars program, established in 1994, welcomes individuals over the age of 50 to experience the joys of lifelong learning through non-credit-bearing seminars on a range of topics including art, music and history. The program's membership has grown from 523 members in 2015 to its current and maximum capacity of 700 members, with more than 250 on a waitlist. Typically offering an average of 90 seminars each year, revenues have increased from \$27,379 in 2015 to \$63,963 in 2019. As with all learning in 2020, the Circle of Scholars was

impacted by the pandemic. While spring 2020 classes were cancelled, seminars went fully virtual for the 2020-21 academic year, a first for the program and many of its members and instructors.

Transfer Credit

The awarding of academic credit for prior experiential or non-collegiate sponsored learning meets the standard set forth with appropriate oversight by faculty and academic administration. Department chairs have the ability to require that certain courses and experiences required by the major be completed at Salve Regina. Any waivers must be approved by both the department chair and Dean. Given that Salve Regina—along with many other institutions—implemented a Pass/Fail option during the spring 2020 semester to accommodate remote learning challenges during the pandemic, the University must consider how to approach “Pass” transfer credits for coursework.

The Provost continues to explore opportunities for additional partnerships with institutions that will complement the Salve Regina educational experience. As previously discussed, current articulation agreements in the fields of engineering, pharmacy and data analytics offer students the “best of both worlds” in combining a Mercy-based liberal arts education with a professional degree in a specialized field. Designated advisors work with students to guide them appropriately in the course of study.

Integrity in the Award of Academic Credit

Graduation rates at the undergraduate level reflect that students generally graduate within the published program length with four-year rates of the last two cohorts at 71% and 70%. Data listed on both the Consumer Information and University profile webpages illustrate that the six-year graduation rate for the 2013 cohort (reported in 2019-20) is 77.9%, which reflects a 9.5% increase from the 2010 cohort reported in 2015-16.

While availability of courses at the graduate level is sufficient for students to complete the course of study in the published length of program, graduate students are more likely to attend part-time and may take several years to complete their degree. This is typically due to personal preference rather than availability of courses, with many graduate students opting to step-out for a variety of reasons and return at a later date. Some programs, such as the MBA, may enroll more motivated career professionals who are seeking the degree for advancement and therefore progress more quickly to graduation.

Salve meets NECHE requirements for the degree certification process and awards degrees that accurately reflect completion of program requirements, indicating student achievement. A customary audit process is completed by Registrar staff in late fall/early spring of students’ senior year to determine adequate completion of program requirements and eligibility to graduate. Through the MyProgress function in MySalve, students have access to their status and the courses required to complete the degree at every step in their academic journey. Whether in consultation with their advisor, or as a self-monitoring exercise, the information is accessible and up-to-date, thereby eliminating any “surprises” as graduation draws near.

The University’s commitment, both in time and resources, to formative assessment ensures that substantial improvements will be made in monitoring, tracking and compiling data. Intentional and consistent assessment across disciplines will provide critical information on student success to better illustrate outcomes derived from a Salve education. In restructuring IRE to include a full-time position dedicated to assessment, the portfolio of responsibilities is clearly aimed at strengthening Salve’s position through consistent and transparent use of data. Uneven assessment across departments and disciplines illustrates the need for consistency and intentional processes.

Salve Regina faculty are highly supportive and accessible to students. Students connect with faculty in person or virtually during established office hours. Areas of opportunity exist at the graduate level, where

stronger student-to-student interaction is needed in order to build an online community that fosters graduate students' connection to each other and to the University. The previously mentioned Graduate Student Council has been established as a starting point to address these issues.

Although the pandemic has increased the urgency for faculty instructional support to ensure confidence in teaching across dual modalities, the University had already created plans to commit additional resources toward this initiative. By repositioning an existing staff member and creating a learning management systems specialist position, IT now has two individuals fully dedicated to faculty support, providing greater bandwidth to address issues that arise in the Canvas platform for students and faculty. Online course development and training, modeled after Quality Matters (QM) best practices, must be consistent for those who teach in the virtual format, especially now that remote learning has become customary practice. Adjunct instructors, especially, would benefit from mandated training opportunities. Salve's partnership with the OPM on the RN-to-BSN program enables nursing faculty to work with instructional designers and technical architects to enhance online pedagogy. Full-time faculty teaching in the program have come to use these strategies across all their courses, making for a more engaging student experience.

Multifactor authentication protects user accounts from unauthorized access attempts; the University cannot guarantee, however, that a student will not share username and password information with others. As Salve moves toward increased online delivery of courses, addressing this issue through academic integrity policies will highlight the student's responsibility for ensuring that information is kept confidential in order to maintain student privacy.

PROJECTIONS

- Salve Regina will continue to explore additional articulation opportunities with other institutions and market studies to open up market segments. Such partnerships alleviate the significant financial investment in start-up costs required for new programs while increasing market reach and undergraduate enrollment.
- The Strategic Compass will serve as a blueprint for academic planning and evaluation, as well as a guide for renewing or redefining ILOs. Strategies and processes for ILOs will be embedded into the assessment plan toward a more systematic model. The Mercy mission will be embedded in coursework and included on standardized course templates. The Compass will guide academic direction as to where to invest—or divest—to best leverage the University's strengths as metrics to discern sustainable versus non-sustainable programs are developed. Should data determine that a program be eliminated, a teach-out plan for students will be designed through advising and course substitution.
- Through IRE, the assistant director for assessment will be instrumental in helping faculty standardize and professionalize the measurement of program SLOs for fall 2021 in order to provide demonstrated coherence across structure and content, including as part of the Core renewal process.

Assuring Academic Quality

- An ad hoc committee will convene in 2021-22 to revise the academic program review model, with appropriate KPIs defined to create a market-based and mission-centered approach. Strategic Compass tenets and NECHE recommendations will be incorporated so that the findings from the process are more effectively utilized.

General Education

- Stemming from the Strategic Compass and grounded in the Mercy mission, the Core Curriculum renewal will reflect substantive and meaningful assessment mechanisms and process from the outset. With two subcommittees currently evaluating courses separately in terms of content, structure and outcomes, the Core renewal will continue to reflect a course of study across a wide range of disciplines—the arts,

humanities, social sciences, science and mathematics. A focus on equity and inclusion will ensure that momentum is maintained.

The Major or Concentration

- Following the Core renewal launched in fall 2020, a review of academic majors with a focus on innovation and ensuring content relevancy will take place to foster a more effective plan of study, thereby eliminating any content redundancies and possibly reducing the number of credits in certain majors. This will allow students to explore other areas of study with the possibility of engaging in another major or minor.

Graduate Degree Programs

- The role of Vice Provost for Graduate and Professional Studies will be filled by summer 2021, thereby positioning the area to develop expanded programming around professional development and lifelong learning opportunities in addition to degree programs. The division will have revised position descriptions in spring 2021 to better reflect a focus on student achievement and expanded programming to address gaps in these areas at the graduate level.
- Programmatic connection to the mission will be more intentional and consistent, with graduate syllabi better reflecting the incorporation of Mercy traditions into coursework. A prescribed course of study for the senior year will be considered for fall 2021 implementation for students in the five-year programs to enhance student success.
- A systematic assessment process will ensure that all programs have meaningful, measurable and manageable SLOs and that those outcomes are being achieved. Program SLOs will be posted online and in academic catalogs by fall 2021 to deliver information to students and prospective students as they consider options for pursuing their academic journey.

Transfer Credit

- As involvement in dual enrollment and advanced placement programs increases at the high school level, the University may consider the possibility of increasing the number of credits allowed to incoming undergraduates and the impact on admissions in attracting high-caliber students.
- A policy will be developed for 2021-22 that addresses coursework traditionally graded on the 4.0 scale but, as a result of the pandemic, is under consideration as simply a passing grade.

Integrity in the Award of Academic Credit

- In creating additional articulation agreements with other institutions, the University will ensure that the number of credits in advanced coursework is sufficient to deliver mastery of knowledge within the major.

STANDARD FIVE: STUDENTS

DESCRIPTION

The Salve Regina community is comprised of more than 2,700 students from 41 states across the country and 21 nations around the world who are currently pursuing their undergraduate and graduate degrees on campus and online. Of the 2,150 undergraduate students, 66% are female, 34% are male, 14.1% are students of color, 24.5% are first generation, 23.4% are in the Pell Honors Program, 20% are Pell Grant recipients and approximately 25% are student-athletes. Of the 621 graduate students, 60.1% are female, 39.9% are male and 69.9% are attending full-time (based on Salve's definition of full-time as six-plus credits, implemented in fall 2018). The majority of students enrolled (75.9%) hail from the six New England states, with 24.5% from Rhode Island, and students from the mid-Atlantic states represent 16.1%.

Admissions

Admission to the University is competitive, and based primarily on academic promise demonstrated by secondary-school performance, recommendations, writing ability and extracurricular involvement. Admissions decisions may also take into consideration unique circumstances and individual experiences that are central to a prospective student's story. Successful candidates have followed a challenging college preparatory program including English, mathematics, science, social science and a foreign language. Applications for graduate and professional studies programs are considered based on a variety of factors including, but not limited to, academic achievement, a personal statement, resume, relevant work experience in the field, and professional letters of recommendation.

In accordance with the University's mission, as well as state and federal regulations under Title IX, Salve Regina does not unlawfully discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, veteran status, sexual orientation, disability or any other basis protected under applicable federal or state law, in the administration of its employment policies, educational policies, or financial aid programs. The University welcomes applications for admission regardless of race, color, sex, sexual orientation, gender identity, religion, age handicap, national origin or financial condition. Specific program requirements and academic expectations are outlined in the Undergraduate and Graduate catalogs, which are posted on the University website. In addition, the student code of conduct process supports the mission and provides a framework within which the standards of behavior are applied and reviewed.

The Office of Undergraduate Admissions shares information about Salve through print materials, program-specific information, electronic communications and the University website. A welcome booklet, accompanying acceptance letters shares next steps and an overview of campus life. Once deposited, students receive an additional booklet with information on important deadlines, housing, orientation and more.

All candidates for undergraduate admission must submit a Common Application and show evidence that they have completed, or anticipate completing, a level of education equivalent to four years of high school. In addition, students must submit all transcripts from secondary and post-secondary coursework as well as recommendation letters from a school counselor and teacher. The submission of standardized tests is optional unless applying for nursing or education or if a student has been homeschooled. Students intending to major in studio art must also submit a portfolio. Transfer students who are in good standing at an accredited institution may use the University Transfer Application.

The undergraduate admissions review process is holistically designed with student retention in mind, taking into consideration an applicant's academic achievement including overall GPA, test scores if applicable, and strength of high school coursework. Student involvement is also considered, whether through clubs, athletics, community service or employment, along with essay and recommendation submissions. Undergraduate Admissions regularly reviews its admissions rubric and corresponding awarding matrix to assess opportunities and potential deficiencies that may require correction. The last full-scale revision of the

rubric was implemented for the fall 2017 entering student cycle, and focused on identifying not only the top academic students, but students demonstrating congruence with Salve's mission-driven education who would contribute to the overall campus curricular and co-curricular experience.

Following regular yearly assessment, typically done through a post-mortem review by both the Admissions staff over the summer and another review in conjunction with Whiteboard Higher Education, a strategic partner, adjustments have been made to the rubric in response to observed opportunities to improve outcomes of the process. For example, following the 2018 cycle it was determined that the tool utilized to normalize GPAs was disadvantaging a subset of high-achieving academic students in the merit awarding process, and adjustments were made accordingly.

Due to site requirements for experiential learning, admission to the undergraduate nursing program is extremely competitive in order to ensure clinical placement. Successful candidates will have completed four years of high school science, including biology, chemistry, and an upper-level science such as anatomy and physiology, physics, AP biology or AP chemistry. Admission to Salve's education programs is considered provisional; students must formally apply to the department, usually during the sophomore year. To gain formal admission, students must have a cumulative GPA of 2.75, have earned a C or better in all education courses, and have met the R.I. Department of Education basic skills testing requirement (Praxis). Salve Regina has been and continues to be test optional for all students. The institution considers test scores when submitted. Although the nursing and education programs have typically required test scores, Salve has moved to test optional for these programs for the 2021 and 2022 cycles in response to the pandemic.

Men and women, including international students, with bachelor's degrees from accredited U.S. institutions of higher learning or an equivalent degree from a nationally accredited college or university outside the U.S., may be considered for admission to Salve's graduate programs. Degree equivalencies must be determined by a qualified agency and submitted as part of the application process. Applicants considered by the University to have the ability to pursue graduate study and who show a desire for personal development are admitted without regard to sex, race, color, religion, national or ethnic origin, veteran's status, disability, age, or any other legally protected class.

Graduate admission is offered on a rolling basis. The Graduate Catalog and welcome booklet are updated regularly to familiarize students with program offerings, University resources and next steps to follow after admission. The graduate and professional studies webpages contain all program information, including downloadable brochures. Online resources for doctoral students include pertinent forms, dissertation checklists and samples, and program-specific handbooks to guide students throughout the course of study.

Individuals may apply to the Ph.D. in Humanities if they possess both a bachelor's degree and a master's degree earned from accredited U.S. institutions of higher learning or equivalent degrees from a nationally accredited college or university outside the U.S., in which case, documentation of degree equivalencies must be submitted by an agency authorized to do so. Applicants must also have a cumulative GPA of 3.30 or higher in the completed master's program, and provide letters of recommendation that support the ability to engage in doctoral studies as well as evidence of quality research and writing skills from previous master's-level coursework. In addition to a personal statement expressing a motivation for doctoral studies, an online writing sample must demonstrate proficiency and an understanding of humanities that suggests an adequate foundation for further educational pursuits. In addition to these prerequisites, applicants for the Ph.D. in International Relations must also have at least five years of professional experience.

Applicants to the Doctor of Nursing Practice program must submit a completed graduate application, transcripts, a copy of an unencumbered RN license or eligibility for RN licensure in Rhode Island and any additional licenses, if applicable. Additional requirements include a personal statement identifying research

and professional goals; curriculum vitae/resume that includes current and past clinical practice as well as presentations and/or publications; letters of recommendation from two clinical peers/supervisors attesting to communication and clinical competence; evidence of the successful completion of three credits in statistics; and an online writing sample.

Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL). In order to be considered for admission in the graduate program, an applicant's TOEFL score must be a minimum of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test. International students must show proof of English proficiency by submitting results from TOEFL, IELTS or another test of English ability. Students who score an 80 or higher on the TOEFL (6.5 IELTS) are eligible for admission. Students who score between 60-79 (6.0 IELTS) may be eligible for admission through the English for Academic Purposes program (EAP).

Mechanisms for support are in place through a number of offices across campus to ensure that those needing assistance have access to resources for success. The Academic Center for Excellence (ACE), in particular, provides resources and assistance for students throughout their educational journey, whether they are in need of time management tips, writing assistance or a subject tutor to help with studies in a specific class. The Office of Disability Services provides both academic and non-academic accommodations that enable students to realize their full potential through the Salve Regina experience. The First Year Transitions (FYT) course offered through the Center for Student Development (CSD) guides new students in building a foundation for success as they acclimate to campus life. FYT100 curriculum includes introductions to the Mercy mission, University resources, time management skills and more.

Students and Co-Curricular Activities

The University's holistic approach to student success is evident through a variety of programming offered by offices across campus, including Career Development, Dean of Students, Multicultural Programs and Retention, Residence Life, Student Engagement, CSD and more. Each area contributes to the overall Salve experience and offers numerous opportunities for student engagement and leadership.

The Center for Community Engagement and Service serves as a bridge linking the University with local nonprofits and community partners. Through collaborative relationships with organizations that address the needs of vulnerable populations, the Center contributes to the educational formation of students by connecting experiential learning and the Critical Concerns. As part of the Feinstein Enriching America Program (FEAP), students are introduced to the benefits of service learning and must complete 10 hours of community service before graduation. Community engagement reports indicate that students have maintained an average of 10 hours of community service annually, with 10,221 hours logged during 2017-2018, 9,771 hours in 2018-2019 and 10,261 hours in 2019-2020. The Center also offers the service advocate program, in which students commit to working with a local community partner for 100 hours over the course of the academic year, and the service immersion program, which offers the opportunity to participate in week-long immersion trips focused on simplicity, service, solidarity and spirituality. From 2015 to 2020, students completed over 58,000 hours of service at 249 community partners (see supporting documents).

The Mercy Center for Spiritual Life seeks to empower students in their search for meaning and enhances the University's mission to provide a transformative educational experience. Mercy in Motion is a core group of student leaders who collaborate in the development of Mercy Center offerings such as liturgies, service projects, retreats and more. Students are encouraged to build community, to deepen their faith, to engage in service, to seek justice and to become leaders formed by Mercy.

In collaboration with the SSC, the CARE Team is another mechanism for monitoring student progress with a goal toward increased engagement and retention. The team evaluates and addresses student behaviors that

may be cause for concern, and coordinates resources on campus to intervene and provide support when needed. The team is a multidisciplinary group of administrators who meet regularly to identify patterns and trends in individual or group behavior, and address incidents that may impact a student's well-being. Assistance is provided to students experiencing stressful or difficult situations while also taking the needs of the greater campus community into consideration. Each case is managed individually, with resources coordinated to ensure comprehensive response, care and follow up.

Salve offers a variety of services that address both physical and mental well-being. Health Services is open for appointments to all full-time undergraduate students, with a team of nurse practitioners, support staff and a physician to provide care. Fifth-year graduate students who wish to utilize Health Services may contact the Business Office for information regarding an additional student fee. With restrictions in place due to the pandemic, tele-medicine appointments are currently the primary method of care, and staff evaluate the need for in-person appointments on a case-by-case basis. A confidential campus resource, the office is available by appointment on weekdays from 9 a.m. to 5 p.m. and on weekends between 10 a.m. and 2 p.m. for symptomatic COVID-19 testing. Health Services also works with Newport Hospital to assist students during non-office hours.

Counseling Services' mission is to address the developmental and mental health issues of students from an educational, therapeutic and preventative perspective and in alignment with the traditions of the Sisters of Mercy. Staff members provide a confidential environment, in accordance with legal and professional guidelines and standards, that is conducive to discussion of any concern or problem. The office has an agreement with Newport Mental Health for break periods and a psychiatrist is available by appointment. Should a student require a leave of absence to address physical or mental health concerns, the Dean of Students office serves as a liaison to ensure communication between areas and monitor progress, engaging medical providers as needed so that students have the care they need, both before and after their return to campus.

As part of the Residence Life staff, area coordinators live in residence halls, providing assistance, guidance and support. Along with the resident advisors, they ensure 24-hour, on-call coverage and refer students in need to appropriate on-campus resources, always with student health and safety as the top priority. Homesickness and wellness check protocols enable staff to recognize telltale signs that students may be in distress or need help. If needed, EMTs are available through the Office of Safety and Security during overnight shifts to assist in assessing students' medical needs.

The Center for Student Development was created to assist students in linking academic and co-curricular experiences. Three new full-time positions were added and tasked, among other responsibilities, with overseeing the FYT program. The CSD instituted the part-time position of Wellness Coordinator in fall 2019 who, in working with student leaders, established a peer wellness educator program as well as other initiatives. In collaboration with others in Student Affairs, the coordinator organizes an annual Fresh Check Day for mental health awareness, which typically draws large student attendance.

Furthermore, as noted in Standard Two, the CSD also distributes BCSSE reports to academic advisors and FYT instructors to help frame conversations around students' struggles and successes. For instance, the question regarding a student's ability to make friends has been identified as an indicator positively associated with retention. Students who self-report as proficient in this skill persist at a higher rate. Therefore, this indicator is now included in the Student Success Dashboard and students who self-report low scores are noted as potential risks. As the degree to which the BCSSE is utilized can vary greatly from one individual to the next, training and education for FYT instructors, in particular, serves to illustrate the importance of the information provided and how it can best be used to assist with student success and retention.

As further detailed in Standard Six, academic advising and support services are structured to ensure that students receive the guidance and resources needed for success. The first-year exploratory and transfer-student advisors provide targeted guidance to these populations, while declared students work with a faculty advisor in their chosen major. The advising coordinator works with faculty advisors to prepare for first-year advising prior to the start of the fall semester.

Mentoring and guidance are provided to students by members of the Salve community throughout the academic experience, whether in the classroom, at the library café or on the sidelines at athletic events. Components of the student experience such as a student/faculty ratio of 13 to 1, small class sizes with less than 30 students in over 85% of undergraduate sections, on-campus employment opportunities and FYT100 classes serve to closely connect students with faculty and staff across campus.

The Office of Career Development provides an array of services to enhance the student experience and help build a framework for professional success, including assistance with resumes and cover letters as well as choosing a major or career. In addition, the office provides student employment and internship opportunities, along with a number of networking events throughout the academic year, to guide and empower students as they discover their strengths and talents. Internship opportunities may be credit-bearing or non-credit-bearing, and are administered through Handshake, where students can search for full- and part-time job opportunities, internships and on-campus employment. Working in collaboration with Alumni and Advancement, extensive community partnership opportunities through research and internships are available through recently funded, named programs such as the Stonor Drexel Cultural and Historic Preservation Program, the McGinty Program in History, the Nuala Pell Leadership Program and others.

In addition, Career Development publishes its First Destination Survey annually, based on data compiled from each graduating class through survey responses and social media postings. Published in May 2020, the most recent report features outcome data gathered for 292 (or 74%) of the 394 graduates from the Class of 2019. Of these individuals, 98% were engaged in full- or part-time employment positions or graduate study; 59% were employed only, 24% were attending graduate school only, 15% were both employed and attending graduate school and one graduate was engaged in volunteer service.

Information on student services and programming is shared through a variety of channels including posters and digital signage across campus, social media and FYT100 classes. In addition, the Office of Student Engagement seeks to connect students with the Salve Regina community through new student orientation, events, student organizations, trainings, advocacy and personal interactions to bring ideas to fruition, create a sense of belonging and prepare students for personal and professional success. Monster Bingo, Trivia Nights and Things for Thursday, along with special presentations and conversations focused on topics such as racism, diversity and inclusion, are a few of the many opportunities for student engagement and growth sponsored by the area.

Prior to 2020 and the changes required due to COVID-19, new student orientation was held in June, with a schedule that would typically include sessions on mission, diversity, academic support services, student activities, community service, career development, financial aid and study abroad, as well as opportunities for team-building and becoming familiar with the campus. Given the restrictions imposed by the pandemic, the 2020 orientation was anything but typical, and the University responded by hosting the Week of Welcome just after move-in, combining elements of orientation with activities designed to introduce students to campus and to each other.

The first weeks of the academic year, which begin with Convocation, are filled with opportunities for students to learn about the many ways to get involved on campus, as well as the services available. Events such as the faculty meet-and-greet, study abroad and services fairs, and the Involvement Fair, which features

information on nearly 70 student organizations, introduce students to the many possibilities that await as they begin their lives as Salve students. Introduced at orientation, the Seahawk Connection is another resource where students can learn about various organizations, connect with the Salve community and access ongoing co-curricular activities and information. The platform, accessed through the University portal, enables students to view finances, meeting schedules and minutes for various organizations, and request money from the Activities Funding Board (AFB). Usage has increased since its implementation, with the number of unique users rising from 681 in 2016 to 952 in 2020. In addition, Student Engagement reports that 95% of users logged in after March 13, 2020, following the move to remote learning.

Working in conjunction with Student Engagement, the Student Government Association (SGA) designs and implements programs, activities and events to help meet the social, intellectual and spiritual needs of the student community. SGA's goal as a functioning and governing body is to improve the student experience in all capacities in alignment with the University mission. The executive board is comprised of a president, vice president, treasurer, secretary, public relations coordinator and chief justice. Along with senators representing the undergraduate student body, the board is elected each year through the Seahawk Connection platform in an inclusive voting process.

The Campus Activities Board (CAB) is a volunteer student organization that supports the mission by providing intentional programming for a changing campus community. CAB is entirely student-focused, with committees in place to plan events such as formal dances, the spring concert, off-campus trips and educational events on topics such as sustainability and diversity, equity and inclusion. The group conducts surveys to gain feedback on activities and inform planning for future events.

Through the student leadership application process, students have the opportunity to apply and interview for leadership positions such as orientation leader, international student mentor, resident advisor, FYT peer mentor, service advocate, service plunge facilitator, Mercy in Motion leadership team, peer wellness educator and the Student Conduct Hearing Board. Students selected for these positions demonstrate a commitment to the Mercy mission and serve as role models for the undergraduate student population with their enthusiasm, positive attitudes and deep sense of school spirit and pride.

Multicultural Programs and Retention strives to provide a supportive environment for all students through a variety of targeted programs and services such as cultural competency development workshops, the "I Believe I Can" mentorship program, Multicultural Education Week, student employment opportunities, multicultural leadership retreats, a multicultural living and learning community, Hour to Empower programs and Title IX equal opportunity classes. The office's main learning goals are centered on diversity awareness and opportunities for cross-cultural exchange, understanding and appreciation, while offering support and guidance for student organizations such as Black Lives Matter, Black Student Union, Multicultural Students Organization and the Hispanic/Latino Students Organization.

To address one of the most challenging areas for students and families—financing a college education—the Office of Financial Aid has multiple detailed documents and information available in print materials and online. Requirements for applying for financial aid, along with priority filing deadlines, are clearly stated on the website and in recruitment materials such as the view book and open house materials. Additional information on eligibility, understanding the financial aid award, types of aid, scholarships, financing options and frequently asked questions are resources available on the University website.

The cost of attendance, including all direct costs, and estimated indirect costs are also listed on the website. Financial aid counselors work closely with families regarding how to finance the overall cost of a Salve Regina education, and strive to provide assistance in making good financial decisions based on individual

circumstances. Award letters also include a breakdown of costs as well as a net price for directly billed charges and links for additional fees for special programs.

Each year, the Pell Center for International Relations and Public Policy selects a group of students for the Nuala Pell Leadership Program, which was established in 2014. Nominated by department faculty, each cohort of Nuala Pell fellows participates in activities that build leadership skills and provide the opportunity to learn from accomplished leaders from many industries. Programming for the current cohort includes presentations by R.I. state officials, a State Department diplomat and a former U.S. ambassador, as well as projects on issues facing public leadership.

Salve Regina is a National Collegiate Athletic Association (NCAA) Division III school that cultivates student-athletes who display an equal commitment to both academics and athletics. Representing, on average, a quarter of the undergraduate student body, student-athletes are ambassadors for the University as they engage with peers from rival institutions in their sports. The Department of Athletics operates under the same mission, academic policies and standards of integrity that guide the entire University, with additional standards set forth by the NCAA and Commonwealth Coast Conference (CCC). All budgets and requests follow University protocol through submission to the Vice President for Student Affairs for presentation to the President's Cabinet and Board of Trustees for approval.

The University annually updates and publishes the Student Handbook and Undergraduate and Graduate Catalogs. These publications are further discussed in Standard Nine. The Registrar's Record Retention Policy outlines retention periods for student information and reflects effective management and compliance with legal, contractual, and accreditation requirements for the retention, privacy, security and disposal of records. The office also adheres to FERPA regulations to safeguard student privacy and information. Policies are published on the Registrar's webpage along with other pertinent information regarding registration, transfer credit and veterans' benefits.

APPRAISAL

Admissions

A prospective student's first introduction to the Salve Regina community typically involves their assigned Admissions counselor, with whom they work closely throughout the application process. By establishing open channels of communication through which students can access the information they need, the Admissions team's approach is reflective of the overall University experience. Students are more than just a number or a file folder, and once on campus, they soon develop a network of faculty, staff and fellow classmates who are invested in their success.

The campus visit experience also plays an often-decisive role in the admissions process. Training and working with the Admissions team, student ambassadors serve as tour guides, offering prospective students and families a glimpse of the University from their own unique perspective. Both print and digital communications share the campus experience through stories told by students. The digital view book allows prospective applicants to customize their experience for a personalized look at what Salve offers, while the print edition profiles a variety of students along with their academic and co-curricular involvement.

Admissions team members travel locally and nationally to recruit students, are active in professional organizations, conduct panel discussions and offer regular workshops on the college admissions process to a variety of audiences. In addition, efforts are under way to offer information sessions, campus tours and recruitment materials in Spanish to ensure that prospective students and their families have access to the information they need to make informed decisions about the Salve Regina experience.

Outreach to junior-year high school students is the first of many strategic communications that continue throughout the college search cycle. Designed to provide an overview of Salve Regina, a great deal of communication is generated electronically through the Slate CRM, but print materials, including the view book, postcards and travel pieces for display at college fairs, are still an important component of undergraduate admissions practice.

As noted in the President's November 2019 Town Hall presentation, shifting demographics indicating a looming drop in the number of undergraduate students who will be entering college as well as trends that show a nationwide increase in tuition discounting necessitate that recruitment efforts continue to be expanded beyond traditional markets. Admissions has been working to identify and develop new markets and potential opportunities to offset the impact of this challenge. Project 7500 outlines a multi-year plan to increase applications through a number of initiatives, including outreach to markets easily accessed through direct flights to T.F. Green Airport in Warwick, further expanding the alumni/parent recruitment program and continuing with marketing and communications recommendations outlined by Carnegie Dartlet.

In evaluating the success of the 2017 revisions to the application review process, which reflect a more holistic approach, they appear to have contributed to increased retention and persistence of undergraduate students, leading to a corresponding rise in graduation rates and improved campus diversity. In addition, the changes have contributed to consistent, stable enrollment (errors made in modeling the 2018 class notwithstanding) with three of the University's largest entering classes having been achieved in the last six years and the achievement of an entering class that exceeded average first-time/first-year enrollment during the pandemic-challenged 2020 recruitment cycle. This increase in first year classes has brought with it an increase in tuition discount rate that is recognized as a reality that Salve needs to mitigate through focusing on increasing selectivity and academic quality, geographic reach, and demand. These are the factors that will positively impact discount rate and net tuition revenue in the long term.

The academic strength of undergraduate incoming classes has grown over the past 10 years, with the average GPA increasing from 3.1 to 3.45 and the average SAT score has increasing 7.5% from 1098 to 1180. Over the last 20 years, Salve Regina has averaged approximately 4,800 applications for FT/FT undergraduate admission per year and projects 5,000 applications for fall 2021 entrance. This projected increase in applications falls short of Project 7500 goals, which have been revised due to the pandemic.

The percentage of incoming students of color has increased from 6.6% of the incoming class in 2008 to most recently, 13.1%. This was accomplished both through recruitment and investment in the AIMS/Martin Luther King Scholarship Program (now the OCHRE Scholarship). Areas of opportunity exist around improving graduation rates of students of color and Pell Grant recipients as the graduation rate of each cohort can vary widely.

The University's student population has also become more geographically diverse over the last 10+ years. In 2008, 3.2% of incoming students came from non-primary markets (defined as New England states plus New York and New Jersey), compared to 9.3% in 2019, an increase of 190%. Creating a more consistently gender-balanced student population, with a goal of 60/40 female/male ratio, has proven more challenging. In 2008, 31% of entering students identified as male and over the following years, the percentage increased to a high of 39.2% for the incoming class in 2017. In subsequent years, however, the percentage has ranged between 30.6% (2020) and 34.4% (2019). A goal of 60/40 female/male ratio was established under the previous administration based on the best-case scenario for a private, liberal arts institution without programs (i.e. engineering) that historically attract male applicants. Given the current demographics of college-going students in which more women are attending college than men, a trend that is expected to continue, the goal remains in place but is not a primary goal for the current President.

While the University has seen consistent increases in retention (see Standard Eight), a more intentional approach to support services will help to create more efficient and effective processes from the student perspective. The CARE Team and SSC are successful in their efforts to identify and intervene on behalf of at-risk students, but the University must create an integrative student services structure that supports all students in a proactive and purposeful manner. Resources are in place across divisions but, functionally, they are fragmented and often operate in silos. The institution will be better positioned to leverage the work of each area if support services are packaged in a more student-centered way. The repositioning of ACE, and the subsequent restructuring of support services under its purview, is a first step. It is anticipated that Strategic Compass priorities will further facilitate systematic changes toward a more effective and efficient delivery of resources so that all students have access to the support required for academic success.

The Office of Graduate and Professional Studies, like its undergraduate counterpart, offers individualized attention to prospective students. The team works with individuals from the point of inquiry, to the application and acceptance processes, and throughout each student's course of study until graduation. An overall communication plan is developed each year, beginning with virtual open houses and continuing through the Slate CRM. As seen in the Data First Forms, trends in applications have been unstable but increases are seen with the doctoral programs. A review of admission criteria has not been a regular function of the area but will become so with the reassignment of those processes to the Vice President for Enrollment Management.

The OPM model used for RN-BSN and graduate nursing programs has student success supports in place to assist those students in their academic journey. The University recognizes the gap in student support services for graduate students and it is anticipated that the new Vice Provost will revise job descriptions in the area to further support student success.

Students and Co-Curricular Activities

The Student Affairs team is in the process of articulating a divisional mission, vision and goals for each area that reflect a student-centered experience and support the overall well-being of each individual. With the University mission and Strategic Compass as baselines, each area will further define its strategic objectives to better serve the student experience.

Each area of Student Affairs has its own cost center and the institution's organizational charts provide evidence that Salve Regina is organized in a similar fashion to peer institutions, with employees trained and credentialed as needed in their areas of work. Sample position descriptions for the senior-level Associate Vice President/Dean of Students and entry-level Area Coordinator positions illustrate the qualifications required to ensure effective service to student needs. Many staff within the division are members of the National Association of Student Personnel Administrators and regularly attend the Region 1 annual conference as part of ongoing professional development to ensure that best practices are followed. In a typical year, staff are involved in a variety of conference presentations and hold leadership roles in planning the event. (See supporting documents for presentations and professional memberships.)

As previously noted, student-led efforts, including the diversity resolution drafted by SGA and introduced at the Faculty Assembly, have launched dedicated programming under way through Student Engagement and Multicultural Programs and Retention to support students of color. The Presidential Commission for Equity and Inclusion, which includes student representation, has also established training and leadership development opportunities to educate all constituents on issues of racism, white privilege and how the campus community can address existing gaps and work toward goals defined by the University mission. The Commission's work toward equity and inclusion will strengthen and advance Salve's efforts to ensure an equitable educational experience for all students.

The first Mercy Summit on Equity and Inclusion, scheduled for March 2020, was postponed when the University shifted to remote learning. Participant learning outcomes included: being able to identify and understand the scope of issues related to diversity and inclusion on college campuses; a heightened awareness of the issues of implicit bias; and being able to identify ways to facilitate meaningful diversity dialogue based on best practices. Presentations tied to the Mercy mission and Critical Concerns were slated to address topics such as implicit biases, gender equity, teaching nonviolence and navigating challenging conversations in the classroom.

In leading the SSC, Multicultural Programs and Retention continues to play a significant role in increasing the first- to second-year retention rates. At the fall 2020 census, the retention of the 2019 cohort was 82.9%. Although this reflects a slight dip, the average retention of the four most recent cohorts is still strong at 83.5%. For students of color, the retention rate for 2019-20 was seven percent points higher at 90%. Many of the programs created to support these students have impacted first-year retention.

The CSD's FYT program is continually evolving, with curriculum changes made from year to year based on assessments and post-semester feedback from faculty and staff instructors and their peer mentor co-facilitators. A significant change resulted from feedback indicating that the traditional Friday afternoon class time slot was not popular. Working with the Registrar and Academic Affairs, the CSD was able to secure dedicated Monday and Wednesday afternoon class times for FYT courses. The change provides students more flexibility when making course selections, given that there are no longer conflicts with other classes. The CSD also created the student success peer mentor position, which debuted in spring 2020. The program features a small number of peer mentors who are available throughout the spring semester to continuing supporting first-year students. (See supporting documents for assessments and information.)

Student Engagement

Based on the 2017 Council for Advancement of Standards in Higher Ed (CAS) review, the Office of Student Activities was renamed the Office of Student Engagement to better reflect a more student-centered mission and vision reflective of its role in orientation and the transition to college life. Through data collection and areas of focus encompassing mission, leadership, human resources, ethics, equity/access and diversity, the review outlined areas for action and improvements to enhance the student experience, including training for student organization leaders on topics such as diversity and fiscal responsibility.

With nearly 70 clubs and student organizations on campus, there are myriad leadership opportunities, sponsored programs and events with which students can get involved. At the outset of the 2019-20 academic year, Student Engagement embarked on what would have been its heaviest programming year to date, with 77 fall and 89 spring events planned. Highlights prior to remote learning include the President's Inaugural Ball (415 attendees), Friday Night Live's Flashback Friday (170 attendees), Monster Bingo (283 attendees) and "A Conversation with Dr. Cornel West," which welcomed 456 attendees comprised of students, faculty and staff. Popular virtual events hosted in April 2020 include bingo nights and bake-alongs with the Mad Batter Baking Club. Student Engagement continually assesses its programs to track attendance and ensure that student needs are being met. With close attention paid to what works and what could benefit from tweaking, event surveys provide students the opportunity to submit feedback, and their responses frequently lead to adjustments in programming.

A 2018 orientation program review for CAS served as another catalyst for change in Student Engagement. Using the data collected, an online orientation was developed to afford easy access to important information for preparing for campus life. The online orientation's launch proved timely as it was a vital resource for students when the pandemic forced the postponement of the traditional June orientation programming.

Though the pandemic forced the University to make changes to orientation, it has also provided the opportunity to reflect on the traditional format and examine the advantages and disadvantages of holding the event in June or just prior to the start of the academic year. Taking into consideration the many factors that affect the experience, a reassessment will allow for an improved, and more engaging, introduction to the campus community. Week of Welcome proved successful in bringing first-year students together as a class, whereas previously, students stayed mainly with their FYT cohort after moving in.

While Salve Regina's campus garners accolades with its seaside location and historic architecture, University structures pose challenges with limited space and physical accessibility issues. Given that many of the buildings were originally constructed as part of Gilded Age estates, these structures do not easily adapt to student activities and engagement. Gerety Hall, for example, does not have an elevator, thereby making the Office of Student Engagement and other areas inaccessible to individuals restricted by physical challenges. In addition, the facility does not meet the CAS definition of a student center, particularly since it no longer serves food. Based on Student Engagement's 2017 program review, it was determined that the student experience would benefit from a space that meets students' needs with food services, a smart charging station with computer access, and areas that allow large and multiple functions to take place on site. The campus space study is expected to address these issues.

Housing for undergraduate students is augmented by a significant number of non-University owned off-campus rentals for juniors and seniors. With plans under way to build two new residence halls, the University seeks to enhance the campus community by providing additional housing to accommodate freshman, sophomore and junior students. This will result in a need for additional staff such as area coordinators and safety and security officers.

Career Development

Career Development is an important resource for student success, offering a variety of services and events each year that enable students to hone their career and networking skills. The 2019-20 annual report highlights that, despite the move to remote learning, the office sustained a high level of student contact and service, with 151 appointments in fall 2019 and 314 appointments in spring 2020. A breakdown indicates that 11% were first-year students, 13% were sophomores, 15% were juniors, 44% were seniors, and 15% were alumni, with the top three topics being resume/cover letter, job search strategies and internships, which were cited by students in 75% of all appointments.

Health and Wellness

In the health and wellness area, the number of students experiencing some level of anxiety or depression has risen steadily in past years. As evidenced by data shared through Counseling Services' 2019-2020 annual report, the percentage of students utilizing services has increased from 11.8% in 2014-15 to 17.2% in 2018-19. The percentage of students in individual counseling for 2019-20 was at 16.3% but that reflects a shortened semester due to the pandemic. Had the University remained open for the remainder of the year, the office was on track for reaching 20% of the student body.

As the Student Affairs division looks at a strategic restructuring in certain areas, the Wellness Coordinator position will likely move out of the CSD and become a full-time position. Recognizing the need to expand wellness initiatives, the University is in a program-building mode to enhance the student experience. A focus on wellness will include programs around topics such as suicide prevention and mindfulness as well as continued programming such as Fresh Check Day and Culture of Respect. Built-in assessments will be critical to ensuring program effectiveness and areas for improvement.

Title IX

New Title IX regulations have impacted human and financial resources for the institution, with the Title IX coordinator's role, which falls under the Dean of Students purview, to oversee all processes. University policies align with best practices as outlined by organizations such as ACPA and NASPA, and the Title IX policy is reviewed by UECAT. The external investigator reviews policies, and trains the cross-campus team of decision-makers; the sexual harassment and anti-discrimination policy appears on Salve's Title IX website, along with information on how to report, anonymous reporting and other available resources.

As part of Salve's continued commitment to addressing campus sexual violence, the University has joined the Culture of Respect Collective. The Collective is a two-year program that brings together institutions of higher education that are dedicated to ending campus sexual violence and guides them through a rigorous process of self-assessment and targeted organizational change. The program is grounded in an expert-developed public health framework, cross campus collaboration, and peer-led learning to make meaningful programmatic and policy changes. As part of the University's participation, strategic support and technical assistance will be offered throughout the process, as well as detailed documentation of campus-initiated changes that support survivors, prevent sexual violence, and communicate that violence is unacceptable.

Student-Faculty Engagement

Faculty and staff often interact with students outside of the classroom; they serve as mentors in a variety of ways, including as student organization advisors, athletic team mentors and through numerous experiential learning opportunities, research projects and community service. Though COVID-19 restrictions prevented faculty and staff from joining first-year students in the day of service prior to the start of the fall 2020 semester, this annual event is an opportunity for UNV100 and FYT100 instructors to join their classes for a morning of volunteerism throughout the community. From the local animal shelter and bird sanctuary to senior centers and churches, students are introduced to the many ways in which the Mercy mission can be shared with neighbors in need.

The University's participation in the National Survey of Student Engagement (NSSE) provides insight into students' level of engagement with faculty and interactions with service areas, as well as aspects important to a supportive campus environment. Within the student-faculty interaction engagement indicator, first-year respondent mean scores over the past three administrations have remained fairly constant, with 2020's first-year mean score (25.3) exceeding the New England Private comparison group (23.1). Salve Regina students also more frequently talked with faculty about career plans and worked with faculty on activities other than coursework more often than the comparison New England Private group. In addition, with an intentionally designed first-year advising model, the quality of interaction with academic advisors' rates high with 63% rating a 6 or 7 on a 7-point scale (over 80% rating 5-6-7). Although the mean score on the supportive environment indicator dipped slightly from previous administrations (39.3 to 37.3), over 80% of first-year students indicated that Salve Regina emphasized "using learning support services" and over 70% indicated that the University emphasized "support to help students succeed academically."

For graduating seniors responding to the 2020 NSSE, although the student-faculty interaction mean score is strong and higher (30.6) than the New England Comparison group (27.5), there is work to be done to better understand the decline in rating of quality of interactions engagement indicator mean score (43.6 to 41.4) with fellow students and student services staff. Only 41% of responding seniors indicated the quality of interaction a 6 or 7 on a 7-point scale (1 = poor and 7 = excellent). Further, only 31% of responding seniors indicated 6 or 7 when rating interactions with student services staff (career services, student activities, housing, etc.). In addition, the perceptions of the University's emphasis on aspects within a supportive environment declined (36.2 to 32.2). Two areas within the campus environment indicator show that seniors rating their perceptions of Salve emphasized "using learning support services (tutoring services, writing

center, etc.) and “providing support to help students succeed academically” with less emphasis than the New England Private comparison group.

Financial Aid

Students are assigned a financial aid counselor upon admission to the University to provide counseling on financial aid offers, including federal student loans, as well as alternative (private) loan borrowing and financing options. Financial aid award letters include all types of aid, including all loans borrowed by the student and/or parent each year. A comprehensive “Understanding Your Financial Aid” brochure, which may be downloaded from the Financial Aid webpages, has in-depth information and details all aspects of financial aid including the application process, types of aid, how aid is awarded, federal requirements and awarding restrictions. Financing options include the use of a third-party affiliate, Nelnet, to offer students and parents the ability to set up a payment plan of up to 10 payments per year for a small fee and no interest. ELMSelect is a comprehensive online loan tool that allows Salve students and parents to view the University’s most frequently used vendors, with links to websites and financing rates, as well as links to loan applications and a step-by-step process for figuring balances and choosing a loan that best suits their needs.

While the Financial Aid staff spend much of their time working with students and their families, they also spend a great deal of time working with IT to ensure that Powerfaids, the software system for awarding financial aid, is working in conjunction with other University systems. Powerfaids allows counselors to maintain student records, track applications and communications, and calculate student budgets.

The current workspace for the Office of Financial Aid is not necessarily conducive to best serving students and their families. Located on the third floor of the main administration building, the office would be more accessible to students and parents if housed in another area on campus. A “one stop shop” for students, outfitted with space for confidential and often difficult conversations with students and parents, that included the Business Office, Financial Aid and Registrar would be a significant benefit.

Athletics

Salve Regina’s student-athletes consistently demonstrate academic achievement. Spring 2020 data compiled by the Office of Athletics indicate that student-athletes earned an average semester GPA of 3.46 with a cumulative GPA of 3.29. The retention rate for the most recent cohorts of first-year student-athletes has been above 90%. They also demonstrate a commitment to the Mercy mission and service to the campus and greater communities. They volunteer for the annual Special Olympics, have donated bone marrow through Be the Match, sponsor a Women and Girls in Sports program, provide an extra set of hands at first-year move-in days, and more.

In compliance with the Equity in Athletics Disclosure Act, Athletics prepares an annual report for the Department of Education on athletic participation, staff, revenues and expenses by men’s and women’s teams. This review facilitates the benchmarking of demographics data for staff and student-athletes in order to increase diversity. By tracking significant changes in the participation rates and overall gender percentages for the institution, opportunities for growth can be identified.

Athletics has grown sports sponsorship and participation rates to enhance opportunities and also tracks the growth of club sports through an annual internal review. Evidence of a strong, active club can support elevation to varsity status, which was the case with the Equestrian Club in 2018. The University’s athletics and recreation offerings, however, are not fully integrated into the campus community and overall student experience. Both intramural and club sports present opportunities for growth; more robust programming would help to engage greater numbers of students and enhance school spirit. In response to student interest, the University has recently outfitted an area of Gerety Hall with full-scale, state-of-the-art gaming technology to support the eSports Club and increased participation resulting from the pandemic.

Survey Administration

The University would benefit from a more systematic approach to the use of surveys as an assessment method to avoid “survey overload” and ensure that requests for feedback are not redundant across areas. For instance, a survey looking for information regarding technology in residence halls was distributed within days of a student engagement survey on eSports. Had these been compiled into one, both topics could have been addressed together. A more centralized approach to this type of data collection would foster greater communication and conversations on engagement across areas, ultimately enhancing the student experience.

The orientation survey is administered to assess a student’s initial transition to Salve Regina. The survey evaluates the satisfaction and learning for both new students and parents as a result of their participation in orientation. Data compiled are used to improve the overall programming content and structure of future events. For example, one suggestion was that students would benefit from the diversity presentation offered to parents/families. The following year’s orientation agenda was modified to include a session in which both groups could participate together.

Individual service and satisfaction surveys are administered by offices such as Counseling Services, Residence Life, Student Conduct, Student Engagement, the CSD and more. The FYT100 satisfaction and engagement surveys are used to assess first-year students’ acclimation to campus, with information utilized by the SSC in its retention efforts. The NSSE survey has been administered on a three-year cycle to assess students’ growth over four years (freshmen and seniors). This, along with other surveys that are administered regularly, but not annually, for information comparison over time, suggest that a more systematic approach to assessment is needed.

PROJECTIONS

- Undergraduate Admissions will expand recruitment efforts and outreach to previously untapped market segments in order to shape incoming classes in the next three years based on the revised Project 7500.
- By restructuring the Office of Graduate and Professional Studies and expanding its marketing efforts over the course of spring and fall 2021, the University will build academic programs at the graduate level to serve market demand in a rapidly evolving landscape, and be better positioned for growth in recruitment and increased revenue.

Students and Co-Curricular Activities

- Diversity initiatives will be a priority to ensure that all students have the opportunity to participate and engage in training that will support the University’s Strategic Compass goals for an inclusive campus community.
- The University will continue to work toward creating campus spaces that are physically accessible to all students and will establish an upgraded Student Center, based on space study recommendations by Eastley & Partners, LLC, that are expected in late spring 2021. The construction of new residence halls will increase the on-campus student population, thereby creating a more cohesive community and enhanced school spirit. In addition, the Business Office, Registrar and Financial Aid areas will be housed together to better serve students and streamline processes.
- Once new residence halls are constructed, additional staff in areas such as Counseling, Health Services, Residence Life and Safety and Security will be required with an increase in on-campus residents. In addition, the position of Wellness Coordinator will become full-time to provide enhanced programming in support of a holistic student experience.
- Student organizations will work to increase event attendance to create a more engaging campus experience and community. In conjunction with student-athletes, the SGA is exploring the implementation of CORQ, an app which awards points for attending events in efforts to increase school spirit. Increased student

participation for fall 2021 in professional organizations, conferences and other leadership development opportunities will support Strategic Compass key priorities.

- A fully integrated Department of Athletics and Recreation will offer increased opportunities for student participation in recreational and intramural sports. In addition, Athletics will seek to increase more female sports coaches to full-time to comply with Title IX regulations.
- The FYT peer mentor program will grow and integrate more fully with academic advising and career advising in Fall 2021. The University will engage peer educators through health and wellness initiatives and the development of student-centered programs across all years to enhance the student experience. The peer academic coaching program in ACE will continue to develop following its introduction in Fall 2020, further building upon the 2018 Academic Affairs survey results.

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

DESCRIPTION

Faculty and Academic Staff

As educators and mentors, faculty are a vital component of the Salve Regina experience. Whether as instructors in the major, Core Curriculum or electives, they work to deliver relevant content imbued with the Mercy mission. Academic staff, some of whom hold adjunct status, from areas including the Academic Center for Excellence (ACE), International Programs, Writing Center, Advising, McKillop Library, and others, support the academic enterprise and University mission.

Faculty categories and responsibilities are detailed in the Faculty Manual, with tenure-track and tenured ranks including assistant professor, associate professor and professor. The University does not employ teaching assistants; however, special non-tenure-track appointments include instructor, lecturer, senior lecturer and other positions such as “in residence” and “clinical.”

Teaching, research and scholarship are the three tenets by which Salve Regina evaluates faculty; these responsibilities are clearly defined, with “effectiveness in communicating the content of the discipline and in stimulating attitudes of intellectual curiosity and disciplined inquiry” first and foremost among them. In addition, teaching faculty share a general responsibility for the integrity of the University’s educational endeavor and are expected to participate in service to the institution beyond ordinary classroom and departmental assignments. All faculty hold single or joint appointments to existing academic departments and are trained, supervised and evaluated by department chairs within their respective disciplines. Elected by the Faculty Assembly, the Promotion and Tenure Committee makes recommendations regarding appointments, rank, tenure and promotion.

Faculty Manual statutes outline status, responsibilities, appointment, evaluation, promotion, tenure, sabbaticals, termination, grievance procedures and governance. The Faculty Assembly section sets forth the scope and function of membership, roles and responsibilities, attendance at meetings, voting authority, and the scope and function of the Executive Committee. General Institutional Matters cover most human resource-related information that applies to all University employees and is also included in the Staff Handbook. Appendices A-V contain relevant policies and procedures, forms and document templates, as well as professional development opportunities (Appendix L).

Supporting Data First Forms (6.1 and 6.2) illustrate that Salve Regina’s full-time faculty hold appropriate degrees, with 81% having earned the terminal degree within the discipline. Furthermore, faculty and academic staff qualifications are appropriate to the nature of their assignments, with a depth and breadth of expertise in teaching, scholarship and research as well as experience outside the realm of higher education. A review of faculty CVs provides evidence of appropriate credentials. Currently, the University employs 123 full-time faculty—30 professors, 35 associate professors, 32 assistant professors, three visiting, and 23 lecturers. Adjunct faculty (163) are typically credentialed at least one level above the degree program in which they teach, with relevant professional experience in the appropriate field of work.

Faculty oversee the curriculum and have a specific review process, as detailed in the Faculty Manual. In accordance with the governance structures in place, faculty operate through an elected Curriculum Committee, which oversees University curriculum. Academic staff, whose roles are vital to Salve’s academic experience and student success, consists of those employed in the areas of Disability Services, McKillop Library, Academic Advising, the Center for Teaching and Learning (CTL) and the Academic Center for Excellence (ACE). The organizational charts for these areas are found in the supporting documents.

Upon hire, each faculty member is provided with a written contract that identifies the nature and term of appointment (samples are located in supporting documents). Each academic year, tenure-track faculty are expected to record professional activities and accomplishments through a general review, which is a component of reappointment that provides the opportunity for discussion with department chairs. In addition, they undergo scheduled classroom teaching observation. A pre-tenure review by the Rank and Tenure Committee appraises the probationary faculty member's strengths, weaknesses and areas of concern prior to the application for promotion and tenure. Non-tenured track and tenured faculty submit an annual report detailing professional activities, scholarly achievements, courses taught, etc.

The recruiting and appointment of qualified faculty is critical in maintaining the integrity of academic programming. Requests for additional positions within departments are considered as part of the budgeting process for the upcoming academic/fiscal year, and are approved by the President upon recommendation from the Provost and Dean or Vice Provost. Search committees are comprised of two or more faculty members within the department and one representing another discipline. To ensure an open and inclusive process, the Vice President for Mission Integration, Dean or Vice Provost, department faculty and students within the major take part in interviews. When posed the question "Why Salve?", responses by faculty and staff alike often include being drawn to the Mercy mission, which is an intrinsic part of the University's character and supports the transformative education that is a hallmark of the student experience.

Adhering to federal employment laws and guided by the Mercy mission, Salve Regina "strives to provide equal opportunity in employment and education to all employees, students and applicants. No employee, student or applicant shall be discriminated against or harassed on the basis of race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, disability, age, marital or parental status, military or veteran status, genetic information or any other basis protected by applicable federal or state law, in the administration of Salve Regina's employment policies, education policies, admission policies, scholarship and loan programs, athletic and other University administered programs. In accordance with Title IX, it does not discriminate on the basis of sex in any of its educational programs or activities. Salve Regina is also committed to making its programs and campus accessible to its visitors and compliant with all applicable non-discrimination laws" (salve.edu/human-resources).

The Faculty Manual states that "Salve Regina University welcomes to its teaching community persons who respect its vision and desire to share in responsibility for fulfilling its Mission; iv. The University is an institution where Catholic values and intellectual interests are pursued. Since this type of study achieves a special vibrancy when placed in relation to other traditions and points of view, the University welcomes to its faculty, as well as to its student body, a wide diversity of individuals, among whom such traditions and points of view are represented."

The Manual further states that a duty of faculty members is "to respect the mission and religious aims of the University in the classroom and in public utterances." It also specifies expectations around conduct, conflicts of interest, amorous relationships, drug and alcohol use, harassment, use of the computer and more, to ensure that faculty act responsibly and ethically. In addition, the general expectations for tenure-track faculty to be "an excellent teacher, scholar, and person who has provided service to the University and his/her discipline" are outlined, as well as the reasons for termination by dismissal.

As one of the three tenets that the institution values for promotion and tenure, scholarship is an important faculty responsibility supporting instruction. "Members of the University faculty are part of a wider academic community devoted not only to the education and transformation of students, but also to the advancement of knowledge. This latter responsibility is usually met through scholarship, which includes research, publication, and participation in the affairs of one's discipline or learned societies or, in the case of

the visual and performing arts, creative work and performances. In the professional fields, the ‘scholarship of practice’ is of special significance, and the ‘scholarship of teaching and learning’ advances all fields of academic inquiry. Achievement in these areas enriches teaching as well as the intellectual life of the entire University” (Faculty Manual, Chapter II). In keeping with the mission, faculty are encouraged to participate in civic engagement as well as attend and present at conferences related to their scholarly pursuits.

The annual Faculty Achievements publication highlights the vast array of scholarship and creative work produced, including published books and book chapters, peer-reviewed journal articles, reviews, music and dance performances, art exhibitions, theater productions, conference presentations and more. In remarks delivered at the dedication of Gerety Hall in May 2019, the speaker of the Faculty Assembly noted that in the previous 10 years, faculty generated more than \$3.9 million in grants, gave more than 1,500 scholarly presentations and produced more than 500 publications, works of art and performances.

Recent highlights include a book written by a professor in the Department of English, Communications and Media, which chronicles the rise of summer reading in the 19th-century, and three published works by modern languages faculty on multilingualism in 21st-century American television, female confinement in early modern Spain, and cultural responses to death and crises in the Hispanic world. Additional examples of scholarly research and publications may be found in McKillop Library’s digital commons. Examples of internal and external grant awards in support of research and teaching include \$15,000 grant funding from NASA EPSCor for a project titled “Understanding the factors that limit the performance of vanadium redox flow batteries” and \$80,000 in grant funding from the State Department of Behavioral Health, Developmental Disabilities and Hospitals to provide vocational rehabilitation counseling interventions and supported employment for clients with co-occurring mental health and substance use disorders.

Recognizing the importance of competitive employee compensation, the Business Office conducts an annual salary analysis and tabulates summary data related to salaries and head counts. As the largest functional expenditure for the institution, the data compiled provides metrics to help make informed decisions for resource allocation. This process is done in two reports, with both a comprehensive look at resources in each division (head count and dollars committed) as well as a second report for the President and Provost that provides feedback on the number of FTE faculty budgeted by instructional discipline. In addition, the Faculty Advisory Committee on Salaries and Benefits reviews the data to benchmark against similar institutions in order to set goals that meet the median of those in the same region and class. Salary rates are determined upon hire using CUPA-HR standard four-year faculty salary levels. Additional faculty compensation is earned upon promotion from assistant to associate professor (\$7,000) and from associate to full professor (\$9,000).

Full-time faculty each teach seven courses per year (21 credits), with equivalence loads for those teaching lab courses, work supported by grants, nursing clinicals or studio art courses. Department chairs and graduate program directors receive a one-course teaching reassignment each semester to accommodate the significant administrative responsibilities required by the position. Sabbaticals are granted at the discretion of the University and require endorsement by the President, Provost, department chair and Sabbaticals Committee. Tenured faculty may apply for one or two semesters with suspended academic workload responsibilities in order to concentrate on professional growth, maximize potential as a teacher and scholar, and increase their contribution to mission effectiveness.

Chapter II, Section D of the Faculty Manual articulates Salve Regina’s stance on academic freedom and its role in furthering the common good and the search for truth. The University supports the principles endorsed by the American Association of University Professors, the Association of American Colleges and Universities, and others, which are detailed in the Manual and outline teachers’ freedom in research and

publication, relevant classroom discussion, and the inherent obligations as scholars and educational officers when speaking publicly.

An integral part of the teaching mission at Salve Regina, academic advising is designed to provide students with foundational support to make responsible choices about their academic program. Advisors provide students with timely and accurate informational resources, and make referrals as needed to aid students in their development as scholars and as individuals in service of harmony, justice and Mercy. Guided by faculty advisors who become mentors over time, students develop an academic and career plan that supports their educational, personal and career goals. Upon entrance to the University, students who have declared a major are assigned to at least one full-time faculty advisor from their chosen major who is trained to respond to the needs of first-year students. Exploratory students who have not yet declared are assigned to the first-year academic advisor, who is trained to help students consider the many options available that best fit their goals, interests and skill sets.

Professional development and support for academic staff is essential to providing the transformational education that Salve Regina offers. Key priorities outlined in the Strategic Compass include leadership development that will enhance effectiveness for faculty and academic staff so that they may better engage students in action-based learning within the context of the Mercy mission. All full-time faculty have access to professional development funds each year. Prior to 2020-21, funding for conference presentation and attendance, professional memberships and journals was set at \$1,800 (see memo from 2018-2019). Due to the pandemic and subsequent University mandate prohibiting professional travel, 2020-21 funds were reduced to \$500 for tenured and non-tenure track and \$750 for tenure-track faculty (to pursue scholarly interests as they build their promotion and tenure portfolio). Institutional funding earmarked for this purpose is set at \$120,000 each year (based on historical spending). Spending has customarily been at approximately that level, but recent years have shown a decline in the request for funds (2019 at \$97,574.85 and 2020 at \$85,097.94).

After conducting a survey looking for input on junior faculty needs, the Advisory Committee on Faculty Development established a faculty mentoring program that matches tenured faculty mentors with junior faculty mentees. Training is provided for mentors, along with workshops on teaching, service and scholarship for all junior faculty mentees. In addition, workshops on completing the third-year review and the promotion and tenure application are offered. In 2019-20, 20 mentees, including five new faculty members, were assigned to 20 mentors. In 2020-21, 19 mentees, including seven new faculty, were assigned to 20 mentors, representing approximately one-third of all full-time faculty as participants in this important work. Outcomes and an event/training schedule may be found in supporting documents.

Teaching and Learning

Opportunities for examination and reflection on content and methods of instruction are provided by external program reviews and re-accreditation visits, ensuring that academic programs meet professional standards and expectations. As the program review becomes more closely realigned with the Strategic Compass, benchmarks for assessment regarding student learning outcomes (SLOs) will be incorporated so as to better ascertain where improvements may be made. Departments are expected to participate in evaluation of SLOs at the program level, a practice that is part of the annual report for internal assessment. E-Forms show direct and indirect assessments with benchmarks to determine if any changes need to be made in each annual departmental assessment. Departments and programs regularly map curriculum in order to determine how and where SLOs are being assessed. Examples in the supporting documents include a curriculum map for the Department of Chemistry and the Department of Math's curriculum audit.

To best accommodate the needs and preferences of its students, the University typically delivers instruction in multiple modalities. Due to the pandemic, dual modality instruction was a matter of course for the 2020-21 academic year and faculty worked diligently to become accustomed to, and adept at, online methods of delivering content and engaging students. In-house training opportunities were provided by the Office of Information Technology (IT), along with outsourced online modules through Magna Publications, to ensure critical training and development was made available to full-time and adjunct faculty. Two Magna courses were offered with 144 seats taken by 112 full-time and part-time faculty (see supporting documents).

The Associate Provost's 2018-19 annual report indicates that, in an effort to increase the use of the Canvas LMS and the CTL's role in driving technologically mediated learning, Academic Affairs staff worked with CTL staff, faculty and IT trainers to offer workshops that resulted in 87.5% usage of Canvas for full-time faculty across multiple courses. Additional data reported in October 2018 from Instructure indicate that 68% of courses were published with 53% of courses being active. Of these active courses, 97% showed content; and 95% of those showed varying activities. In addition, 78% used the gradebook tool. A data query revealed that 95% of full-time faculty used Canvas across multiple courses as of November 5, 2020.

In response to the pandemic and in preparing for a variety of scenarios for the fall 2020 semester, it became necessary for all faculty to move coursework to Canvas to facilitate dual modality instruction. A refreshed October 2020 Instructure report indicated that published courses had increased to 77% and active courses increased to 61%, with content and activities percentages holding at 97% and 95% respectively. The use of gradebook increased from 78% in 2018 to 83% in 2020. It is important to note that although reporting shows increased usage, the actual usage is higher than indicated as some courses (internships, directed study, music instruction and dance, to name a few) do not lend themselves to the LMS format. However, the University acknowledges some gaps in usage and activity; namely, in the graduate space with the adjunct population. Conversations between Academic Affairs and IT are under way to create targeted training and engagement opportunities in these areas.

As described in the Undergraduate Catalog, interdisciplinary programming allows students to “cross the boundaries between traditional departments and disciplines using a problem-focus or subject-themed approach.” Requirements for programs such as American studies, cultural and historic preservation, environmental studies, global studies, sociology and anthropology illustrate the framework by which students garner knowledge through foundational and cross-disciplinary courses combined with internships, hands-on research and/or cohort experiences that foster purpose-driven education in connection with the local community and wider world.

Information literacy skills are critical to student success and McKillop librarians are instrumental in helping students develop competence through support in one-on-one consultations and, at the invitation of faculty, via classroom instruction. Librarian-led research instruction has increased over the past three years from 129 sessions in 2017-18 to 178 sessions in 2019-20. In addition, the McKillop Library 2018-19 Annual Report notes that librarians collaborated with Writing Center staff on coordinated instruction in University seminars, nursing, education, psychology and biology.

Exploring new areas of learning via digital scholarship, McKillop Library sponsored a successful Campus Crowdsourcing, with 18 faculty and student participants who used the Library of Congress' new crowdsourcing tool to transcribe letters, diaries, lectures, and other works from the papers of Mary Church Terrell, a 19th-20th century activist and educator who championed civil and women's rights. The library also led a faculty workshop on Parade of Tools: An Introduction to Digital Scholarship for pedagogical

purposes, resulting in use of the digital tool in a spring class as well as a session for peers during faculty development workshops.

The Office of International Programs provides advising and assistance to Salve Regina students who wish to study abroad as part of their degree program. In conjunction with academic departments, partner universities and affiliate program providers, the office offers short-term, full-semester and year-long programs, with varying prerequisites and admission requirements, throughout the world. In addition, extensive preparation and support, as evidenced by a pre-departure guide titled “What to Know Before You Go,” ensures that students enjoy a positive and rewarding experience to complement their on-campus education. The University offers over 200 programs in over 40 different countries, sending, on average between 100 to 145 students abroad in any given year on credit-bearing study abroad programs.

The University has established an Institutional Review Board that is responsible for protecting the rights and welfare of human subjects in research conducted under the auspices of Salve Regina. Students have the opportunity for University-funded certification through CITI Program’s Human Subjects Research training, sponsored by the Department of Health and Human Services, to ensure ethical and responsible administration of such research. In 2019-20, over 30 faculty and students participated and, as a result, more faculty have expressed the desire to make this training a requirement in future research-based courses.

Students have the opportunity to evaluate all courses at the end of each semester. A report summarizing the submissions, which remain anonymous, are distributed to faculty, chairs and academic administration after the conclusion of the semester, with the intent that feedback will drive adjustments in instruction. The Faculty Assembly appointed an ad hoc committee to address needed revisions to the institutional course evaluation. A draft evaluation was piloted in spring 2020 and was officially approved by the Faculty Assembly in fall 2020, with implementation at the undergraduate level only in spring 2021. A committee at the graduate level has been charged to develop a course evaluation appropriate for graduate level courses.

Although some of the smaller majors have only one or two full-time faculty, adjunct instructors help to expose students to a variety of teaching styles. In addition, Core Curriculum requirements ensure that students benefit from faculty expertise across a range of disciplines as they work to complete the requirements for graduation. The Department of Modern Languages’ model, which is found in the supporting documents, demonstrates a commitment to the achievement of SLOs across sections through shared assessments and continual feedback.

As noted earlier in this Standard, undergraduate academic advising at Salve Regina is a collaborative educational process based on a faculty-advising model coupled with a professional advisor for first year, exploratory/undeclared students and transfer students. For graduate and continuing education students, academic advising is a faculty-based model, where program directors advise their students. Both undergraduate and graduate advising created degree plans that outline the timeline of when to take required courses in order to graduate in a timely fashion. The plans are available in PDF form and load into the student’s course planning and registration platform to facilitate course selection.

Numerous opportunities are available in support of scholarship, research and creative activities for students and faculty alike. Faculty development funds, the Presidential Faculty and Antone Academic Excellence awards, sabbaticals, and more enable faculty to pursue scholarly research and activities that, ultimately, serve to create a robust academic experience. Students have access to conference funds, as well as an experiential learning fund administered by the Provost that is specifically designed to ensure that all students, regardless of their financial circumstances, have access to enhanced educational opportunities such as conferences, competitive summer programs, field placements, fellowships, study abroad and more. Through collaborative

partnerships, projects, internships and mentoring in professional settings, students gain valuable experience and develop core competencies to set them apart in the workplace.

Examples of University-funded opportunities for student research abound and may be found in supporting documents. As is customary, the doctoral degree programs have embedded research components, which are further detailed in Standard Four.

APPRAISAL

Faculty and Academic Staff

Faculty are at the heart of the academic experience. With the Mercy mission as a baseline and a commitment to student success, Salve Regina faculty create a framework for scholarship, learning, research and innovation that inspires and empowers students in their journey. As the Strategic Compass key priorities take shape, University leadership recognizes the need to intensify efforts regarding equity and inclusion to align with the guiding principle that seeks an inclusive community valuing diversity and celebrating the uniqueness of all students, faculty and staff. With its charge to review admissions and hiring processes and make recommendations for how to recruit, select and support future faculty, staff and students, the Presidential Commission for Equity and Inclusion will serve to better connect the Mercy mission and Critical Concerns through policy, procedure and practice.

Although the process by which faculty are recruited is generally considered efficient and inclusive, more intentional effort must be made toward hiring more diverse candidates. Though this has been, and may continue to be, a challenge due to financial and geographical constraints, the Strategic Compass goals ensure that it will be a priority in the coming years. By announcing positions on the University's website, and utilizing various discipline-specific sites, the Chronicle of Higher Education and job search websites that focus on diverse candidates such as Academic Diversity Search and Diverse Jobs, academic departments can strive to build a pool of diverse and qualified candidates for both full-time and adjunct faculty.

After considering opinions expressed by some faculty regarding redundancies in requiring tenure-track faculty to submit both an annual general review as well as an annual report, which is completed by all full-time faculty, Academic Affairs amended policy to allow tenure-track faculty to submit only the general review for annual assessment purposes. Because there is no mechanism for the evaluation of tenured or non-tenured track faculty, the Undergraduate Dean is working toward implementing processes for a regular full review of all faculty, including department chairs, senior lecturers, lecturers, visiting and adjunct professors.

Though the University assesses the qualifications of adjuncts, the mode of documentation does not allow for adequate reporting. The CMS has the ability to track adjunct faculty credentials and degrees, but Colleague has not been utilized as a comprehensive database for this purpose. With a significant number of adjuncts each semester, a process to capture this information would be beneficial to Academic Affairs.

A number of areas, including Disability Services, Academic Advising and the CTL, are in transition due to retirements, employee turnover and repositioning. As data is collected to determine the feasibility of potential models for moving forward in alignment with the Strategic Compass, attention will be paid to more intentionally embedding the Mercy mission into practice. Given that each of these areas plays a critical role in student success, it is of the utmost importance to conduct a search that will draw candidates who are best qualified to implement programs that will support student achievement.

Faculty Development and Training

Through professional development opportunities facilitated by the Advisory Committee on Faculty Development, faculty have access to workshops, lunch-and-learns, peer-to-peer training and other strategies that support effective and high-quality pedagogical practices. The retirement of the CTL's director created an opportunity to re-imagine the Center in terms of vision, strategy and operational accountabilities to move from being predominantly focused on technology toward broader pedagogical issues. A faculty development and innovation center is being formed to encompass Strategic Compass initiatives and bring together resources for professional development. Along with the CTL, dedicated instructional design specialists and the senior research development officer will comprise the Center in a more strategic approach to ensure faculty have the resources required for engaging and innovative teaching, learning and scholarship.

In response to the move to remote learning, training in mobile streaming and lecture capture technologies to support dual modality instruction was essential to student engagement and course delivery. Access to the Magna Commons Online Seminars provided on-demand opportunities to examine a wide variety of issues in course design, blended courses and online teaching. Topics included: Best Practices for Designing Successful Blended Courses; Best Practices in Flipped Class Design; Effective Diversity and Inclusion Strategies; Blended Learning Toolkit: Design, Deliver, Assess; and Hacking Multimedia for Effective Learning.

Annual voluntary workshops held on campus each May target key teaching and learning issues and should be incorporated as an expected component of professional development. Topics are designed by faculty and sponsored by McKillop Library and the Provost's office. Monthly faculty innovation sessions (suspended for the current academic year to focus on faculty priorities regarding remote/hybrid learning), also sponsored by the Provost's office, provide a dedicated gathering time and space for faculty to discuss innovations that can make a positive impact on teaching and learning. While these sessions were initially focused on "big ideas," they soon shifted to being more operational in nature and it is critical to have space for faculty to engage in discourse around innovation that ties to the strategic direction.

Not all training, however, is mandatory, which is a factor that may result in missed opportunities for faculty. It is anticipated that Strategic Compass initiatives will lead to the development of additional professional development and training encompassing vital topics such as equity and inclusion. Non-tenure track lecturers in professional programs participate in conferences and programs to stay current in their fields in order to impart necessary skill sets required for students to be successful in the work force and beyond.

In the past, a summer writing cohort, facilitated by the Writing Center and Library, provided space for faculty collaboration, research and writing. Reviving this opportunity would inspire faculty and enable them to remain connected to colleagues in the pursuit of scholarly work as they prepare for the upcoming academic year.

Mandatory Title IX training for all faculty and staff is required on a biannual basis. Training for department chairs is especially important to establish both the proper chain of command, whereby faculty recognize that chairs are "supervisors," and to ensure incidents are reported in an appropriate manner. The Undergraduate Dean has worked to educate new chairs by setting expectations and outlining responsibilities during the onboarding process. It is important for the chair/supervisor to know what and when to document areas of concern in order to create a performance improvement plan or handle potential problems. Additional training for department chairs on how to observe and evaluate faculty members is also being considered so that the feedback and insights shared serve to improve instruction methods and student engagement.

Teaching and Support

While the University has determined that a customary teaching load is 3/4, some faculty have expressed concern that the mechanism for assessing equitable workloads is unclear and do not agree. The model,

which has been in place since 2007, is within the context of teaching, service and research, all of which are components of faculty's role. An increase in overloads is worth noting: 2018-19 showed 510 overload credits and 2019-20 showed 584 overload credits by full-time faculty, representing a 30% increase since the last reaccreditation visit (see supporting documents). Academic Affairs administrators will continue to assess the effectiveness of the 3/4 model, with a focus on teaching and shared governance.

Currently under a full review, the Faculty Manual provides expectations for all faculty to act responsibly and ethically when fulfilling their duties, and outlines what constitutes acceptable behavior and behaviors worthy of termination by dismissal. Updates are made on an ongoing basis but many areas still need revision. Examples of recent updates to the Faculty Manual include a 2019 policy on joint faculty appointments to institutionalize procedures for evaluating faculty members appointed to more than one department. In addition, revisions were made to the document used for classroom teaching observations to improve the tool's usefulness related to the promotion and tenure process.

As the review advances, it would be helpful to direct users to appropriate office webpages, rather than the individual who may currently hold a particular title, to avoid the risk of outdated information when employees no longer work at the University. In addition, it has been suggested that the General Institutional Matters content be limited to a policy description, with a link to the actual policy on the Human Resources webpage. This simple adjustment would shorten both publications, as well as avoid redundancies and confusion relating to terminology.

Although the University does not have one software program accessible to all offices for sharing information on at-risk students, the Student Success Committee and CARE team compile data on at-risk students and share appropriately with advisors, offices and support services. The institutional commitment to transparency, communication and data collection will provide increased efficiencies in tracking and evaluating metrics to better serve and support students.

Faculty-Mentoring Program

The faculty mentoring program, which pairs seasoned instructors with junior faculty for two years, is designed to foster relationships, provide peer-to-peer training and facilitate acclimation to the campus community through collaborative events. Activities include discussions on work-life balance, student issues, short and long-term goals for teaching, scholarship and service, pedagogy, course development, research, funding opportunities and more. Through the mentoring process, the mentee is better equipped to outline career goals, identify research topics and seek out opportunities for service.

Junior faculty have expressed gratitude for the mentoring programs that are provided; however, a more systematic evaluation would provide constructive feedback on what works and what areas could be improved. A year-end assessment of the program for both mentors and mentees would be beneficial in order to fine-tune the framework, thereby maximizing the investment in time and resources for this important initiative. In addition, workshops specifically designed around connecting the mission to coursework would help junior faculty to share the Mercy traditions and Critical Concerns in the classroom.

Research and Experiential Learning

Faculty regularly bring their research into the classroom and, in turn, what takes place in the classroom experience informs research. For example, an associate professor of education, who specializes in science and engineering education, recently developed a guide for designing windowsill hydroponics systems that was published in *Science Scope*, the National Science Teaching Association's peer-reviewed journal for middle level and junior high school teachers. Partially funded by a grant from the U.S. Department of Agriculture's National Institute of Food and Agriculture, the project was designed as an engineering

challenge with assessments for teachers to evaluate their students' understanding of the design process and the factors needed to promote plant growth. Throughout the implementation, students showed significant gains in understanding both the engineering design process and hydroponics plant growth and also presented their design prototypes and revisions in a "Shark Tank" format.

Faculty-mentored research and experiential learning opportunities enhance the academic experience and enable students to develop professional networks, collaborative skills and expertise in their chosen field of study. For example, the Options Trading Club, a student organization focused on teaching its members about the basics of options trading, secured a faculty/student research grant to support its team's participation in the Student Managed Investment Fund Consortium's portfolio building competition in 2019. Led by a Department of Business and Economics lecturer, the team traveled to Chicago looking for networking opportunities and ultimately placed second in the nationwide competition.

The annual SRyou Student Exposition is another event highlighting student participation in research, as well as creative and scholarly activities that are supported by faculty across all disciplines. Commemorating its 10th year, the 2019 event, Ten Years of Branching Out, featured more than 130 displays and presentations, along with a variety of music, theatre and dance performances, in a campus-wide celebration of student achievement. Special notations for presentations that focused on one or more of the Critical Concerns were included in the event program to highlight the many and varied ways in which students are involved in mission-driven academics and research. While the spring 2020 event was cancelled when the University went remote, planning is under way for the 2021 Exposition, whether in-person or virtual.

As a Mercy institution, the mission-driven research undertaken by faculty is something that deserves to be promoted with pride and intention. Civic engagement and collaboration connect the University to the greater community in many ways as faculty sync their research to the Critical Concerns in order to create positive impact. The Critical Concern Faculty Collaboratives underscore the importance of faculty scholarship; the current faculty cohort is focusing creative, research, teaching and University initiatives on race and the Earth. Proposed topics include environmental justice through civic engagement, translating climate research through art and story, Africanist aesthetics and equity in jazz dance, a cross-cultural content analysis of cover models in Nigerian and Kenyan women's magazines, and more.

Rooted in the Catholic Intellectual Tradition, Salve Regina's approach to education recognizes the importance of both faith and reason in the pursuit of the continual human quest for knowledge and truth. This "whole person" approach challenges students to develop intellectually, emotionally and spiritually, and to become the highest and best version of themselves. In pursuit of this goal, faculty strive to truly know the student, meeting them where they are in order to provide a challenging and tailored academic experience that broadens perspectives and fosters intellectual curiosity, critical thinking, self-reflection and personal growth.

Given the academic freedom to do this, faculty provide a rigorous educational experience that results in students learning to listen to, and engage with, one another with an open mind. While the present Academic Freedom Policy is broad, it does not explicitly address the use of social media, which can blur the lines between the personal and the professional. The University's social media policy is included in the Faculty Manual Appendices; however, by updating the statement on academic freedom, expectations would be outlined and clarified to keep pace with how research and other information is shared.

Faculty efforts to secure externally funded sponsored programs has been re-energized with the hiring of the senior research development officer in March 2020. The position had been dormant for some time and though faculty pursued grant funding on their own during this period, the officer's support through

prospect research, writing and editing grant proposals, creating budgets and preparations for compliance management is critical to furthering academic research and programmatic opportunities.

Teaching and Learning

The first guiding principle of the Strategic Compass asserts that every Salve student will acquire the knowledge and critical thinking skills essential to excelling in their chosen field, through rigorous education in the classroom and action-based learning experiences, as they discover who they are and how they can make a positive difference in the world. Though experiential learning has been a hallmark of the academic experience through faculty-mentored research and collaboration, the Compass will prompt examination across disciplines to ensure that action-based learning is incorporated across all programming.

With the December 2020 grant award from the Davis Educational Foundation, the University will advance the work achieved through the prior grant by making undergraduate research, creative inquiry and community-engaged learning essential components of a Salve education. The program model will implement curricular change at the department level with plans to sustain changes through more efficient allocation of campus resources. Two new faculty roles include the Director of Undergraduate Research and Creative Inquiry, who will work closely with areas across campus to embed mission-related research into the curriculum, and the Director of Community-Engaged Learning, who will serve as a bridge between the University and its community partners. Grant support will make program development funds available to build out signature learning experiences across departments, incentivize faculty development and strengthen community partnerships. Additional, donor-supported funds are also being added to support research and experiential learning opportunities.

In granting Salve Regina accreditation in 2019, the International Accreditation Council for Business Education (IACBE) noted the Department of Business and Economics acknowledgement that the Graduate Exit Survey, used as an indirect measurement tool, is weakly linked to program SLOs. IACBE recommendations include enhancing transparency for stakeholders by making the departmental mission visible on its webpages as well as exploring additional ways of ensuring that students taking exams and submitting work online are the students enrolled in the course.

Additional program reviews include the Department of Mathematical Sciences' 2019 external review, which highlighted the "rigorous curriculum" and "comprehensive training for students who major in mathematics," and described programming as "well-designed and supports student success." The program is comparable to similar Catholic colleges and the curriculum aligns with MAA CUPM guidelines for the major and the MAA Standards for the Preparation of Teachers of Mathematics. In addition, the department utilizes rubrics for complex problem-solving, proof-writing, and mathematical presentation, which are shared among faculty. Another example is the Department of Psychology's 2018 self-review, which states that its SLOs are in alignment with the American Psychological Association's "Undergraduate Psychology Major Competencies." Again, rubrics created jointly by faculty are used to assess student research proposal assignments in Cognitive Psychology, highlighting another example of how faculty use shared rubrics focused on department-specific outcomes to determine evidence of student proficiency.

Demonstrating the commitment by University leadership to enhanced assessment, the Office of Institutional Research and Effectiveness (IRE) has built an Assessment Resources course site, which may be accessed through Canvas, that houses templates for SLO assessment and curriculum mapping for both undergraduate and graduate programs, as well as a host of tools and information to support faculty in developing SLOs that provide the framework for instruction. By laying out a course through reverse engineering, faculty may better employ the "3M" approach to establish SLOs that are measurable, manageable and meaningful, thereby creating more effective assessments, SLOs and methods of delivery.

Classroom-based collaborations between McKillop Library and the Writing Center help students understand the connections between effective research and writing. By targeting early disciplinary courses focused on research and writing, supported by strong partnerships between faculty, librarians and Writing Center specialists, students develop the skills required for advanced coursework and Capstone projects.

Another initiative that connects students to action-based learning is the Center for Business Outreach (CBO), which opened in fall 2014 and has connected approximately 590 students to more than 80 local businesses in a mutually beneficial partnership where students receive hands-on experience by creating business plans, social media analysis, marketing strategies and customer surveys. As part of the Department of Business and Economics, the CBO's line-up of events each semester includes the Center Speaker Series, featuring presentations by alumni and industry professionals on a range of topics including sales, marketing, business development, branding, entrepreneurship, public relations and more.

Both the spring and fall 2020 semesters could be considered experimentations in action, with no “rule book” of record to follow. Faculty and staff demonstrated a commitment to the Mercy mission and dedicated efforts to ensuring that the student experience remained challenging and robust, despite the unprecedented circumstances. The Canvas LMS enabled enhanced student learning through online delivery of, and engagement with, course content. In response to the pandemic, and perhaps a “silver lining” thereof, use of Canvas has increased in order to support dual modality instruction to accommodate students and faculty in remote learning.

The significant investment in classroom technology—installing hardware such as cameras, microphones and headsets as well as software upgrades—to accommodate dual modality instruction necessitated an equally significant and important investment in the skill sets required for online instruction. Faculty opened themselves up to new ways of instruction as COVID-19 forced the adoption of fresh mindsets. They discovered new strengths and new techniques on how to make a not-so-typical classroom more engaging.

Because of COVID, the University has moved more quickly toward professionalization of instructional design. Previously, Canvas had been a tool used by many to enhance instruction but the events of 2020 placed a much greater emphasis on the effective use of the LMS. This cultural shift, with faculty intentionally looking for ways to create a rigorous and robust online experience, can be leveraged as *Salve Regina* moves forward in a post-pandemic world. In-person pedagogy benefits from improvement in online pedagogy as skills garnered can be used in either modality. While pandemic-related lessons are still being learned, the University must review its response in order to gauge which methodologies and practices should become permanent best practices. Success in dual modality and remote learning also opens up a number of possibilities as to how the business of education is conducted. For example, in looking at business models, an online associate's degree could become a source of new revenue in the future.

The addition of the learning management systems specialist supports the move to more centralized oversight in instructional design for online undergraduate and graduate courses that will provide an enhanced experience for students and faculty alike. A re-launch of the CTL also creates opportunities for experimentation in improving instructional effectiveness. Paired with support by the Assistant Director for Assessment, as well as key priorities established by the Strategic Compass, more intentional, data-informed decisions will serve to strengthen teaching and learning.

Challenges do exist in smaller majors with a limited number of instructors, but the University augments the academic experience through interdisciplinary coursework and Core Curriculum requirements, which expose students to a variety of faculty as they work to fulfill the general education credits needed for graduation. Faculty in smaller programs, such as the Department of History, have specialized areas of focus, including early American history, the Vietnam era and mid- to late-20th century history. In hiring new faculty, it is

important to ensure that a department has expertise in a range of topics within the discipline. In addition, by employing 150-180 adjunct faculty in a typical academic year who bring unique knowledge and expertise, the University creates a more balanced academic experience for students. This is especially relevant in professional programs as well as graduate courses, where the use of adjuncts who are practitioners in the field offers greater perspective across disciplines.

As previously noted, students benefit from individual academic strengths, viewpoints and teaching styles as they begin their first semesters in the University seminars (UNV) and FYT courses. UNV courses encompass a broad range of topics representing subject matter that faculty are most enthusiastic about—the class they have “always wanted to teach”—regardless of what department they teach in, and students select these based on their own interests.

Students may select UNV courses such as: Feather Quest, which examines the behavior of birds in an analysis of the intersection of science and society; Exploring the Roaring '20s, which explores through documentaries, music, fashion, art and literature why the uniquely American, democratic and improvisational nature of jazz influenced a nation and the world; From Plato to the Hunger Games, which discusses imagined alternative societies and the narratives that have become increasingly pessimistic, and how these are linked to political and cultural movements throughout history; and Cryptography through History, in which students explore the topic, learning the fascinating math behind how data is kept safe.

Efforts to create a consistent experience for students in different sections of the same course are more evident in some departments than others. Some departments, such as modern languages, business and the sciences, have assessments that benchmark across sections. The Core Curriculum renewal will address part of the disconnect across sections, as measurable SLOs are established to more consistently assess instructional effectiveness. The student evaluation of faculty and instructional methods is under review and revision, with a goal toward improvement and minimizing inherent bias that may skew responses.

Advising loads are inequitable across and within disciplines, although improvements are being made. The hiring of a first-year advisor has been instrumental to progress in providing advising support. The goal is for faculty to become less involved in transactional tasks, and more involved in a mentorship role within the respective discipline. The addition of another professional advisor, to augment the invaluable support of the first-year advisory position, would help to create a more balanced approach and equitable distribution of advisees. Past training for advisors has been focused more on first-year advising and, while critical to student success, advising training across all years would increase overall effectiveness and avoid having the same people receiving a “refresher course” from year to year.

It is worth considering whether graduate coursework offers sufficient exposure to, and support for, research. Given that several master's degree programs eliminated a research methods course from their requirements, a discussion on this trajectory should be undertaken when the Vice Provost of Graduate and Professional Studies position is filled. Also, a research symposium for humanities students was held for several years, but was not financially sustainable. Another approach for sharing work may be feasible, however, and should also be a part of the conversation. Given the turnover in graduate studies administration since the last reaccreditation, the division will benefit from consistent and steady leadership to support academic program growth.

PROJECTIONS

Faculty and Academic Staff

- The Strategic Compass will support further efforts and training around diversity, equity and inclusion, including adjustments to processes in 2021 with a goal of hiring more diverse faculty and staff. To support this goal, training for department chairs regarding appropriate procedures for choosing and guiding search committee members, as well as organizing and running a search, would be helpful in ensuring that best practices are employed.
- A revised recruitment process for adjunct faculty through Interview Exchange will more closely align with that for full-time faculty, and include posting positions on the University website as well as other sites that will attract more diverse candidates. By utilizing Colleague, or a similar database, Salve Regina will systematically track adjunct credentials and qualifications, beginning in spring 2021.
- The University will also provide more in-depth training for department chairs to support their roles in observing, evaluating and mentoring tenure-track faculty as well as lecturers, visiting professors and adjuncts. Individual support for those who have not been through Salve Regina's tenure and promotion process will be offered as part of this professional development initiative. A regular and more robust evaluation system for the junior faculty mentoring program will be instituted as well. To further mission-related scholarship, the creation of a mentoring workshop for 2021-22 to help junior faculty consider how they may address the mission in their work would inspire new ideas and scholarly pursuits.
- Following the reorganization of ACE to include the Writing Center, tutoring and peer academic coaching in fall 2020, an additional staff position to support students facing acute academic challenges and academic progress reports, an Academic Progress Coordinator, will be introduced in fall 2021. An additional staff position in Academic Advising will also be created in fall 2021 or fall 2022.

Teaching and Learning

- Resources such as the Center for Business Outreach will become a model available to all students to cultivate career development opportunities and collaboration across disciplines. In addition, the Core Curriculum renewal will offer the opportunity to look at more interdisciplinary approaches between departments to give students access to a greater variety of content and faculty across programs.
- The implementation of the Davis Foundation's recent grant will move forward with the creation of a program model for embedding research, creative inquiry and community-engaged learning into the curriculum. A program leadership structure will be established in spring 2021, three academic departments will pilot course innovations in the 2021-22 academic year, and it is expected that 80% of departments will have implemented course innovations by 2023-24.
- A new director of the CTL will be in place for the 2021-22 academic year as well as a staff member in instructional design. When the current campus planning process allows for Academic Affairs and Information Technology to identify the appropriate space, these individuals will be co-located with the senior research development officer, who works with faculty on grant and sponsored research project proposals, and IT staff supporting teaching and learning, to create a shared and creative space for faculty workshops, development and innovation. This space is tentatively named the Faculty Development and Innovation Center.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

DESCRIPTION

Human Resources

As of fall 2020, Salve Regina employs 116 full-time faculty, 274 full-time staff, 24 part-time employees, and 153 adjunct faculty members, which equates to a full-time equivalent (FTE) of 449 employees per IPEDS definitions. Upon hire, each new employee receives either the Faculty Manual or Staff Handbook, along with University policies, for review. New staff hires receive letters from the Office of Human Resources that include job title, department, supervisor's name, hours per week, months per year, hourly or biweekly wage information and a copy of the job description offer. Employees must acknowledge with a signature that they have read, understand and accept the offer of employment, job responsibilities and information provided. Academic Affairs provides new faculty with a contract outlining responsibilities, term and nature of appointment, and other pertinent information, which also requires a signed acknowledgement of receipt.

A 90-day evaluation was instituted in 2019, which solicits feedback and comments from both the employee and the supervisor. The University also requires supervisors to conduct an annual review process for all staff members between May and July. In May 2020, a self-review was added to the process, giving employees the opportunity to reflect on their performance. With this information, supervisors then complete the employee's overall performance evaluation. Reviews are written by direct supervisors, discussed with the employee, and read by the department head, division Vice President and Director of Human Resources. The faculty evaluation and review process are discussed in detail in Standard Six.

In all matters of employment, Salve Regina strives to provide fairness, equal opportunity and consistency in adhering to policies. The University does not discriminate or harass against individuals on the basis of race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, disability, age, marital or parental status, military or veteran status, genetic information or any other basis protected by applicable federal or state law in the administration of the University's policies and procedures.

Financial Resources

Consistent with past performance, the University has managed and preserved its financial resources in an efficient manner over the 10-year period since its last reaccreditation. Financial results from operations, including fundraising, have been positive over the course of this time, despite enrollment challenges and increased tuition discounting, as well as the unprecedented circumstances arising from the pandemic. The most recent audited financial statements are available online through the Business Office and in supporting documents.

Led by long-serving University administrators, the finance team has overseen balanced budgets from operations for over 30 years and has received "clean" audits without the issuance of a management letter for over 15 years. The firm Mayer, Hoffman, McCann P.C. (Tofias New England Division) has audited the University's financial statements for the last several years. The auditors have also performed the annual A-133 audit of the federal Financial Aid programs, as well as funds associated with federal appropriations, with each audit resulting in no material findings.

Salve Regina is a financially stable institution, with more than 25 years posting positive income from operations and a positive cash flow that has supported the organization over that same period without the need to utilize external liquidity options. The University's main source of stability comes from the enrollment levels and the demand of full-time undergraduate students, with growth in graduate enrollment augmenting revenue in recent years.

While campus facilities have undergone major renovations with some new construction utilizing funding from operations, fundraising and debt markets, the University's debt levels are at a reasonable level. The endowment has also grown by approximately 73% since 2011, with approximately 75% of the total market valuation available on an unrestricted basis to assist with unforeseen and unplanned circumstances.

Salve Regina's finance team employs a five-year rolling financial model in its planning process that is updated continually to reflect the present reality along with assumptions that allow for future growth and new initiatives. It identifies key revenue and expense drivers to provide sound financial feedback when making both short- and long-term decisions. Shared regularly with senior administration and Trustees, the tool includes both operational results and liquidity needs and helps to identify future periods that may be impacted by conditions and circumstances that have or may happen.

Responsibility for the prudent deployment and management of the University's financial resources is broadly distributed and held at all levels of the institution. The Board of Trustees retains appropriate autonomy in all budget and finance matters, and exercises direct approval over many financial actions, including the establishment of the annual operating budget on both an accrual and cash basis. The Board also approves the comprehensive fees (tuition, room and board); approves the President's compensation and reviews the recommended compensation for Cabinet members; annually evaluates the President; and approves all proposed debt financings and refinancing. The Board also has oversight of the endowment spending policy, endowment asset allocation, and annual audited financial statements. (See supporting documents for evidence.)

As outlined in the Trustee Handbook, four standing committees collaborate closely with staff and provide detailed, ethical oversight over various aspects of the University's finances. The Finance Committee works with the Vice President for Administration/CFO (VPA/CFO) to discuss and determine overall financial strategy, long-range financial planning, contingency planning, budget parameters and debt strategy, and is kept informed of institutional financial operations on a regular basis. The Audit Committee selects and oversees the work of the University's independent auditors and oversees the work of the VPA/CFO and Controller on the University's business controls, financial risk management, tax filings, financial statement presentations and the 403(b) retirement plan audit. The Committee also receives the auditor's report on all federal grant programs review and approves the University's IRS Form 990 tax filing. The Audit Committee meets in Executive Session with the Auditors (no management present) during the planning phase in April and again post audit in September.

The Investment Committee works with the University's investment consultant, Prime Buchholz, in managing the endowment and takes responsibility for key decisions about asset allocation targets as well as investment and liquidation decisions. The Properties Committee works with the VPA/CFO in overseeing property acquisitions and sales, reviews the annual capital expenditure budget and oversees large construction projects. It also reviews the University's property and casualty insurance policies that are purchased via the Risk Management Group of the Boston Consortium, of which the University is a member. Aside from leveraging the purchasing power of these schools, the group provides an experienced risk manager who serves all members.

As a tuition-dependent institution, Salve Regina's mission and purpose are centered on educational, research and service programs that enhance the student experience. Additional revenue streams, including fundraising and investing, also support educational activities and any funding decisions, whether capital or operating, place a priority on instruction and education within the organizational hierarchy.

The finance team is keenly aware that a healthy balance between undergraduate tuition revenue and University grants must be maintained to yield the required net tuition revenue to fund its operations. The freshman discount rate was 58% in fiscal year 2020-21 and is projected to remain at that rate for the foreseeable future. The Board of Trustees receives a tuition discounting worksheet at every meeting. The worksheet provides a five-year history of undergraduate enrollment, pricing, tuition revenue, University grants and net tuition revenue, along with percentage increases or decreases for each.

The organizational chart highlights a structure in which the VPA/CFO, reporting directly to the President, oversees the areas of Finance, Information Technology (IT), Facilities, Human Resources and Conferences and Events and manages all outsourced contracts, including dining, environmental services, bookstore and copy center. The VPA/CFO is also the liaison to the four finance-related Board committees and is responsible for the minutes for each committee meeting.

The University has met all debt covenants with its one creditor for many years and has not used its operating line of credit with that same bank for over 20 years. The University's composite score per the U.S. Department of Education (2.5 as of June 30, 2020) has always been in the financially responsible range (1.5 to 3.0) since its existence.

The University's budgeting system includes senior management as well as stakeholders from all functional areas across campus. Directed by the Associate Vice President for Finance (AVPF), the process is organized with clear guidelines and timetables and is broadly participatory. Instructions are distributed to faculty and staff who must submit justification documents for new initiatives. The information generated from this process includes operational budget funding, new human resource requests, capital requests and technology. All requests must be substantiated within the structure of strategic initiatives and, in moving forward with the Strategic Compass, will be integrated with key priorities.

As discussed in Standard Four, new programs are identified and recommended by the Faculty Curriculum Committee before advancing through the program approval process previously outlined. New sources of revenue, academic programs and substantive changes are vetted for financial viability and reviewed and approved by the President's Cabinet.

The University seeks to expand its base of donor support each year through a number of channels, including parent, alumni and community engagement, as well as new corporate sponsorships and prospect cultivation for program and general support. Fundraising is conducted at numerous levels and through many channels. Annual giving is conducted through mailings, personal solicitations, digital campaigns and events. All alumni and parents of current students and alumni are solicited throughout the calendar year. Salve consistently places in the top 10% of colleges for percentage of alumni giving among over 170 peer institutions in U.S. News.

Relationship-building has been the cornerstone of Salve Regina's major gift efforts. Knowing that major gifts are often made to a donor's specific interest area, the Advancement team creates strategic solicitation plans, crafts proposals and conducts conversations to align University priorities with donor intent. The Chancellor and Vice President for University Relations and Advancement, each with over 30 years of service at Salve, have stewarded relationships spanning decades with donors and their families, ensuring continued support from generation to generation. For example, the Rodgers Family Department of Nursing reflects a third-generation friendship that began in 1977. The Wallace family, through two generations, has contributed \$30 million, including a recent gift of \$2 million to support the President's planning fund.

Special campaigns and initiatives are an important way that donations support the priority projects of the institution. In the past 10 years, \$10 million in donor giving supported the renovation and expansion of the O'Hare Academic Building. Student financial aid is also a priority and the Scholars and Scholarships initiative was launched with a goal to increase the number of endowed, named funds to more than 100. At present, 105 funds, representing \$18,704,467 of the endowment's market value, have been established by Salve alumni, parents and friends. Over the same period, gifts of property and additional planned and estate gifts totaled over \$10 million. Fundraising was also responsive to special capital needs, including a campaign to fund the purchase of new boats for the sailing program and renovations to athletic facilities. In welcoming the new Chief Advancement Officer, the University will focus on fundraising planning and efforts associated with the upcoming 75th anniversary.

Fundraising events continue to be an important source of scholarship dollars, and an opportunity for all constituents, including corporate donors, to support the institution. Net revenue derived from the Governor's Ball, the University's signature event now in its 44th year, has grown 55% in the past 10 years, topping \$550,000 in 2020. Alumni and parent events also provide an opportunity for these important constituencies to support scholarships. To address the need for flexible funding to assist the most vulnerable students, the Gateway Fund was established and is administered through the Office of Financial Aid. Fund dollars are used in both the recruitment of new students and the retention of current students, increasing the likelihood of academic success, persistence and graduation.

Using best practices and the Donor Bill of Rights as a guide, the University has written gift acceptance policies, with strict adherence to donor designation. These are periodically reviewed and revised to reflect new trends and funding methods. Advancement works closely with the Business Office to ensure that all requirements related to charitable donations are followed as well as with Financial Aid to ensure that scholarship dollars are awarded in accordance with specified criteria and donor wishes. In the case of endowed scholarships, a Memorandum of Agreement is created, which details criteria of the scholarship to inform and guide the award of scholarship dollars in perpetuity and donors receive endowment reports to ensure that major gifts are stewarded in alignment with donors' wishes. The Board's University Relations and Advancement Committee monitors the University's fundraising policies and gifts.

In keeping with its planning principles, the University monitors monthly, year-to-date and annual financial results against its annual budget. Each department has online access to its budget through Ellucian, the current administrative computing system. This access enables departmental managers to monitor their spending on a real-time basis.

The University also examines performance against peer and aspirant institutions. A financial ratio study is compiled annually to calculate four key groups of financial ratios (capital, balance sheet, operating and market demand). The study provides five years of historical data and a projected ratio for the current year. More importantly, it compares Salve Regina to the median ratios of Moody's Baa-rated institutions with enrollment under 3,000 and revenue under \$150 million. The University has shown vast improvement in these ratios over the 10-year period since the last reaccreditation visit and against the median of the Baa-rated institutions.

Salve Regina also monitors its endowment performance by preparing its own study, in which information is compared to a specific group of 15 schools located in the Northeast that are primarily Catholic and have similar-sized endowments. The comparisons include FTE enrollment, endowment value, annual spending rate, and annual and cumulative investment returns for the year of the study. Within the same study, and using information from the National Association of College and University Business Officers (NACUBO) endowment study, the University is also compared to a group of schools with endowments

between \$50 and \$100 million. Full studies were completed through June 3, 2017. Due to the loss of access to comparative data via the NACUBO study, modified studies were completed for fiscal years 2018-19 and 2019-20.

Information, Physical, and Technological Resources

Salve Regina's 80-acre campus is comprised of 51 buildings with approximately 900,000 square feet of total space. Set on seven contiguous estates, it features more than 20 historic structures that have been adapted to meet the educational needs of the student population. The campus was designated in 2016 as a level 2 accredited arboretum by the Morton Arboretum's ArbNet Accreditation Program and is recognized by the Arbor Day Foundation as a Tree Campus USA property.

In addition to buildings owned by the University, agreements for shared use are in place for the Casino Theatre, Toppa Field and Gaudet Field. Housing is provided for roughly 1,250 students on campus, accommodating the current requirement that freshmen and sophomores reside on campus, while juniors and seniors may opt to reside on or off campus. The University maintains compliance with all applicable building codes through permitting and inspection processes. A staff of 32 full-time employees in the Facilities Department is responsible for the safe and efficient operation of the campus buildings and grounds. In addition, the University contracts with Sodexo to provide housekeeping as well as food services for the campus. See organizational chart in supporting documents.

The Office of Information Technology employs 32 staff members and is led by a CIO who reports to the VPA/CFO. The office is comprised of the following key areas: project management, technical services, enterprise applications, network services and infrastructure, telephony and structured cabling.

The project management area oversees the communication, planning, and tracking of active and requested technology projects. The Technology Services Center (TSC) supports the technology services desk, University computer labs, media services and the Salve Card office. The enterprise applications area supports the administrative information system, selected department applications, interfaces, report development and data analysis. Network services supports the wired and wireless networks, hardware components, network traffic monitoring, cybersecurity, Office 365, and voice-over IP systems. Network infrastructure supports the physical cabling of residence and administrative buildings.

McKillop Library is integral to student success with its mission to support the Salve Regina community in developing lifelong skills in critical thinking, research and information literacy by providing distinctive collections, services, facilities and programs. Housing nearly 148,000 books and nearly 395,000 ebooks, the library employs nine librarians and four para-librarians, and is a member of the Higher Education Library Information Network (HELIN), Consortium of Rhode Island Academic and Research Libraries, and Westchester Academic Libraries Directors Organization. The library promotes its information literacy mission through programming, one-on-one research support, and the integration of SLOs related to information literacy into the curriculum.

In efforts to further advance their mission, library staff created a digital scholarship program to support information literacy concepts, develop programs and infrastructure to support faculty interest in digital scholarship projects and raise awareness of original scholarship being conducted at the University. Some examples noted in McKillop Library's 2018-19 Annual Report include the successful first Crisis Mapathon in collaboration with the Humanities and Technology Association (HTA) conference, resulting in the completion of two class mapathons for the Department of Cultural, Environmental and Global Studies; faculty workshops on digital scholarship for pedagogical purposes; the Rhode Island Foundation grant project, "Documenting Slavery in South Kingstown's Colonial Records," which has so far published 111

documents, several blog posts and articles; and new online resources, including three finding aids (published on the new RIAMCO.org website), 2,582 new archives photos, 297 new architectural photos; 21 oral histories recorded by Department of History McGinty Fellows; and a collection of eight Johannes von Gumpenberg books. In addition, McKillop Library sponsors special events and displays designed to foster civic and scholarly discussion on campus, including faculty and student research presentations and other thematic displays.

The O'Hare Academic Building's digital forensics lab has 24 workstations to support areas of forensic study such as cellphone, network forensics, digital and malware dissection. The lab has network connectivity independent of the University network, which adds layers of security. The O'Hare renovation project completed in 2017 enabled IT to upgrade infrastructure, digital signage, classroom and lecture hall technology. Specialized collaborative meeting spaces were designed, including the Center for Business Outreach (CBO), an interview/observation space for social work and the Nursing Simulation Lab. In January 2020, a pilot room incorporating a 75" interactive flat panel surface computer to engage faculty was implemented. Molecular modeling software was implemented, which also provides an FHD multimedia experience to this classroom/lab.

In a more focused effort to encourage use of online tools, a training and support team was organized in 2017 to help faculty members learn and utilize the Canvas LMS. IT staff and faculty liaisons collaborated in the production of a training guide and hosted faculty workshops in order to support enhanced use of Canvas as a classroom tool. This initiative proved to be the foundation upon which the move to remote learning was built, enabling the University to quickly pivot from in-person to virtual instruction during the pandemic's early days.

Crestron Fusion provides IT staff remote classroom access to troubleshoot, make changes, gather statistics, and schedule projector shutdowns to save energy and lamp life. With a majority of classrooms, lecture halls and study rooms using Crestron control (enabling faculty to have a similar experience in each room, and identical in many), a staggered three-phase rollout of Fusion classrooms began upon the completion of the O'Hare Building renovation. The deployment was accelerated and completed as part fall 2020 reopening preparations that included upgrading classrooms with technology to support synchronous learning and remote TSC support for dual modality class sessions as well as real time lecture capture (audio and video).

The Ellucian Colleague administrative system, in place since 2009, provides the tools necessary to uphold the business functions of curriculum, registration management, accounts payable, accounts receivable, purchasing, payroll, human resources, alumni and advancement. Monthly maintenance to ensure the good working order of the system is performed through upgrades and patches. Additional technology systems have been paired with Colleague to add functionality for electronic transcripts, digital document management system, and electronic forms.

Furthermore, IT has implemented a number of systems over the past several years that enhance user experience and streamline processes. Based on a request from the Student Government Association, Pharos mobile print was added in 2017, enabling students, faculty and staff to print from any device using a web browser or sending an attachment to a University email address in order to pick up at their convenience from a print release station. More recently, faculty and staff have access to WebEx and Zoom, platforms that facilitate collaborative, remote learning and working environments through video conferencing and content sharing.

In partnership with the Registrar's office, IT completed Self Service student planning and registration in 2019. Self Service, branded as MySalve, is the next generation of web-based tools for Ellucian Colleague. It

allows students, staff and faculty a centralized web-based location to conduct their daily work with the University. This upgrade allows students to plan their courses, search the available catalog, connect to faculty advisors and register. Also originating in the Registrar's office, E-trieve was implemented in 2019-20, which is an encrypted workflow approval process streamlining change of major, special enrollments, course substitutions and more.

IT has invested in cybersecurity tools to protect the University's data and network systems. Intrusion detection tools monitor both the firewall and internal network. Data is backed up to an off-site location as part of the institution's disaster recovery plan. IT incorporates network monitoring and reporting tools as well as third party services to identify system failures. Notifications are sent to responsible individuals to address these notifications. IT also uses data security tools to scan email attachments and block any that pose a threat, as well as monitor the internal data network for confidential data, permission changes and file changes and receives notifications when the software detects changes. Security certificates are applied to data accessed over the Internet. Hardware containing University data undergoes a yearly sanitization and destruction process. Physical access to a secured data center, where servers and backups are stored, is restricted to select employees and consultants. Access logs are maintained in the security system and a physical network access control (NAC) is in place to ensure that network traffic is separate for authenticated versus non-authenticated users.

Faculty and staff must undergo mandatory security awareness training for phishing, malware, and security precautions. Multi-factor authentication to Office 365 is enabled for staff and faculty accounts. Off campus users are required to use virtual private networking (VPN) with proper authentication to access internal data resources. Access to data in the Student Information System requires an additional layer of security. IT employs the use of security classes to restrict users to only the data necessary to perform their job functions. Changes to security classes require Vice President and/or data custodian approval. Additionally, it is not standard practice to allow users administrative rights to client machines.

Launched in March 2020, the Data Governance Committee is a collaborative effort with representatives from across campus led by IT and the Office of Institutional Research and Effectiveness (IRE). The goal is to provide a framework to ensure data is secured, managed and trustworthy. The Information Technology Policy details administrative systems, user support services, data security, usage, storage, transmission, disposal and more. Other policies address computer and network use, cybersecurity incident response, and the Gramm-Leach-Bliley Act.

APPRAISAL

Human Resources

With close attention to resource allocation and budgetary considerations, recent changes to the process for filling open positions ensure an evaluation of each role and revisions if needed. When positions become vacant, Human Resources requests the hiring supervisor to thoroughly review the duties of the position to determine if duties have changed, if the position is still necessary in its same capacity, and/or if the duties can be distributed to other team members, thus eliminating the need to refill the position. Qualifications for the position (years of service, education requirements, etc.) are also reviewed for accuracy. The supervising Vice President is also required to review all positions and responsibilities with the President before posting any vacancies. While the University has conducted background checks on new employees, including verifying education and degrees obtained, the background check on new hires was expanded in 2019 to include verification of past employment to ensure that qualified personnel with relevant experience in the appropriate field are hired. Staffing levels have remained consistent over the past 10 years, with the highest FTE during this time at 481 in 2015 and the lowest FTE at 441 in 2011.

Human Resources typically updates the Staff Handbook two to four times per year to ensure that it is accurate and in compliance with current laws. In 2019, a new policy structure was developed within the University's employee portal to house all policies in one location. Existing policies were reviewed and updated, a policy gap analysis was performed, and new policies are in development. The Staff Handbook contains updated policy statements and links to full policies in the portal. The Director of Human Resources serves on the Faculty Manual Commission to ensure that the publication is consistent with Salve Regina policy, as well as compliant with federal and state laws.

Staff may request changes to employee policies by submitting written requests to the Director of Human Resources. In addition, an employee complaint and grievance resolution policy implemented in 2018 outlines the process to follow. The Faculty Manual also provides information on grievance procedures in Chapter IX.

Although the University uses peer surveys and salary comparison data from the College and University Professional Association (CUPA) in offering compensation to employees, Human Resources recognizes the need for a full compensation data analysis and salary structure. While funding to perform this task and execute the results has not been available to date, the Cabinet supports the undertaking of this initiative.

As an institution of higher education and a member of the R.I. Higher Education Training Consortium (RIHETC), which enables employees to access a variety of workshops and training opportunities, Salve Regina fully supports and encourages lifelong learning and professional development for all administrators, faculty and staff. All department budgets include funds for professional development and employees are encouraged to take advantage of opportunities both within and outside the University. Since January 2017, there have been 97 enrollments in professional development opportunities.

Financial Resources

Salve Regina's endowment has grown since 2011, increasing from \$36 million to over \$63 million as of June 30, 2020, of which 73% (\$46 million) is unrestricted. This growth was fueled by the increase to the corpus by \$17 million from operations and \$8 million from fundraising. All the while, there was positive fund growth while maintaining a 4.5% spend rate. The overall investment rate of return net of fees for the 10-year period was 5.3%. The University has continued to leverage the endowment spend and included funds from unrestricted endowment spend of approximately \$17 million over the past 10 years (\$22.5 million overall). Positive investment results allowed for \$24.7 million to be reinvested. The investment liquidity profile of the unrestricted fund, which has enabled the University to respond to financial emergencies, is 50% daily availability and an additional 25% monthly availability. The endowment is over \$73 million as of December 31, 2020.

As the University's undergraduate student demand has remained relatively stable, retention rates have been improving with our most recent four cohort average at 83.5% and the undergraduate FTE has been steady at over 2,000 students. Similar to most small colleges, the rate of tuition discounting has increased at Salve Regina, affecting the growth of net tuition revenue, which has remained fairly stable. The institution has pursued diversification of revenue sources, particularly in its graduate programs, growing part-time tuition from \$4.8 million to \$7.0 million over the past 10 years with a number of successful new graduate and doctoral programs such as the Ph.D. in International Relations.

Financial operations have helped to fund over \$74.5 million dollars of capital additions. Sources of funding include approximately \$36 million from operations, \$25 million from a private placement of debt and the balance from fundraising. Projects include the O'Hare Academic Building renovations and new

construction, a major renovation to Miley Dining Hall and residence hall improvements. The use of debt to fund these initiatives has been reasonable, with the current debt level under \$39 million, all of which is a private placement with a regional bank. The majority of the debt portfolio is fixed (85%) at a reasonable interest rate (2.55%-3.65%). One of the tranches of debt was recently adjusted downward, with the agreement of the debt holder, due to market conditions. The expendable resources-to-debt ratio has more than doubled (64.5% to 158.2%) since the last reaccreditation visit.

Salve Regina has experienced financial stability and modest financial growth in a highly competitive higher education landscape while seeing its student demand increase. Through conservative budgeting and planning, fundraising, cost containment, use of consortium purchasing for goods and services, and the enhancement of alternative revenue segments, the University produced solid operational returns despite having a substantial increase in the tuition discount rate and two years of below-average freshman classes. Revenue segments included graduate programs and auxiliaries and student housing was expanded by leveraging space available to meet demand, which served as ballast to the impact caused by tuition discounting on net tuition revenue.

The University must also recognize the fact that its overall discount rate has increased from 36.7 % to 49.9%, and the freshman discount rate has increased from 45% to 58.7%, while the associated net tuition per capita has only increased from \$19,900 to \$20,700 over the same period of time. Essentially, the discount rate has been supported by tuition rate increases on a per capita basis. This net price has allowed the institution to remain competitive and increase the student head count by approximately 200 and reap the auxiliary benefits associated with residential students. The University is committed to impacting the discount rate through more robust economic modeling and a branding campaign as a way to drive demand and cultivate a larger student funnel in order to, in theory, be more selective and less reliant on such steep discounts.

In preparation for its 75th anniversary in 2022-23 and related campaigns, the University has added the Chief Advancement Officer's position to build the structure and resources necessary for the largest comprehensive campaign ever. In addition to fundraising efforts that have secured large, unrestricted gifts that are held to be used over years at the discretion of the President for important growth initiatives, planning and projects, annual unrestricted giving will continue to be grown as flexible funds for "where and when" they are most needed within an operational year. The Chief Advancement Officer's extensive experience in major gifts fundraising, launching successful capital campaigns and the creation of strong development infrastructures will be instrumental in leveraging growth opportunities in these areas to increase revenue. The celebration of Salve Regina's 75th Anniversary in 2022-23 provides a special opportunity for engaging all constituencies. Planning is under way for a year-long schedule of events to reflect on the past, highlight the present and anticipate the future. Planning is also under way for a major capital effort to support the Strategic Compass initiatives.

Several years ago, University leadership recognized the need to create a strengthened sense of community on campus. Presently, only freshmen and sophomores are required to live on campus, while the majority of juniors and seniors choose to live in off-campus housing. The administration determined that having juniors on campus would enhance the student experience, with a tangential benefit being increased room and board revenue. The process of obtaining city approvals in order to construct two new residence halls is currently under way. The construction project will increase the debt load with income-producing property that can be reasonably absorbed while providing additional financial resources to reinvest into mission-related growth initiatives. It will also help to create a wider revenue base to absorb the amount of grant aid necessary to attract prospective and incoming students.

Being a small institution, financial planning is a centralized process, with a financial model built around the two major drivers that fuel the budget. Full-time undergraduate enrollment, along with room and board, account for close to 90% of the revenue share. Both revenue streams are equipped with levers that are fully integrated with the model. Model assumptions are predicated on a wealth of historical data and are typically conservative. A module for University grant aid helps to cast the tuition discount into these plans. The model helps to forecast cash flow for five-year increments and also calls for a budgeted contingency that mitigates years in which unforeseen circumstances have arisen.

While the Board of Trustees provides invaluable guidance, it does not overstep its authority to become involved in the day-to-day operations of the University. Prior to regular Board meetings, the Finance Committee meets with the Board Chair, President and VPA/CFO to review the current status of financial projections and preliminary expense needs and estimates. Near the end of the budget process, the VPA/CFO works closely with the President to consider and review all budget requests, weighing resources and input from departments before a final budget proposal is presented. Since the last reaccreditation review, the University has submitted balanced proposals each year and the Board has approved each annual operating budget proposal.

Overall, the University is in solid financial shape, with good control of non-student related expenses. Management and general expenses have increased an average of 1.5% per year over the last seven years while instructional and student services expenses increased 3.4% and 3.2%, respectively. Education expenses per FTE (\$22,400) outpaced net tuition revenue per FTE (which has remained relatively flat at \$18,700), with auxiliary and fundraising revenue helping to bridge the gap. Management and general expenditures as a percentage of total E & G has decreased as instructional expenditures have increased over the six-year period from 2014-19. The annual cost allocation model indicates on a full-costing basis that resources devoted to teaching and learning are subsidized by the alternative revenue sources of auxiliaries and fundraising. Any remaining cost center funding at the end of the fiscal year is generally moved back to the institutional budget to support net results

Members of the University's senior finance team are current in the field and attend annual EACUBO workshops and annual meetings. The VPA/CFO also meets regularly with counterparts at other R.I. private institutions via AICU-RI. It is worth noting that the VPA/CFO is approaching retirement age and the administration is cognizant of how this fact could impact Salve Regina in coming years.

Resource allocation and funding decisions at the Cabinet level take into consideration availability of resources, strategic imperatives, impact on student experience and potential impact on revenue generation. Financial challenges have resulted in permanent operational cuts across all divisions, which has resulted in lean budgets that have not been restored. Given this fact, the need to invest in the academic enterprise to ensure solid and effective degree programs may require divesting in other areas in order to successfully implement Strategic Compass initiatives.

As described in Standard Four, Salve Regina has launched several new programs at the graduate level, including the DNP, the Newport MFA in Creative Writing and Ph.D. in International Relations, to augment the revenue stream from traditional full-time undergraduate students. In addition, the University has explored several affiliation agreement programs at the undergraduate level to offer opportunities to students whereby they complete the liberal arts foundation at Salve Regina before enrolling in further coursework at another institution.

Fiscal policies are regularly reviewed through performance-based assessments and modified by individual offices, often with active engagement from the Board of Trustees and its assigned subcommittees. All standard fiscal policies and procedures are in accordance with outside boards, federal and state laws and corresponding governing bodies including the Financial Accounting Standards Board, Council for Advancement and Support of Educators and the IRS. Procedures are in place during the annual financial audit that review restricted gift transactions to ensure the gift is used in accordance with the donor's wishes.

The internal and external mechanisms used to evaluate the University's financial status were strong in 2011 and have improved since the last reaccreditation visit. As noted, the University continues to complete its own ratio analysis of over 22 standard Moody's ratios. One such ratio noted as weak in 2011 was the University's "expendable resources to debt" which was at .645 to 1 as of June 30, 2010. The ratio was well below the median ratio of Baa-rated institutions by Moody's with enrollment under 3,000 and revenues under \$250 million. This same ratio was 158.2 to 1 in 2019/20 which approximated the Moody's Baa median. The University's debt balance decreased over the period from \$46.2 million in 2010 to \$37.8 million in 2020. The University's unrestricted endowment (both major factors in the ratio) grew from \$27.1 in 2010 to \$46.0 million in 2020.

Information, Physical, and Technological Resources

In 2012 the University conducted a comprehensive study of classroom and lab space through Paulien and Associates, Inc. that provided direction on the appropriate number of classrooms needed as well as their sizes. Using that study, the SHW Group conducted a campus utilization and feasibility study for the O'Hare Academic Building renovation. The study not only provided the basis for O'Hare's design, it also led to the reallocation of space across campus to better serve Admissions, the Academic Center for Excellence, Registrar, International Programs and the Departments of Music and Education. The space study under way by Eastley and Partners, LLC, will further efforts to create welcoming and engaging student spaces.

Significant work was done to the University's student residences including renovations to Miley Hall, 134 Webster, Watts Sherman and Wallace Hall. Student housing assets were studied by Stegman and Associates to determine a plan for housing all juniors on campus, which led to the design of two proposed residence halls on land owned by the University. The designs have been making their way through the City of Newport's approval process (planning, historic and zoning) since 2017.

In 2017, a two-person project management office (PMO) team within IT began to improve communication and collaboration on technology project requests. In 2019, the PMO formalized its processes and procedures to ensure consistent and accurate communication of IT initiatives requested by members of the University community. The PMO will also form the basis of a governance structure to inform senior administration of technology requests and prioritize them in alignment with strategic objectives.

Recent improvements to the residential wireless network support students' Internet and video streaming needs, a vital component to the University's pandemic response. The residential network is now separate from the administrative network and can support multi-gigabyte speeds starting at 4GB burstable to 10GB as well as over 550 access points using Cisco Meraki devices.

Penetration testing of the University's external network was performed in 2020 by Azzur/Pivot Point, an ethical hacking firm. Items found in the test were addressed and Salve Regina's network now benchmarks below the average risk and vulnerability thresholds on both the general business as well as the higher education vertical markets, indicating that average cyber-security standards have been met and exceeded.

Due to the sensitive and confidential nature of the information provided, the report has not been included in supporting documents but any questions may be addressed to the CIO.

Further efforts by IT include engaging an external consultant, Azzur Solutions, to evaluate its business continuity and disaster recovery processes. A Disaster Recovery Assessment presented in February 2020 outlines recommendations to improve processes and is currently under consideration to determine which are economically feasible. (Sections of the supporting document have been redacted for cybersecurity reasons.)

McKillop Library conducts an annual survey for students, faculty, staff and other library users that has consistently returned more than 600 responses each year from 2015 through 2019. Answers to neutrally-phrased, open-ended questions provide information about student preferences for the facility as well as perceptions of their own information literacy competency. In 2019 the survey added logic to separate faculty from student responses in order to gather faculty-specific data on issues such as perceptions of student information literacy, interest in digital scholarship and overall satisfaction. Librarians continue to utilize survey findings in making determinations to improve the facility as well as services offered. Despite decreases in service desk transactions, which reflect the trend across libraries as patrons use unmediated means to access information, McKillop Library reference staff maintain a strong commitment to a consistent librarian presence at the information desk, viewing it as an opportunity for outreach and one-on-one information literacy instruction.

Some recent initiatives include establishing a librarian community of practice related to information literacy instruction; monthly information-sharing on instruction practice and pedagogy; the implementation of the Springshare/Canvas LTI, improving access to library resources and services from within online courses; and recruiting an education and instructional design librarian to help plan and deliver more effective instruction and design more meaningful assessment of student learning. The instructional design librarian completed information literacy curriculum mapping for the Department of Education, resulting in more targeted information literacy instruction throughout the education curriculum. The librarian for cultural, environmental and global studies also completed curriculum mapping while nursing and business librarian liaisons are collecting data for mapping for their respective departments. Additional investment in backend systems enable students to click on the Research and Writing tab in Canvas to access resources such as the Library chat and FAQ. These features have enhanced service for on-campus as well as distance learners, and work is under way to integrate Writing Center resources as well.

Responding to students' requests for improved food and drink options in the library, the McKillop Café was constructed and launched in 2019, resulting in increased student traffic on the first floor. Other facilities improvements, per the request of students, include the purchase and installation of 29 wooden carrels with USB and electrical outlets for individual study space and increased access to electrical outlets; the complete replacement of chairs on the library's third floor; and upgrades to study room technology and the addition of 16 rolling whiteboards, as per student request.

Service contracts are in place to maintain and inspect elevators, fire alarm systems and sprinkler systems as well as to handle hazardous and infectious waste. Lighting in approximately 80% of the total campus spaces has been converted to LED technology, with plans to complete the remaining 20% in the next two years. Tracking of electrical usage by building has been implemented and confirms energy savings initiatives are helping reduce usage. Total usage has been reduced approximately 4% compared to a 2017 baseline. In addition, meters to track natural gas usage are being installed. This will allow better analysis of energy used for heating buildings and confirm results of improvements to heating systems. The University has entered into a Strategic Energy Management Program (SEMP) agreement with its utility provider, National Grid.

The SEMP provides technical assistance, management oversight and greater incentives for energy savings projects.

Effective decision-making is reliant on good data and information. It is critical that the University works toward establishing mature processes and technology as well as dedicating resources to support the demand for both operational data and strategic analytics. The institution needs a systemized approach to data collection and reporting that will result in increased ease and transparency in locating data. The data structures are complex, data entry is inconsistent, and exceptions at the operational level inhibit the ability to standardize analyses and create reliable results. Knowledge about the data and business processes are siloed and lacks documentation; those who have the skills and/or experience to identify and troubleshoot data integrity issues are limited.

Strategic reporting on any level requires substantial redirection of personnel and time as the ability to produce reports for strategic needs is complex. Currently, the combined resources of three full-time personnel from IT and IRE are relied upon to develop ad hoc reports and trouble-shoot data interpretation and reporting issues. These staff members are not dedicated to strategic reporting and provide reports to the community amongst other duties.

Recognizing that data are a vital institutional asset and that the pool of those who can develop reports and interrogate the quality and integrity of the data needs to be expanded, foundational work for a data governance process was initiated in mid-2019. Among the goals of this initiative is ensuring that the data quality to support strategic reporting is trustworthy and will be derived from a single source of truth. In March 2020, a formal Data Governance Committee was launched and will work to ensure that the University community develops common policies, standards, and processes to augment institutional capacity for data-informed decision-making. It will also ensure that data resources are managed legally, ethically, and strategically in support of institutional goals and priorities. A centralized location is needed for all policies and a University-wide general data protection and responsibilities policy should be adopted.

Although the work of the Student Success Committee and pockets of faculty and staff across campus support an array of student success efforts, there is a need for more fully developed operational processes and a technological platform to support evaluation and action surrounding student success. Implementation will require participation and coordination of faculty and staff across multiple divisions. Enhanced functions in Tutortrack enable the Academic Center for Excellence to identify and support students at-risk academically with the resources and support required for success.

A full end-to-end CRM may be considered in conjunction with a communication plan to provide service to individuals throughout their relationship with Salve Regina. A full life cycle approach from prospect to applicant, student, alumni and donor is recommended.

PROJECTIONS

Human Resources

- Employment policies that impact both faculty and staff will be included in the Human Resources Policy Portal, rather than in print in the Staff Handbook or Faculty Manual, beginning in spring 2021 to ensure ease of access to up-to-date policies.
- With Cabinet support, work will be done in FY2022 to analyze compensation and job descriptions in order to implement a comprehensive salary structure for University employees. Should salary deficiencies be identified, they will be corrected over a period of time based on results of the analysis.

- Further leadership development programs and opportunities will be implemented based on Strategic Compass initiatives.

Financial Resources

- By continuing to use econometric modeling and a branding campaign as a way to drive demand, the University will cultivate a larger undergraduate student funnel in order to be more selective and less reliant on steep tuition discounts.
- New residence hall construction will increase revenue and create an enhanced sense of community on campus. City approvals are anticipated in 2021 and construction will begin thereafter. With the pending approval of the construction requiring the junior class to live on campus, the five-year projection model has been updated to incorporate the new revenue from this venture along with new expenses, including interest expense from a tax-exempt, direct placement financing via RIHEBC. The revised model includes a number of new assumptions supporting the projections.
- Planning for Salve Regina's 75th Anniversary in 2022 will focus on fundraising opportunities and areas of growth to increase revenue through individual and foundation support.
- While the revenue from the undergraduate segment is by far the most impactful on operations (along with associated room and board), infrastructure limitations and projected demographic shifts must be kept in mind when evaluating current programming in order to make sound choices on where to invest resources. In an effort to increase revenue beginning in 2021-22, expanding the graduate and professional studies market in an intentional way and highlighting niche Mercy and mission-related programs will play to the University's strengths in a crowded marketplace.

Information, Physical, and Technological Resources

- Projects completed under the SEMP initiative will further the University's progress in reducing energy consumption. Facilities issues will be considered and addressed as appropriate, including ADA compliancy and access challenges associated with the Salve Regina's historic structures.
- The University will assess technology implemented for remote learning and dual modality instruction in summer 2021 to determine best practices for post-pandemic utilization.
- Investment in the data governance initiative to support the creation of a data warehouse and to ensure that key staff across campus are trained in the skills required to utilize data and reporting tools effectively is critical. Additional funding for upgrades and or replacement of the SAP Business Objects system to support both operational and strategic reporting is also necessary. Over the next 12 to 18 months, the data governance committee has been charged with developing the cornerstone data warehouse.
- The University will study the potential advantages, limitations and costs of securing a common technology platform to support student success efforts and create a common database to track students at risk. The University will use this opportunity to continue evaluating the need for more fully developed operational processes.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Salve Regina University is committed to student success and, guided by its Mercy mission, provides a liberal arts education focused on developing the skills required for making positive contributions as a global citizen. Processes and strategies around recruitment, admissions consideration and financial assistance modeling are designed to promote retention, persistence, and ultimately, graduation. Recognizing the importance of retention and persistence as measures of success, an increased emphasis on identifying the stumbling blocks for first-year students is the focus of a campus-wide retention initiative through the Student Success Committee (SSC), comprised of representatives from Academic Affairs, Students Affairs, Business Office, Financial Aid, Academic Support Services and Admissions.

The SSC and the CARE Team oversee and support the academic, social and psychological progress of undergraduate students and make ongoing recommendations to enhance the student experience. Working and sharing data in a timely matter with Academic Advising, the Academic Center for Excellence (ACE) and others, the committees help to craft early intervention strategies for at-risk students. Through targeted advising that takes into consideration a student's passion, interests and abilities, the University promotes academic and personal success. Undecided majors receive intentional advising that presents possibilities across diverse majors.

With the anticipated demographic shift in mind, Project 7500 was developed as a recruitment plan originally designed to expand the geographic representation of the student body and increase applications to 7,500 over the course of three years (2021 to 2024 entering classes). Nathan Grawe's Demographics and the Demand for Higher Education, as well as the work of the Western Interstate Commission for Higher Education, provided foundational data for the development of strategies in play. By combining data with research on family willingness to travel for higher education, which notes that students typically attend school within two hours of home, the assumption is that people may see two hours as travel time and not necessarily an issue of mileage, thereby opening up recruitment markets to areas in which students have direct flight access to Rhode Island. The plan has been revised to reflect the anticipated impact of COVID-19 on the original strategy, with modified projections in application volume in the short-term.

The assessment of student learning and success is intended to be a regular, ongoing and iterative process that evaluates each degree program's quality and effectiveness and facilitates program planning and development in alignment with the University's mission and priorities. The University's investment in expanding the Office of Institutional Research and Effectiveness (IRE) demonstrates the commitment by leadership to systematic and intentional assessment across offices and departments. As explained in Standard Two, the addition of a position specifically dedicated to assessment is a critical component in establishing best practices around developing and measuring student learning outcomes. The office's Assessment Resources site in Canvas was created to support the expectations of the academic community and further efforts for meaningful, measurable and manageable assessment. Housing a host of resources addressing assessment at the institution, program and course levels, as well as an assessment toolkit and other resources, the site is a repository of useful information for faculty and staff to advance assessment practices at the University.

Assessment of program student learning outcomes has been a regular process at the institution as part of Academic Affairs' Annual Year End Report. The accompanying assessment report form was used by departments to document their annual assessment activities. In spring/summer of 2020, a revised assessment template was created to provide additional guidance and structure to the assessment process. The revision process began at the graduate level with the Graduate Assessment Committee, along with support from IRE. Based on the National Institute for Learning Outcomes Assessment definitions, the

Outcomes Assessment Plan Template and accompanying cover letter articulate how a program's SLOs will be assessed over time to meet institutional, programmatic and course competencies and provides an overview of good practice in graduate program assessment that serves as a guide for existing as well as emerging graduate programs at Salve. It includes direct and indirect assessment methods, benchmarks and/or objectives, intervals for which data will be collected and reviewed, and who is responsible for the collection or review of data. This is a multi-year plan that can be modified according to current or prior assessment results. This template was then adapted for the undergraduate programs and rolled out to department chairs in early fall 2020.

As part of the Academic Department Annual Report process at the conclusion of the spring term, the Outcomes Assessment Plan is updated with the year's most recent assessment findings and plans for improvement. Programs with specialized accreditation are expected to either submit annual assessment findings and plans for improvement in the format required by the accrediting body, or use the template to provide relevant information. The Assessment Checklist was created to provide a standard by which assessment plans are reviewed as well as to provide feedback and ensure programs have the necessary support and development resources needed to implement sustainable assessment. In addition, the assistant director for assessment, upon invitation, meets with departments to discuss and provide consultation and assistance around their assessment work. E Forms chronicle direct and indirect measures of assessment for academic departments and include recommendations noted for departments with external accreditation.

Assessment efforts within the Student Affairs division have been guided by the University mission, the Student Affairs divisional mission statement, and institutional learning outcomes (ILOs). Significant effort was made by the division to map their programs and services to the ILOs with expectations around both depth of knowledge and proficiency levels. This work also provides a baseline from which programming can be aligned to the Strategic Compass tenets moving forward. Standard Eight supporting documents include examples of co-curricular mapping from the Writing Center, Center for Student Development, Athletics, Dean of Students and Student Engagement. These and other areas provide unique programming that holistically impacts the student experience in a variety of ways, cultivating personal and academic success.

Additional methods employed to provide an understanding of the experiences and outcomes of Salve Regina's students include student course evaluations, professional program pass rates for external professional licensure and qualification exams in programs such as education, nursing and social work (DFP 8.3). Students majoring in education, for instance, are provisionally accepted pending the completion and passing of the PRAXIS exam in order to continue. A regular cycle of survey research is conducted at the institutional level through the use of the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), Salve Senior Exit Survey, Graduate Student Exit Survey, First Destinations Survey, and most recently, the Catholic Mission and Identity Assessment (CIMA) Survey.

On an ad hoc basis, student support service areas undergo an external review and are frequently guided by the structures and best practices and benchmarks set forth by professional organizations such as the Council for the Advancement of Academic Standards in Higher Education, Association of Higher Education and Disability, and College Reading and Learning Association, as well as comparisons to peer institutions.

The Business and Financial Aid offices provide timely and proactive financial advising to the undergraduate student body. Rather than having one set policy for all, the financial advising model takes into consideration the unique circumstances facing each student and their families. Students work across all four years with their counselor, developing a relationship that supports students in what can be difficult circumstances when financing their education proves challenging. The University's most recent student loan default rate is 1.8%, compared to the national average at 9.7%. Recognizing that average student loan debt for graduating

students has been increasing, the institution has begun an analysis to provide further insight into student need.

APPRAISAL

In promoting academic programs, Salve Regina has focused on growing academic programs that have produced strong student outcomes and/or offer a unique experience due to the University’s location and mission. Greater capacity for enrollment growth may exist in areas including biology, chemistry and biochemistry, as well as cultural and historic preservation and the arts, which provide opportunities for enhanced experiential learning through faculty-mentored research and fieldwork.

Retention and graduation rates continue to rise. The six-year graduation rate, which at its lowest was 64% (2007 cohort reported in 2013-14), is now 76% (2014 cohort reported in 2020-21). First- to second-year retention rates increased to a high of 85.2% (2018 cohort returning to fall 2019). Though recent cohorts present a challenge, the University is continuing with processes in place to support student retention and persistence, such as the SSC described earlier and in Standard Two. The Committee’s work has brought to light the need to implement similar mechanisms for all cohorts and transfer students, particularly sophomores, to ensure that every student has access to, and receives, the support needed for both personal and academic success.

An integral part of the University infrastructure, the SSC meets regularly to monitor and assess the progress of students who are identified as retention risks. The SSC explores the patterns of successes and challenges that students experience at Salve by focusing on characteristics that may impact student retention. These “DNA factors” are compiled for each student entering as a first-time, full-time student. By providing timely support, the Committee works closely with students to help resolve their social, emotional, financial or academic struggles.

The SSC routinely tracks and assesses the success of specific populations through the Student Success Dashboard. One example, demonstrated below, indicates that student-athlete first fall to second fall retention is strong, with 95% of the 2019 cohort returning to fall 2020. It is important to note that the Committee is mindful in supporting any recruited student-athlete not rostered, or a student-athlete dropped from a team, as research shows that such situations impact engagement and retention.

Student-Athletes	2015	2016	2017	2018	2019
<i>Fall entering total</i>					
Affirmed/Rostered Athlete	139	144	159	135	177
Recruited Athlete					34
Non-Student Athlete	417	404	431	358	443
	556	548	590	493	654
<i>Retained to 2nd fall</i>					
Affirmed/Rostered Athlete	120	130	144	126	169
Percent retained to 2nd fall	86.3%	90.3%	90.6%	93.3%	95.5%
Non-Student Athlete	336	328	345	294	373
Percent retained to 2nd fall	80.6%	81.2%	80.0%	82.1%	84.2%

In the University’s first year of reporting NCAA Division III student-athlete graduation success rates to fulfill new compliance requirements, the 2013-14 six-year graduation rate is 82% versus 76% for non-student-athletes, resulting in an overall six-year graduation rate of 78% for the 2013 cohort.

NCAA Division III Graduation Rates Institution Report

	2013 Cohort		
	Initial adjusted cohort	Number graduating in 6 years	%
All students	462	360	77.9%
Student-athletes	137	112	81.8%
Not a student-athlete	325	248	76.3%

Salve Regina strives to create and foster a community that is diverse, well-rounded and inspired to change the world. The OCHRE Scholarship (previously known as the AIMS or Martin Luther King Jr. Scholarship) is an important contributor to this effort by providing students with the opportunity to continue making a difference after high school. The goal of these need-aware scholarships is to expand diversity, inclusion and multiculturalism on campus by making a Salve Regina education affordable for qualified students through grant and scholarship support up to full tuition. OCHRE students benefit from access to leadership development workshops through Multicultural Programs and Retention, participation in student organizations and community service opportunities, and are invited to apply to the Pell Honors Program. Analyses of students receiving this scholarship demonstrate a strong first-year retention as well as graduation rate. Since the 2013-14 first-year entering cohort, the retention rate has been over 90%. Of the most recent cohorts having completed at least four years at Salve Regina, 100% of scholarship recipients graduated within four years.

First Year Cohort	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Student Count	8	5	9	6	14	14	17
Retained	8	5	9	6	14	13	16
Retention Rate	100.0%	100.0%	100.0%	100.0%	100.0%	92.9%	94.1%
Grad- 4 years	6	4	9	6			
4-yr Grad Rate	75.0%	80.0%	100.0%	100.0%			
Grad- 6 years	8	4					
6-yr Grad Rate	100.0%	80.0%					

While the University has made significant progress in diversifying the student body, there is still much work to do in this area. Retention and persistence of underrepresented students are closely tracked to ensure that they receive the support they need across all areas of student life. Attention has also been paid to bringing the gender balance of the institution into greater alignment through recruitment, academic program offerings, and a focus on student life on campus, recognizing that by offering students a more gender-balanced environment to live and learn contributes to student satisfaction, retention and persistence. Recruitment strategies include placing additional focus on all-male Catholic schools, the expansion of junior varsity programs in baseball and lacrosse, and tailoring communications based on Carnegie Dartlet research.

At the graduate level, as noted in Standard Four, retention and progression rates for graduate program students is difficult to measure. Variations in how students' progress through their path to degree and the way this path is coded and tracked inhibit effective multi-year analytics. As the University builds the data governance process, mechanisms will be developed to structure these data to enable accurate analyses and more effective reporting of enrollment data in order to better understand graduate retention.

In developing current marketing and branding practices, the University partnered with Carnegie Dartlet to conduct research that reinforced Salve Regina's distinct personality. This project accessed many campus voices across a wide range of constituencies including students, faculty, staff, administration, parents, alumni, and community members. The resulting research reinforced that the marketing and communications efforts reflect the educational experience students are receiving and that the University mission statement is

reflected in all aspects of campus life. Research conducted helped to refine the public statements that inform students' expectations. Post admissions cycle surveys managed by Whiteboard Higher Education further confirm that the University's marketing, communications and messaging are understood by prospective students and families and assist in discerning whether Salve is an appropriate college destination.

With the full support of the President and Cabinet, more intentional and collaborative implementation of assessment practices through standardized templates and practice will provide invaluable data and ensure informed decision-making across curricular and co-curricular programs. The Strategic Compass provides the opportunity for the University to strengthen its focus on assessment and move forward with an emphasis on intentional and systematic processes to inform decisions. With an eye toward a "3M" approach to assessment, it is critical that outcomes and resulting assessment be meaningful, measurable and manageable.

Although assessment of academic program SLOs has been a long-time practice, the renewed efforts by the institution are aimed to more effectively assess student achievement by providing the necessary assessment support to faculty and staff. With the development of a template to help departments outline a comprehensive assessment and continuous improvement plan, the Outcomes Assessment Plan, when thoroughly completed, assures that this closed loop system provides the necessary quality to assure educational effectiveness. The process includes a reiterative, multi-year, closed-loop system of continuous improvement to assure that learning outcomes are met or improvements are implemented where necessary. The document builds upon prior years as department/program directors do not delete previous information, but rather add new analysis, thereby building a historical review of educational effectiveness.

Areas within the Student Affairs division are currently revising goals for enhanced and systematic assessment in alignment with the Strategic Compass. While past efforts have sometimes been more reactive than proactive, a centrally coordinated effort will support the University's culture shift to enhanced assessment and intentional use of data. As a first step in providing quality tools to support assessment, the institution invested in the survey administration platform, Qualtrics. This platform enables all faculty and staff to have access to these robust survey creation and analyses tools. With this also comes the need for an improved mechanism to coordinate survey efforts. Evidence and discussion of assessment and how it was used to improve co-curricular programming may be found in Standard Five.

Academic progress reports offer timely identification of students who are experiencing academic challenges, resulting in automated referrals to quickly connect those students to the academic support and advising resources that can help them persist and succeed. Beginning in Spring 2021, the University will expand academic progress reporting to include three strategic requests for faculty feedback on students' academic progress each semester. First, faculty will be able to issue progress reports on their students during an early progress campaign in the third and fourth weeks of the semester. Secondly, midterm grades will continue to provide students and advisors with information to identify students who need additional academic support to complete the course, or who may be in danger of failing. Finally, a late-semester progress report in week 11 will focus on specifically identified populations of students. This additional academic progress information will enable advisors and academic support staff to efficiently support students most at risk. In addition, using the information on an individual level, early progress reports also afford the University the opportunity to look at the collective early progress of its entering freshman class. Information from the academic progress initiative (individual and collective) is shared with departments, academic advisors, Financial Aid, Student Affairs, the CARE Team and the SSC.

The work of the SSC in examining risk factors such as academic performance, financial situation, socioeconomic and/or minority status, social factors, transcript request, athletic participation, mental health or disability issues, family situations, and more is vital to retention and persistence. SSC intervention teams are assigned to these areas, and work both proactively (i.e., being aware of students or situations of

concern), as well as retroactively by reaching out to possible at-risk students once they are identified. The committee regularly makes recommendations as to how the University might support students more effectively, which has resulted in changes to policy and procedure over the years. In addition, the “high-touch” nature of the campus community allows members of the SSC to provide vital, individualized and caring support to high-risk students, which has resulted in retention of many who might otherwise have withdrawn from the University.

Pass rates in professional programs are a good indicator of students’ readiness to enter their respective professional fields. Pass rates are publicly available via Salve’s consumer information. As of this review, the Applied Behavioral Analysis (ABA) program is new as of 2016-17. In two of the four years since it began, pass rates on the Board-Certified Behavioral Analysis Certification exam (47%, 88%, 57% and 67%) fell below the national average, most recent is 63%. Given the low numbers of student exam takers, however, even a small number of non-passing students quickly brings the overall percentage lower. In Education, circumstances are different as passing the PRAXIS exam is required for students to continue in their major, therefore the pass rate is 100%. Students who do not pass are advised out of the program and into other majors. Nursing’s NCLEX undergraduate pass rate for the most recent year is the highest since 2003 at 94.3%. The pass rate over the last three years at the graduate level is 97% (the last two years were 100% passing). Rehabilitation Counseling graduate students take the Clinical Rehabilitation and Mental Health Counseling national certification exam. Between 2012-2017, the national pass rate averaged 74.1% (more recent pass rates are unknown). Salve’s pass rate over the six years is 87%, well over the national average.

In addition to the information gathered to understand the experiences and learning outcomes of students, the institution regularly gathers feedback from seniors and recent graduates to both evaluate programs and services as well as celebrate student successes. Data showcase key indicators that are used to provide insights on students’ experiences and the impact of a Salve Regina education.

The annual Senior Exit Survey is a comprehensive and cross-functional survey capturing student perspectives on the academic experience, student services, student life and future plans. Findings from the most recent Class of 2019 assessment show that Salve seniors believe that at this point in their experience, their education is just beginning (91%), the highest over the past five years. In assessing the extent to which their education at Salve emphasized key values in our mission, 91% responded that Salve placed “significant” or “moderate” emphasis on the value to “become a lifelong learner.” When asked to indicate their personal growth in this area, 95% responded their growth was “significant” or “moderate.” Both percent responses are among the highest over the past 5 years as well as highest among the values listed (Q19a & 19b). With over 40% of the Class of 2019 respondents indicating they will be attending graduate school in the fall, it is evident that life-long learning is carried out through post graduate study as well in those volunteering (6%) or in military service (2%). Although past trends fluctuate, the Class of 2019 Senior Exit Survey indicates that over two-thirds of respondents plan to be employed full-time in the fall following graduation and over 90% indicated that their overall Salve experience prepared them “very well” or “adequately well” for the world of work.

Supplementing the insights provided through the Senior Exit survey, Career Development conducts the First Destination survey of each graduating class, generating a report on outcomes for recent graduates. An intentional focus on increasing participation and data collection with a multi-phased approach has yielded better “knowledge rates” for the most recent years. With data collection for this survey taking place approximately six months after graduation, information is gathered on current post-graduate education as well as employment status. It is important to note that these data will differ from the Senior Exit survey that asks about students’ future plans. Relevant Data First Forms regarding the First Destinations Report are found in supporting documents.

Class of:	# grads	# Resp.	% Knowledge	Employed Only	Grad School Only	Employed & Grad School	Seeking employ.	Volunteer
2019	394	292	74%	59%	24%	15%	1%	0.3%
2018	448	357	80%	64%	27%	7%	1.7%	0.3%
2017	343	275	80%	67%	20%	11%	2%	0
2016	398	244	61%	63%	21%	16%	na	na

With 39% of the Class of 2019 respondents attending graduate school, the top graduate school fields of study were business administration, administration of justice, psychology and healthcare. Over the past four class years, between 57% and 71% of students pursuing graduate study as a first destination outcome selected programs at Salve Regina University. Per the class of 2019 First Destinations survey, almost 75% of the Class of 2019 were currently employed (59% employed only; 15% employed and graduate school). The top employment fields include nursing/healthcare, education, biology/chemistry, marketing, human services, accounting and finance. The class of 2020 results report is scheduled to be released late spring 2021.

For the first time in spring 2020, the University participated in a CIMA survey for senior students. Although the response rate was low, nearly 80% of respondents indicated that Salve Regina’s campus environment fosters or promotes service to others “quite a bit” or “very much” (78.9%) and their overall experience at Salve helped them to make a positive contribution to the broader communities in which they live (78.7%).

The annual graduate student exit survey provides an avenue for feedback about students’ academic experiences. Recent results for the 2019 survey show that at the time of the survey most students were employed full time (85%) and the primary reason for seeking an advanced degree was to further their career (69%). Over 80% of respondents indicate they were likely to recommend their program to others. While the University administers an alumni survey, the scope of the survey has been limited to only students who have graduated from programs that are undergoing program review in the given year. Results from the survey are prepared in aggregate as well as in individual department reports that may be used as part of the academic program review process. The most recent year (2018) included responses from 17% of alumni from the following programs: cultural, environmental and global studies, education, undergraduate business, graduate business, and graduate healthcare management. Findings of interest include that 38% had enrolled in a graduate or professional degree program since graduating from Salve Regina, with 51% starting within one year after completing their undergraduate degree. Alumni (79%) also state that they were currently working in the same field as their undergraduate field of study or a related field. Seeing that almost 80% of respondents “strongly agree” or “agree” that their Salve education helped or encouraged them to become more involved in community/volunteer work, continued integration of civic engagement and service through the Feinstein program and new Davis Educational Foundation grant will be impactful. In addition, 52% of respondents volunteered for a non-profit organization, community group or worked on a community project in the past 12 months.

Alumni surveys are fewer in number but largely positive in their appraisal of the value of the education they received at Salve in preparing them for careers and life after college. In general, completion rates for alumni surveys hover between 17-22% over the last five years. More than half tend to go on to graduate-level education and between 85 to 93% feel their Salve education prepared them well for graduate or professional school. As the alumni survey administration is connected to a department’s academic program review, this instrument, along with the program review process, has been on hiatus. Consideration should be given to broadening the alumni survey to a cycle of 5-10-15 years post-graduation from either an undergraduate or graduate program.

As noted in the Description section, the primary mechanism to assess student success is embedded at the program level. With additional administrative support from the IRE office, direct one-on-one opportunities for consultation and guidance along with the creation of assessment resources and the revision of the department annual assessment form into the Outcomes Assessment Plan, the stage is set for increased momentum and a shift in how the University utilizes assessment in order to better support student achievement and success. The following are salient examples from recent assessment reports submitted by academic departments that highlight effective program assessment methods and plans for use of results (also in supporting documents):

- **Program: Biology**

Student Learning Outcome: Scientific methodologies and critical thinking; acquire the skills to apply for employment or advanced education in the biological and biomedical sciences.

Assessment Methods: BIO471 completion of four assignments (LinkedIn, CV, cover letter, elevator speech); Senior Survey (Q10, 11, 12) (I)

Benchmarks/Intended Results: These are edited and revised until they are done to an A (95-100%) level; 90% agree/strongly agree

Assessment Results: 97% completed; 98% above expectation

Continuous Improvement Recommendation: Review program with respect to where skills are acquired and reinforced; look for gaps in skill sets and opportunities to reinforce important skills or introduce new skills; eliminate redundancies

- **Program: Political Science**

Student Learning Outcome: Know and communicate the core terms, concepts, and principles of political science, including the fundamental political questions and alternative answers articulated by the great political philosophers about the best political order and the good life, and the great tradition of Catholic political and social teaching.

Assessment Methods: In the senior Capstone courses (POL400 and POL402), students are asked to research, write, present, and defend a major thesis paper. These are evaluated by at least two department instructors using criteria specified in a rubric to identify strengths and weaknesses of students as a group.

Benchmarks/Intended Results: A rubric is applied to the thesis (POL400) and the presentation and defense (POL402). Then, at an annual departmental assessment meeting, faculty consider how the strengths and weaknesses of the senior theses reflect achievement of the department's goals for learning. Based on this evidence, they identify action items.

Assessment Results: On a scale of 1-5 (5 = best): 5 – 33%; 4.5 – 45%; 4 – 11%; 3 – 11%

Continuous Improvement Recommendation: The department will need to continue to assess the impact of the new major requirements that were put into effect 3 years ago. In particular, does the requirement that all majors take only one rather than two political philosophy courses erode achievement of the SLOs, especially #1? Does the requirement put in place three years ago, that all majors take a foundation course in international relations or comparative politics, enhance achievement of the SLOs, especially #3? Does the requirement put in place 3 years ago, that all majors take an introductory “gateway” course in either American government or international relations, enhance achievement of #2, 3, and 4?

- **Program: Cultural, Environmental, and Global Studies (SOA, ENV, GLO majors and minors)**

Student Learning Outcome: Understand how local and international communities are affected by one or more of the Mercy critical concerns.

Assessment Methods: CEG 222 assessment of research proposal assignment

Benchmarks/Intended Results: Some connection made between communities and at least one Mercy concern.

Assessment Results: Average score 2.3 on 3-point rubric.

Continuous Improvement Recommendation: Explicitly orient assignment toward Mercy Critical Concerns; use same assessment rubric in ENV 334 or CEG 450.

- **Program: Business Studies and Economics (undergraduate program)**

Student Learning Outcome: Students will be able to work effectively with diverse colleagues in team situations.

Assessment Methods: Capstone Business Plan evaluation

Benchmarks/Intended Results: At least 80% of all graduating students will achieve a performance rating of “acceptable” on each of the evaluation criteria associated with each of the program ISLOs #6 through #8.

Assessment Results: 93% achieved a rating of acceptable or exemplary.

- **Program: Nursing (graduate program)**

Student Learning Outcome: Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science-based theory.

Assessment Methods: Direct measures include the pass rate of the FNP boards= 88 %; Completion of the MSN Scholarly Project Direct measure.

Benchmarks/Intended Results: SEP > 75%

Assessment Results: 88%

Continuous Improvement Recommendation: Add a pre-FNP Board assessment in the NUR 560 course for the students and faculty to have an assessment of their knowledge; add longer time for FNP board preparation within the final clinical courses; propose to add pediatric and maternity content within the curriculum

Utilizing the E1A and E1B forms to inventory program effectiveness indicators, it was determined that programs are at varying stages of effectiveness in how they approach assessing learning outcomes with a number using student course grades as direct assessment. With the additional resources dedicated to supporting assessment now in place, program faculty will have opportunities to discuss and refine their direct assessment methods. Overall, most programs cite assessment efforts that have resulted in identifying the need to refine SLOs, more intentionally connect program content to learning outcomes, revise assessment methods and/or rubrics, curriculum revisions and program concentrations.

Results from a portfolio of student survey research is also used to improve students’ educational experience. Both the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) as well as the Senior Exit survey are tools used to gauge the extent to which students are engaging in their education and what they get out of it. Specifically, with the BCSSE, the advising reports are used by advisors as well as the First Year Transitions (FYT) course instructors to support first-year students as they are exposed to the expectations of the college learning environment. As discussed in Standard Five, the data are also used by the SSC in their work around supporting at-risk students. The data indicate that seniors in the 2020 NSSE (Q18) reported high levels of frequency and mean scores above 3.0 (4 point scale) regarding how Salve Regina contributed to their knowledge, skills, and personal development. Of particular note are the skills and development in areas that are core outcomes: “thinking critically and analytically,” “speaking clearly and effectively,” and “writing clearly and effectively.” The Salve Senior Exit Survey mirrors some of these findings (Q34).

However, triangulated data points show that students report their preparation with quantitative data is weak. Findings from NSSE first year and senior responses as well as Senior Exit Survey indicate this is an area to address. From the Salve Senior Exit Survey, students' rating of their competence among a bank of knowledge and abilities areas rated their competence in "Quantitative or mathematical skills" as the lowest (Q 34: 69% indicating "very competent" or "competent"). Longitudinal findings from NSSE demonstrate the decline in the mean scale scores for Quantitative Reasoning, particularly prominent with seniors. These data have been shared with the Core renewal committee as a point to consider about what must be done in order to strengthen students' quantitative skills part of the new Core Curriculum.

The Salve Senior Exit Survey results also provide insight on students' perceptions of the Core Curriculum. From the data, it is evident that students find discrete courses more or less valuable with the capstone course considered "very valuable or valuable" by 80% of the respondents. However, it is evident that the University Seminar courses, taken in the first year, are not perceived as "valuable" when students reflect back on these aspects of the Core at the time of graduation (35% of respondents indicating "very valuable or valuable"). In the Core renewal process, the committees have been charged with developing conceptual frameworks that will help students better recognize the value of the liberal arts as applied to both their major as well as their daily lives.

Further insight on students' perception of the Core Curriculum was provided through a Core Curriculum Assessment survey that was administered in spring 2019 to all seniors enrolled in Capstone courses. Sponsored by the now disbanded faculty Core Review Committee, the survey prompted students to indicate the extent to which their experience in the Core impacted them in key learning areas as well as to further articulate their understanding via prompts for open responses. A summary of the Likert scale responses may be found in supporting documents. A report highlighting these responses as well as bullet highlights of the qualitative responses has been provided to the Core renewal committees to inform their work in articulating Core Curriculum learning outcomes.

Overall, feedback from graduating seniors suggest that students are pleased with the quality of education they have received in preparation for "life after Salve." Over five years averaged, 88% believe their education is just beginning; 84% say they would choose Salve again; 88% were satisfied with their major overall and 84% were satisfied with the level of academic rigor in their major.

PROJECTIONS

- Salve Regina will build upon the assessment processes around academic program SLOs to support departments in the full assessment loop of gathering evidence, interpreting information, and using those results to enhance teaching and learning. In addition, in 2021-22 the University will explore opportunities for an organized and systematic assessment model for academic and student support services.
- Overall institutional effectiveness evaluation would benefit from intentional integration and use of student learning assessment results and measures of student success and achievement. The University should focus on not only overall measures but disaggregating findings based on sub-groups of interest.
- The University should consider a more comprehensive effort to assess alumni outcomes, broadening the current focus beyond academic program review and current practice, to track outcomes and gather data on all alumni at five and 10 years after graduation.
- The University's short-term goal is to maintain retention at 85% over the next three years, with a long-term goal over six to eight years of increasing and sustaining retention at 88% or higher by investing in the existing resources that support student success as well as reevaluating current structure and practices.

STANDARD NINE: INTEGRITY, TRANSPARENCY AND PUBLIC DISCLOSURE

DESCRIPTION

Integrity

Salve Regina was founded on the notion of promoting virtue, faith and wisdom. Its mission today, which is predominantly featured in campus buildings, on the website and in primary communications, continues to encourage students, faculty, staff and alumni to “work for a world that is harmonious, just and merciful.” The shared values identified in the Strategic Compass serve as guiding principles for the campus community and will become more embedded in messaging as key priorities unfold. These values will also become more deeply embedded in coursework as a result of the Core Curriculum renewal process.

Documents such as the Faculty Manual, along with the Student, Staff and Trustee Handbooks, are widely distributed and encompass personal conduct, confidentiality, academic integrity, intellectual freedom, interpersonal relationships, employer-employee relationships, admissions, hiring and representation of administration, faculty, staff and students. Policies and procedures pertaining to institutional integrity and the fair resolution of grievances are also outlined in these publications as well as through links on departmental webpages and the document library within the portal.

All publications are updated annually, if not more frequently. Residence Life also has a roommate grievance process that is communicated at various points throughout the year in relation to housing and residence hall outreach. Conflict of Interest and Whistleblower policies are distributed on an annual basis and can be reviewed both digitally and physically through the Office of Human Resources.

The University sets standards of integrity through the general Academic Integrity Policy, which underwent revision in 2020 by the Faculty Assembly Executive Committee in conjunction with the Undergraduate Dean. The new policy is being piloted in spring 2021 and it is anticipated that the policy will be finalized and fully launched for the 2021-22 academic year. Students are also expected to abide by the Student Code of Conduct. Given the circumstances surrounding the fall 2020 semester regarding the pandemic, Salve Regina reiterated guidelines in a September 2020 letter to students and families regarding expectations and sanctions for the health and safety of the campus community.

Additional examples include the Code of Conduct, emphasizing good sportsmanship, responsibility and respect that appears in the Student-Athlete Handbook as well as the IT Code of Conduct and the Code of Conduct for Financial Aid Professionals, which are examples of guiding principles governing offices in which integrity is an essential underpinning of the profession.

As previously discussed, the University’s Academic Freedom Policy, located in the Faculty Manual, details the guiding principles by which faculty conduct scholarly pursuits and classroom instruction. Policies and procedures around student conduct are detailed in the Student Handbook and the Computer and Network Use policy also encompasses academic freedom and intellectual property. The Protest and Demonstration Policy was created to support campus activism and allow students to collectively share their voices as advocates for causes in which they believe.

As the higher education climate continues to evolve around issues of access, value and outcomes, Salve Regina continues its commitment to ensuring that catalog information and marketing messages are consistent and clear for students and their families. The University is careful to avoid any type of misrepresentation in marketing and strives to convey accurate and relevant information to both internal and external audiences. Update requests for the website are typically made within 24-48 hours, with potential exceptions during peak times. University Relations works closely with the Office of Institutional Research

and Effectiveness (IRE) staff to ensure that data used to represent the institution are accurate, timely, and readily accessible. Institutional data are compiled in compliance with federal regulations and posted online through the University facts, profiles and Consumer Information webpages. Recognizing that the integrity, accuracy, and management of University data is an institutional asset, the previously mentioned Data Governance Committee was established to address and develop governance structures and procedures regarding data access, usage, integrity and integration across the institution. Salve Regina also established a task force to ensure compliance with the Gramm-Leach-Bliley Act, encompassing data compliance and protection, FERPA and institutional security issues.

Matrix-based financial aid and admissions policies ensure fairness, as do those found in the Student Handbook concerning academic dishonesty, conflict of interest, intellectual property and plagiarism. The University remains in compliance with federal regulations such as Title IX and the Clery Act, and ensures that students and employees have access to information through the website and awareness programs such as the mandatory Campus Security Authority training required for student leaders, FYT instructors and other University constituents who regularly interact with students. FERPA guidelines are communicated to students and employees and both University Relations and Athletics employ photo release forms and follow guidelines for informational property rights, music licensing, copyright and patents.

Governed by its original incorporating charter of 1934 and subsequent revisions, the Salve Regina University Corporation has the authority to operate in the State of Rhode Island and the responsibility and authority to regulate the course of instruction and grant degrees. The University, as well as its academic programs and operational departments, must adhere to the ethical standards of the Corporation as well as to individual accrediting organizations. Codes of ethics are also adhered to by those in affiliated professions such as admissions, student affairs, public relations, athletics and fundraising. Gift processing policies and procedures are clearly documented, adhered to, reviewed and updated as needed by the Advancement team, and are examined by the Business Office in conjunction with University auditors on a regular basis.

The mission statement, which states, in part, that the institution “through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge...”, is evidence of Salve Regina’s foundational commitment to the free pursuit and dissemination of knowledge. Further evidence includes achievements in scholarly research by faculty and students that are highlighted through the Faculty Achievements publication, profiles on departmental webpages, SalveToday, Report from Newport, the University magazine, and through media pitches, library programs or elsewhere on campus.

As noted in Standards Five and Six, as well as on University webpages such as Human Resources Employment Opportunities, Undergraduate Admissions and Graduate Admissions, Salve Regina strives to provide equal opportunity in employment and education to all employees, students and applicants. Moving forward under a Strategic Compass built on the foundational value of respect and dignity for all, the University remains committed to fostering an inclusive atmosphere of respect and support for people of diverse characteristics and backgrounds.

Charged with furthering this commitment across campus, the Presidential Commission for Equity and Inclusion has been discussed in previous Standards to highlight strengthened efforts around equity and inclusion. It is anticipated that the Office of Multicultural Programs and Retention, a campus hub for programming around inclusion, will play a leading role in these efforts given extensive programming already in place. With expectations for enriched learning and ongoing student support set through its diversity statement and goals, the office hosts Multicultural Education Week, which includes a series of events and presentations designed to engage students, faculty and staff in discussions and perspectives that are closely connected to the mission and Critical Concerns. Other campus initiatives that address cultural discovery are the diversity and inclusion task force, diversity fellowship program, Equity and Inclusion Summit, Inclusive

Reading Club, and student organizations such as Black Student Union and Multicultural Student Organization.

In other areas of the University, the Department of Athletics subscribes to the NCAA Division III philosophy on diversity and inclusion, which seeks “to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds.” The Office of International Programs actively promotes international and intercultural understanding by facilitating the exchange of people and ideas, and assisting in the development of the skills and attitudes necessary for global citizenship. Through short- and long-term study abroad programs, students are immersed in cultural experiences that enhance their world view. Of students in the Class of 2020, 25% participated in study abroad programs as part of their undergraduate experience.

The University’s Admissions team conducts interactions with prospective students in the spirit of honesty, integrity and transparency in showcasing the Salve Regina experience. The first-year applicants’ webpage features clear information on deadlines, applications and admissions decisions. Marketing and recruitment materials undergo periodic review and updates to ensure that the information provided online and in print reflects accurate program details and criteria. The University profile and University facts sections of the website are updated each October and program pages are updated as needed based on programmatical changes recommended by the Faculty Assembly and approved by the Provost.

Salve Regina hosts a variety of activities throughout the year. While the pandemic has forced many into the virtual realm, the University continues to engage its constituents in an array of events, including signature fundraising traditions such as the Governor’s Ball and annual golf tournament, as well as Reunion and Fall Festival Weekends, which are alumni and family favorites. In addition, open houses, Connections and Accepted Student Visit Days, and various lectures, performances and presentations fill the University calendar and provide opportunities for the campus and greater communities to connect with the University. Each of these events is run collaboratively across areas including Admissions, Advancement, Alumni, Parent and Family Programs, Student Engagement, various academic departments and more.

Digital fundraising programs through online crowdsourcing tools such as GiveCampus have gained traction with constituents through various campaigns including the Mercy Emergency Relief Fund, Seahawks Take Flight and Giving Tuesday. Highly secure delivery systems with tracking and data analysis have been employed, such as ThruText for text-to-give, as well as the Evertrue alumni engagement platform. In addition, the University’s social media presence has increased alumni engagement as virtual special events and meetings replaced in-person gatherings during the pandemic.

Alumni and giving webpages are updated regularly; print and digital information is reviewed for clarity, transparency and accuracy to ensure effectiveness of communication to all constituents. As noted in Standard Seven, the Advancement team adheres to the Donor Bill of Rights collaboratively developed by a number of fundraising organizations including the Council for Advancement and Support of Education (CASE) and works to ensure that solicitations are clear so that donors understand how their gift will be designated.

As discussed in Standard Two, Salve’s engagement with Carnegie Dartlet to assess and analyze its position in the marketplace and ensure proper placement in the digital realm served to develop a more unified approach to messaging. The resulting reputation management project planning and recommendations featured specific goals that are components of Project 7500, including increased institutional awareness in primary market branding as well as increased undergraduate applications for admission in secondary and tertiary markets. An integrated marketing communications approach has been employed since early 2017, combining representatives from all main communication points within the University including Admissions,

Athletics, Student Engagement, Community Service and Engagement, Pell Center, Graduate and Professional Studies, Advancement and University Relations. The team meets regularly under the direction of the Associate Vice President for University Relations/Chief Communications Officer to share information and ensure that messaging is consistent, timely and avoids redundancies in outreach to University audiences.

The main elements of Salve Regina's reputation management program include an editorial and writing guide, branding guide, social media policy and communications procedures and media protocol. Social media and standard media monitoring services aid in managing how the institution deploys its content as well as maintains its brand through responses to posts by others. The University has also partnered with a licensing firm (CLC) to ensure appropriate branding and licensing of Salve Regina images through various types of merchandise.

Those offices charged with the dissemination of information pertaining to Salve Regina strive to adhere to best practices in the fields that support the overall aims and institutional goals of the University. Examples of periodic and episodic assessments were noted in earlier Standards, including academic program reviews, cross-campus annual planning and budgeting, and annual audits in the Finance, Financial Aid and Advancement areas. In addition, alumni and constituent surveys are conducted through University Relations to garner insights into the viewpoints, motivations, needs and suggestions for constituency programming and volunteer opportunities. Examples include surveys administered in 2020 that focused on the Strategic Compass and alumni engagement during the pandemic. Responses from the latter have resulted in increased efforts across social media platforms to creatively engage alumni of all ages. In addition, alumni responses were the catalyst for new initiatives in virtual programming such as mini-reunions and networking events.

University Relations works with offices across campus to ensure policies and procedures are updated and accurate in association with guidelines and activities related to federal and state relations through the Association of Independent Colleges and Universities nationally, and the Association of Independent Colleges and Universities of Rhode Island. Regular and consistent outreach to departments ensures that the institutional website is accurate in its portrayal and dissemination of information pertaining to Salve Regina.

The University adheres to the principles of documentation and communication set forth by NECHE and other accrediting agencies and regularly monitors compliance with standards. Academic program pages are adjusted to include standard accreditation information during departmental review processes and University Relations coordinates with each department in terms of required notices and appropriate advertising during the reaccreditation period. The University notifies NECHE pertaining to any adverse events or questions regarding situations that may impact an area of accreditation, however Salve Regina has had no adverse effects to report. The institution complies with annual reporting, as well as input and feedback required from site visits, including those associated with substantive changes around the DNP and Ph.D. in International Relations. Additional financial requirements connected to the pandemic are found in supporting documents.

In preparation for the NECHE reaccreditation, steering committee members have attended various workshops and a NECHE reaccreditation webpage has been established on the University website. Both discipline-specific accreditations and regional NECHE accreditations are noted on the Consumer Information webpage. Accreditation notifications are promoted through all main channels of communication as well as advertised via local media outlets, welcoming feedback from the campus and greater communities.

Transparency

Consumer information consistent with federal regulations is searchable as well as intuitively located under the University Profile and a University Facts page provides a variety of at-a-glance information about the University's history, student population, programs, admissions and financial aid. Admissions information is easily accessible for undergraduate, international and graduate populations and includes timelines, deadlines and academic expectations for enrollment. Financial aid information, along with tuition and fees, can be quickly found, in addition to a net price calculator that enables students to ascertain what they may expect to pay for a Salve Regina education.

The website was constructed on the Drupal platform for web content management and provides a responsive design that is user-friendly on all devices, which is critical as more people are looking to access information through their mobile devices. An academic program finder for undergraduate and graduate programs was enhanced in 2019, making it easier for prospective students to match Salve Regina's programs with their own interests. Admissions requirements for undergraduate and graduate programs are posted in each program area as well as on the online academic catalog pages, in which grading and assessment policies are also found. Furthermore, public audiences have access to ample information regarding processes for admissions, employment, grading and assessment, student discipline and the consideration of complaints and appeals. If information is not intuitive in terms of navigation for the user, a simple search of the website should connect them to the information needed.

The Office of Human Resources posts all employment opportunities for administrative, staff and faculty positions on its webpages and a "Work at Salve" icon is located at the bottom of the home page. All positions posted include a brief overview of the institution along with essential duties, responsibilities and required qualifications. A Student Employment Policies and Procedures Manual is located on the Career Development webpage and may be accessed through the search function.

The University follows federal guidelines set forth by the Clery Act in relation to crime statistics as well as Title IX reporting data related to student experiences and expectations. Grievance procedures impacting students are outlined in the Student Handbook as a component of the Student Code of Conduct (violations) as well as within information directly relating to Title IX, safety and security (parking policies) and other Student Affairs areas.

Salve Regina is authorized to offer online education under the National Council for State Authorization Reciprocity Agreements and is a member of the New England Board of Higher Education compact. The State Authorization Reciprocity Agreement (SARA) is an ongoing evaluation process with institutions being reaffirmed by the national council and regional compact annually. The compact requires that the University initially work directly with students toward resolution of complaints. Should that process not satisfy any request, complaints may be directed to the Rhode Island Office of the Postsecondary Commissioner.

Contact information is clearly posted through search functions, the faculty/staff directory, staff sections of webpages, and the standard email form. The University operator and the Office of Safety and Security also assist with directing individuals to appropriate areas should the requests be made via more traditional forms of communication. The University maintains compliance with all federal reporting requirements and as such, must respond to reasonable requests for information. The 990 and current audited financial statements are posted on the website, along with the institution's tax-exempt status. Information regarding what the institution voluntarily pays in taxes and what the city of Newport receives annually through the state's reimbursement or payment-in-lieu-of taxes program is released annually. As part of community relations efforts, neighbors are notified approximately four times per year regarding move-in dates, sports schedules, training on campus and information that may be helpful to them such as admissions and Commencement events that may lead to increased traffic.

Recruitment and marketing materials, whether in print or digital form, reflect the policies, procedures and programs outlined in the undergraduate and graduate catalogs. Given production costs and time required for print publications, updates are typically made on an annual basis to many of the key communication pieces published. The use of digital catalogs has enabled updates in real-time, which therefore provides the most accurate information to viewers if changes are made throughout the academic year. The University Archives has catalog information from 1948 onward and all catalogues from 2012 are also available in digital format.

In efforts to encourage the promotion of faculty and student achievement, the marketing, design and communication request form was instituted as a channel by which faculty and staff may submit news of their own work or that of students for sharing through social media, magazine or webpage profiles. Student achievements are showcased in the annual SRyou Student Exposition and collaborative faculty-student initiatives are posted regularly through social media channels and used in marketing materials by admissions, University Relations, Advancement, Athletics and other areas.

Public Disclosure

Prospective students and other visitors to the University's website can easily access practical information regarding a Salve Regina education, such as cost of attendance and available programs, while current student and alumni testimonials on the homepage, academic webpages and across the website offer personal reflections on the campus culture and its impact. Enhanced program webpages that include information on coursework, faculty, research, internships, "Life after Salve," and more, illustrate the breadth and depth of the educational experience across disciplines.

Academic catalogs are available via the institutional website for undergraduate and graduate students. Catalog content is consistent with that found on the website regarding mission, history and purpose of the institution. The obligations of both undergraduate and graduate students are clearly identified and the responsibilities of the institution to its students are outlined and available. New articulation agreements are announced via campus news and press releases through the larger market and all agreements are listed on the Registrar's webpage as well as in academic catalogs.

As previously discussed, the University mission may be found on the website as well as in printed publications such as the view book, academic catalogs and Report from Newport. Additionally, the calligraphic artwork depicting the transformation of the caterpillar to a butterfly, symbolizing the impact of the Salve Regina experience, appears in offices and departments across campus. The University's religious affiliation as a Catholic institution is clearly articulated in descriptions across all platforms and is visually represented on campus in a variety of ways, including statues and Our Lady of Mercy Chapel.

Salve Regina publishes the locations and programs available on our campus in Newport as well as in the University's instructional site in Warwick, R.I. The size and characteristics of Salve Regina's student body are easily accessed through the University Facts and University Profile webpages, which contain pertinent information for prospective students and families. Monetary information including charges and matters regarding reimbursements during the pandemic can be found through the Business Office webpages and the Back to Salve resources site.

Courses are offered at least once every other year to accommodate a student's path to degree. The schedule of classes is available for viewing the semester prior so that students can plan accordingly. Both digital and print academic catalogs contain information on courses and the frequency with which they are taught. This information is also provided on department pages as needed and academic four-year degree plans indicate when students should plan to enroll in courses.

Academic and other support services are accessible through the navigation bar on the homepage as well as within specific webpages or publications within the Student Affairs area. Co-curricular and non-academic opportunities are found through social media, SALVE^{today} and various webpages such as the Center for Community Engagement and Service, Student Engagement and Mercy Center for Spiritual Life. Use of the Seahawk Connection platform enables students to access and engage with clubs, events and activities designed to enhance the college experience and promote involvement with the campus and greater communities.

Institutional learning and physical resources, including McKillop Library and Sullivan Fitness Center, are accessed through the website and highlighted in various publications. Social media channels and specialized pages such as Hands-On Learning further document the range of opportunities that are available to Salve Regina students.

The University Profile and Consumer Information webpages include retention and graduation rates as well as licensure exam pass rates. These pages are easily accessed from the University Facts webpage on the website. Additional information includes third-party rankings, degrees awarded and various at-a-glance facts. The Consumer Information webpage also features information and resources that assist students and families in making an informed decision about whether Salve Regina University is the right fit. The total cost of attendance and Net Price Calculator are easily accessed through the Office of Financial Aid webpages, which also provide information about financing a college education through scholarships, grants and loans. A FAQ page includes answers to questions on a range of topics such as applying for aid, the types of financial aid and loans available, and reconsideration of financial aid due to extenuating circumstances. External sources provide additional information about the University, including the U.S. Department of Education's College Scorecard, which discloses the median total debt after graduation, and the College Navigator, which includes financial aid information and cohort default rates.

When individuals representing the University meet with students, prospective students or members of the public, it is made clear that they are acting on behalf of Salve Regina through the context of the interaction. Faculty and staff are encouraged to include a branded signature on email correspondence and are required to have their University identification cards visible at all times. Members of the campus community who frequently connect with external constituents, such as the Admissions and Advancement teams, carry business cards approved by Human Resources as further means of identification. iDesign's partnership in recruiting graduate and continuing education students stipulates that they are approved representatives operating on behalf of the University.

Salve Regina's statements about its current accredited status are accurately and explicitly worded. Should a status change be required, the institution would update print and digital publications in which the institution's accreditation is mentioned.

APPRAISAL

Integrity

The Strategic Compass, along with a commitment by senior leadership to foster a culture of transparency and open communication, is a positive and reassuring direction for the University and its constituents. Through regular updates, Town Hall meetings and shared governance initiatives, the campus community is moving toward bridging silos and enhanced collaboration in order to establish channels by which issues of integrity may be considered.

New policies and procedural revisions have been ongoing in response to the pandemic, with relevant and timely updates that serve to reinforce the connections between all members of the campus community and

the responsibilities that come with being a member of a Mercy institution. Although Salve Regina is one of the few CMHE institutions without a value statement, it is anticipated that the Strategic Compass will address this as guiding principles and shared values are further outlined.

As the University implements Strategic Compass initiatives, continued compliance with federal regulations such as the Gramm-Leach-Bliley Act, Title IX, Title IV and the Clery Act, along with other financial and admissions-related best practices, is of the utmost importance and will ensure that the institution operates within the context of truthfulness, clarity and fairness.

The University website's search capabilities would be strengthened with greater clarity in determining where PDFs originate. Currently, shared policies are often standalone PDFs with a unique URL that does not identify the office or department in which the document lives. It would be helpful for the link to include its home on the website for greater accessibility and informational purposes.

While much work remains to be done in terms of improving diversity and inclusiveness on campus, strides have been made and momentum continues. A faculty task force focused on race and racism has been working in response to research conducted with more than 500 Salve Regina students in which students of color reported significantly less comfort, more feelings of prejudice, and less support than did white students, which relevant literature strongly suggests will have a negative impact on student engagement and academic success. The group has submitted guidelines and recommendations that have been reviewed, with implementation pending, and the Presidential Commission for Equity and Inclusion is moving forward with its charge to develop action steps in alignment with the Strategic Compass and University mission.

McKillop Library also offers a reading list to support those of non-diverse backgrounds in learning more about the history of oppression and systemic racism. In addition, the Critical Concerns of racism and nonviolence are evident in coursework and programming through initiatives such as the McAuley Institute for Mercy Education's Faculty Collaboratives and the fall 2020 University Seminars Shared Examination of the Critical Concern of Racism, which focused on the life and work of Congressman John Lewis. The FYT100 curriculum also requires students to attend a Multicultural Education Week event and submit a reflection on the experience as part of their graded assignments.

The move to remote learning opened new discussions regarding the assurance of academic integrity and aligned with the efforts of an ad hoc committee charged with reviewing and updating the Academic Integrity Policy. Faculty had expressed concern over certain aspects of the previous policy being underdeveloped and wished to make improvements, resulting in the spring 2021 pilot of the revised policy. With the unexpected pivot to remote learning in spring 2020, the University solicited feedback from students, faculty, and staff about their experience through a community survey administered in May 2020. Among faculty's top concerns was the integrity of testing, concerns around online exams and changes to grading structures. Of the full-time faculty respondents, 35% selected security/privacy in proctoring online exams as a biggest concern.

Accessible through the Canvas LMS, Turnitin.com is a platform widely used across departments to ensure that students adhere to standards of integrity in academic writing. Some disciplines that are offered remotely at both the graduate and undergraduate levels, however, lend themselves to issues of integrity in testing. While the University has invested in proctoring tools to ensure that expectations are met, further investment at the graduate level may be required.

Social media has created challenges in maintaining the highest degrees of integrity in terms of accuracy of content when multiple parties choose to comment to their individual constituent groups on any number of

topics. The Admissions and University Relations teams strive to maintain consistency and accuracy in how the University and its position on various topics are represented. As various offices engage more and more with students, families and members of the community, it becomes increasingly important to maintain consistency and unification with messaging. To streamline efforts in disseminating accurate information, the University instituted a marketing, design and communication request form to aid in the submission of information regarding updates to academic programs as well as news and marketing information. The process was established to enhance centralized communication across campus and ensure consistent messaging and promotion.

While the integrated marketing team approach has been a positive experience, there is still a need for further centralized policies, processes and decision-making. One area that came to light is the need for a scheduling process whether an event is virtual or in-person. As most of the activities during the fall 2020 semester were virtual, thereby eliminating the need to reserve physical space through Conferences and Events to host, a number of presentations were scheduled for the same day and time, which impacted attendance for each. However, the need to communicate more cohesively during the coronavirus pandemic has aided in the planned development of newer policies and procedures to ensure stronger centralization of message distribution across constituencies, including the undergraduate and graduate audiences. A more cohesive approach in this regard is also anticipated as a result of reposition graduate admissions under the same divisional vice president as undergraduate admissions.

As noted in Standard Five, outreach being done through surveys has expanded nearly to the point of exhaustion among constituent groups, particularly in the spring semester of 2020. While much of the data-gathering is necessary, the size of the institution makes it difficult to conduct surveys so close together. While coronavirus and stay-at-home orders fed a need to connect, under normal conditions this would lead to survey fatigue at a much faster rate. A more centralized and systematic approach would streamline efforts, reduce redundancies and perhaps garner greater response and participation overall. Surveys and outreach administered through IRE and Human Resources regarding remote learning and policies associated with the coronavirus resulted in focused training and professional development for faculty in order to better engage students in the virtual learning environment.

The University has gathered a large amount of data over the past five years in relation to marketing, campus climate, safety and strategic goals. The challenge has been less about the distribution and gathering of the data but more what to do with it and how to implement policies around it. Much of this can be attributed to other priorities within the institution as well as to the significant changes in leadership in recent years.

While most conduct-related grievances have readily accessible processes and procedures, those designed to enact change or deal with significant social and political issues are not presented as clearly. In most cases, a task force or other committee is designated to investigate the topic. Other than emailing an administrator or going through the chain of command, it could be difficult for the average community member to know how to submit their input.

Transparency

Mobility is always a concern in terms of how information is displayed and organized. As user habits change, so too must the adaptability of the website. The University recognizes that users looking for undergraduate program information and users looking for graduate information have different habits when it comes to website functionality. While there is always room for improvement in order to meet constituents' needs, the website is suitable to main user habits and any information is easily found through the search bar.

Offices and departments must also work closely with the digital communications team to better manage webpages and links to avoid having outdated messaging online and ensure that all information is up-to-

date. The website is the most up-to-date in terms of programmatic information as opposed to print publications but in order to ensure that message and content is consistent across digital and print formats, it is critical that any changes are flagged and sent to the webmaster for updating. It is also critical to promote the inclusion of the communications team in all event and program updates across campus offices and departments.

Recent updates to graduate and professional studies program pages enable viewers to easily access information including time to complete, program format and application deadlines. Such user-friendly enhancements allow prospective students to quickly find important details that greatly impact the graduate student experience.

Admissions and Advancement are two of the University's most prolific areas in terms of print publications in outreach to prospective students, families and alumni. Pieces produced are reviewed for content accuracy and adherence to branding standards whenever updated, which is typically once per year. Promotional and solicitation materials are designed to reflect current information and programming, so that alumni and potential donors are connected to the University with timely and relevant material. Digital publications are complete, readily available and generally reflect the most up-to-date information about the University.

Consideration of complaints and appeals can be found on various webpages as well as on the internal portal. Some of this information is located directly on the webpage while some may be contained in PDFs linked from individual pages. A search of "complaints and appeals" from the search bar pulls policies mainly tied to sexual harassment and misconduct as well as financial aid processes. It is worth further examination, however, to determine why, in going beyond the first page of the search, some data mixes in with the library's digital commons – and thus articles, book references, etc., appear among the various policies.

Many University processes are documented but within the portal so are unavailable to external audiences. A review of such accessibility would be helpful in determining best practices to allow appropriate access to information in order to reduce the likelihood of staff having to walk people through the steps required to find what they need. While the University makes every attempt to be intuitive when it comes to providing the right contact information to the public at large, human nature is such that, despite policies and protocols, individuals will still reach out to those they know first. The advantage that Salve has as a smaller campus community is that most employees know how and where to direct inquiries when needed.

As a result of the pandemic, all constituents have had access to information regarding the University's efforts to keep the campus community safe; first through the Virtual Salve website, which transitioned to Back to Salve for the fall 2020 reopening. This site provides information including the COVID-19 dashboard, which is updated daily, that monitors testing and positivity rates. In addition, all communications to the University community throughout the pandemic are housed on the site for easy reference.

Salve Regina welcomes public comments through notices in local newspapers, the University magazine *Report from Newport*, and online when undergoing both the NECHE and CCNE reaccreditation review. As individual offices or the institution as a whole look to third parties to assist in managing programs or advertising, it is important to note that they must also subscribe to the same principles, and work with the institution to ensure that its policies are maintained by all cooperating partners and vendors.

Public Disclosure

Student and alumni success profiles and academic webpage spotlights contribute to information surrounding student outcomes. Each year, Senior Success stories highlight the achievements of the graduating class. Faculty and staff are invited to share stories and students may self-submit news of where

they will be heading next, whether they have secured employment, will enroll in graduate studies or embark on an internship or service year.

Faculty may submit changes to their directory page through the marketing request form. The webmaster is also notified by Human Resources when faculty are hired, promoted or leave the University. While some faculty listings include degrees held, granting institutions and a reflective statement, this is inconsistent and dependent upon faculty submissions. Instituting a minimum requirement for directory information would provide access to faculty credentials and enhance listing information.

As discussed, Financial Aid staff work with students and families to ensure that they have a realistic understanding and overall picture of their ability to afford a Salve Regina education. While the information published online and in various recruitment and marketing materials is accurate and complete, it is important to offer the opportunity for discussion so that individual circumstances may be considered.

PROJECTIONS

Integrity

- The University's social media policy will be updated in 2021 and a media/social media training program will be implemented.
- Salve Regina will continue its work around equity and inclusion and implement the initiatives of the Presidential Commission for Equity and Inclusion.
- The University will explore options that aid in supporting academic honesty through remote learning platforms and student education and begin offering orientation sessions on academic integrity.
- The University will work to implement a more systematic and intentional approach to assessment across campus; establish clear criteria when utilizing surveys; and improve follow-through to close the loop. In 2021-22, a cross-section of campus departments will convene to articulate guidelines for survey development and usage.
- With a myriad of external rankings and "pay-to-play" recognitions, an established rubric and criteria to determine which survey rankings are most impactful should be implemented.

Transparency

- The marketing, design and communication request form will become part of a more streamlined process for fall 2021 around program changes to promote awareness of its use and ensure that information is shared in a timely manner in order to update both University Relations and the Registrar on new program approvals or the removal of programs.
- As Salve Regina works to expand its reach through marketing, it will also increase the communication vehicles by which University strategic initiatives and their progress are shared both within and outside the institution.

Public Disclosure

- Program SLOs will be posted online through departmental webpages and catalogs for fall 2021.
- A revised President's webpage is planned as part of the efforts toward greater openness and transparency. In addition, more dynamic faculty directory listings would benefit current and prospective students.
- Through leadership and management programming, the University will promote faculty and staff advancement. In addition, consideration may be given to annual announcements regarding faculty sabbaticals and research, as well as promotions and tenure, through *Salve today* as well as reinstating announcements of staff promotions in 2021-22 through the Human Resources newsletter.